



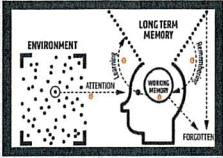
Ormiston Sheffield Community Academy

Spring Term

Year 10 Study Skills Booklet



Name	
Form	
Form Room	
Form Tutor	

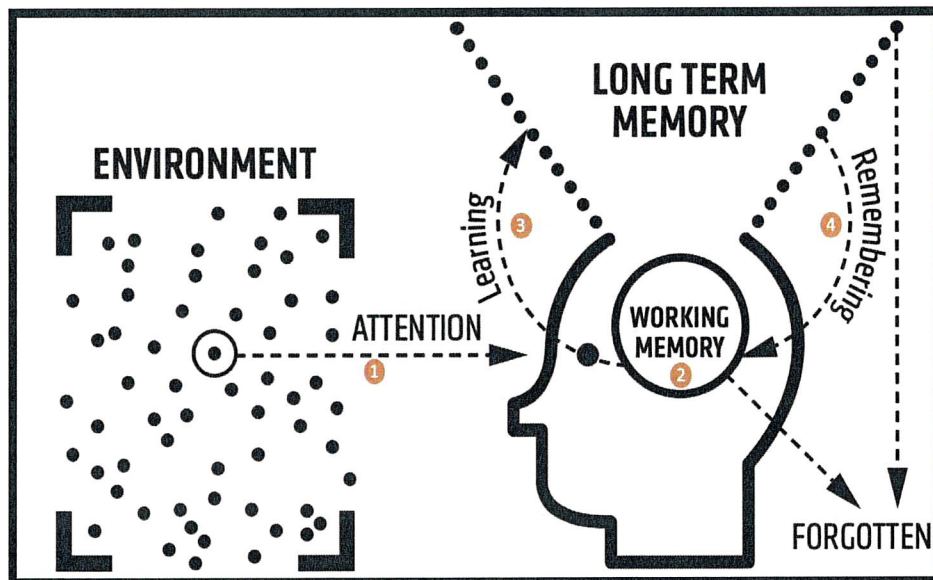


Last term we looked at how to learn, retain knowledge, and store information in our long-term memory. This term we will look at:

- How successful we were and what needs to change
- Revisiting study skills

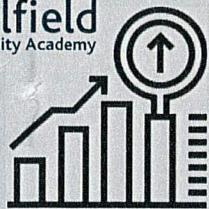
Study environment and focus

Long Term memory



Working memory

Remembering



Mid-Year Reflection

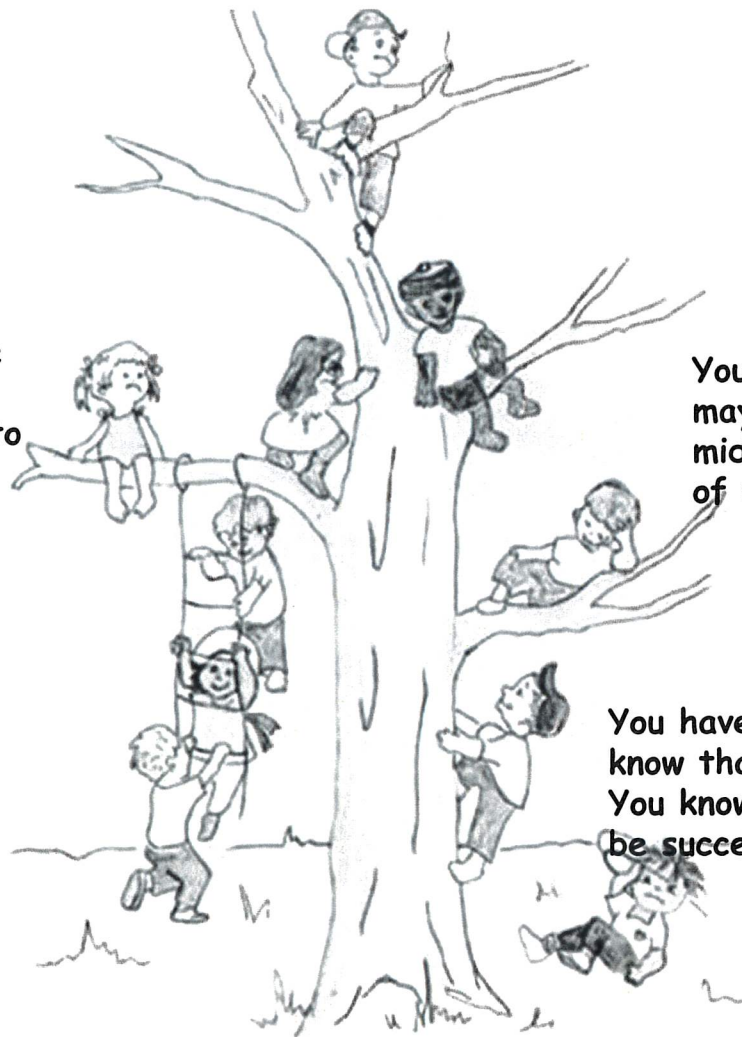
Subject	Reflection and What I need to do next
English	
Maths	
Science	
Option 1	
Option 2	
Option 3	
Option 4	
Attendance and Punctuality	
Effort	
Independent Study	



You are now mid-year and are settled into your option subjects - where do think you are in your progress in all subjects on the Success Tree?

At the top. You have the highest rank scores and are confident that you are on track to achieve the top grades when you get to GCSE.

You can see the top. You know what you have to do to put that extra effort to achieve it.



You are coasting - maybe at the bottom middle or upper middle of where you should be

You have made progress and know that you can improve. You know what is needed to be successful.

On the way up the ladder. You are pleased with some of your progress. You need some help and support to get you to the next level.

You are underachieving. You are disappointed in your progress and are underperforming. You need some support to get back on track.

Mid-Year Results Success Tree



You are now mid-year and are settled into your option subjects - where do think you are in your progress in all subjects on the Success Tree?



Gates open at 08:15 and you should be on-site and inside the building by 08:30. The first bell rings at 08:37, followed by the second bell at 08:40, signalling that you should be in your form room. This routine helps establish order and set a positive tone for the day, promoting punctuality and focus.

A WEEK Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

B WEEK Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

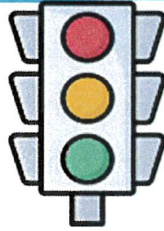


You now need to think about the study skills you have been taught and how you have used them. Beside each strategy start by RAG rating and then write why you have given them that rating. The final box is for a study method that you may have found useful that is different to what you have been taught.

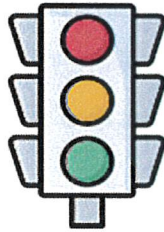
Study Skill

Reflection

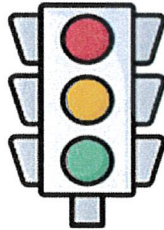
Mind Map



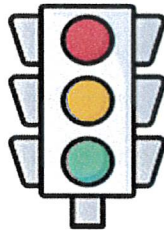
Flashcard



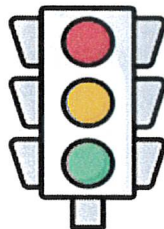
Re-Teach



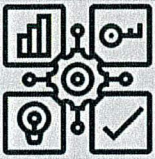
Spelling
strategies



Own
Strategy



Using Critical Knowledge Organisers to Study Effectively



Take this easy quiz to make you think about how you go about studying for assessments.

1. **Why is creating a study timetable important?**
 - a) It helps you avoid distractions
 - b) It ensures you manage your time effectively
 - c) It makes studying more fun
2. **What is the best way to take notes during a lesson?**
 - a) Write down everything the teacher says
 - b) Summarise key points in your own words
 - c) Copy from your friend's notes
3. **Which of these is an active revision technique?**
 - a) Reading notes silently
 - b) Highlighting text only
 - c) Creating flashcards and testing yourself
4. **Why should you take regular breaks when studying?**
 - a) To check social media
 - b) To help your brain process and retain information
 - c) To finish later
5. **What is the benefit of setting specific goals for each study session?**
 - a) It makes you feel busy
 - b) It gives you a clear focus and sense of achievement
 - c) It allows you to study less
6. **Which environment is best for studying?**
 - a) A quiet, well-lit space with minimal distractions
 - b) A noisy café
 - c) Your bed while watching TV
7. **What should you do if you don't understand a topic?**
 - a) Ignore it and move on
 - b) Ask your teacher or use reliable resources to clarify
 - c) Wait until the exam

Critical Knowledge Organisers



You have critical knowledge organisers for every topic you study. CKOs contain powerful and important core knowledge. The information forms the foundation for that subject with the facts and key vocabulary that you can, and should, learn. They do not replace what you learn in class!

Rationale

For class work

For homework

**For checkpoints
and assessments**

For revising

**For checking
core learning**

Explanation

You will have a CKO for every subject:

You can access your CKO for homework
or if you have been absent

Your Form Tutors and teachers will teach
you the revision strategies and how to use
them with your subject CKOs.

You will be set revision tasks for
homework on your CKOs so that you
are ready for classwork as well as
assessment points.

Why is it important that you have a
secure and confident knowledge of
the core information needed in every
subject you study ?

How well do you use your CKOs?



What are the different types of reading that you will need over the coming years?

Academic Reading

Transactional Reading

Reading for Pleasure

Tracking the Text



There are many proven reasons why tracking the text improves reading. Whether you are a good reader, a weaker reader, dyslexic, have ADHD etc, this is the easiest step on your journey to successful reading.

Why do I Track the Text?

- **It improves my focus and attention:** Tracking helps me stay engaged with the text and reduces distractions.
- **It enhances my eye movement and tracking skills:** Guides my eyes smoothly across the page, preventing skipped words or lines.
- **It boosts word recognition and fluency:** Reinforces the connection between spoken and written words.
- **It supports my comprehension:** Helps me process and understand what I am reading more effectively.
- **It reduces visual stress:** Tools like reading rulers can minimize glare and visual overload, especially helpful if I have dyslexia or ADHD.
- **It encourages independence and confidence:** Tracking tools help my self-guided reading and reduce frustration.
- **It works for all ages and abilities:** Whether using a finger, a ruler, a pen or any of those, tracking is a strategy that benefits me regardless of what I am reading.



How to Track With Your Finger

1. Put your finger *under* the text—not covering it.
2. Move smoothly from left to right.
3. Keep your eyes on the words, not your finger.
4. Follow the line breaks carefully.
5. Aim to read each word once without skipping.

Academy Spelling Strategies



Syllabification

Breaking words into sound chunks/syllables

This is how you learn more challenging words and their spelling.

Application

- effective
- efficient
- substantial
- consistent
- inconsistent
- credible
- sophisticated

temperature

temper ture ness

how hot or cold a thing, place or person is, measured
in degrees Celsius, Fahrenheit or Kelvin

Choose vocabulary from a CKO, or use the ones above, and use this method to learn the spelling.

Academy Spelling Strategies



*You can pyramid the word, letter by letter
Or
You can pyramid the word syllable by syllable*

Application

Choose some vocabulary from a CKO and pyramid them below.

Academy Spelling Strategies



Prefixes: added to the beginning of the root word to create a new word with a different meaning.

Suffix: added to the end of the root word to create a new word with a different meaning.

Application

UN help FUL

EX port ED

De ACTIV ate

Choose some tricky vocabulary from a CKO and use this method to learn the spelling.

Using the Internet for Support

*Sometimes we are unsure of a topic or we really want to find out more about it.
Sometimes we just want to consolidate our learning. Here is a guide to some
websites that might help you.*

Name of website

What it does

Khan Academy



<https://www.khanacademy.org/lohp/learner>
Free, high-quality online learning resources and offers instructional videos, practice exercises, and personalised learning tools across a wide range of subjects.

Quizlet

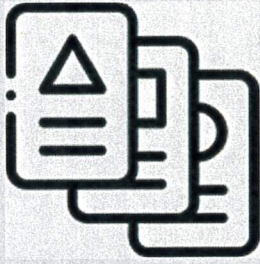


<https://quizlet.com/gb>
Interactive flashcards, practice tests and study guides

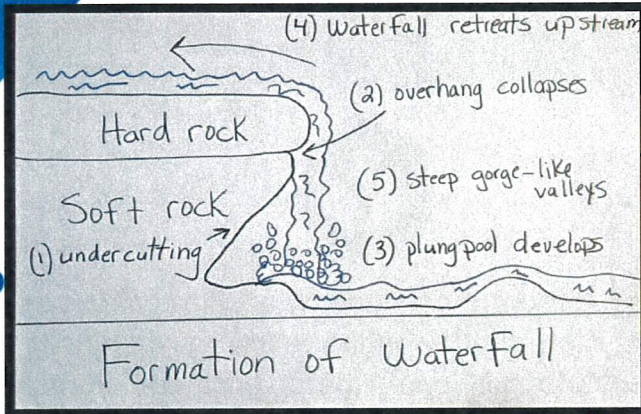
BBC Bitesize



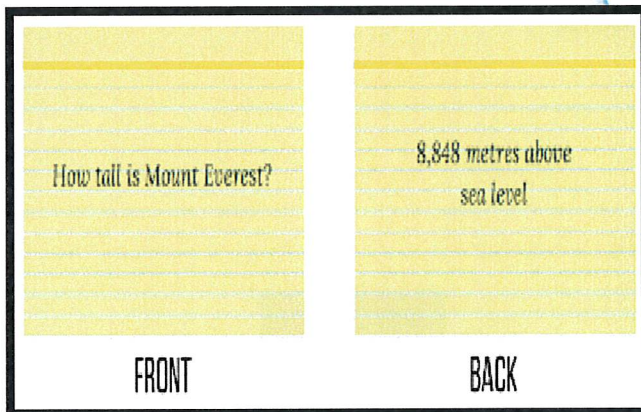
<https://www.bbc.co.uk/bitesize>
BBC's free online educational platform providing study support and revision resources.



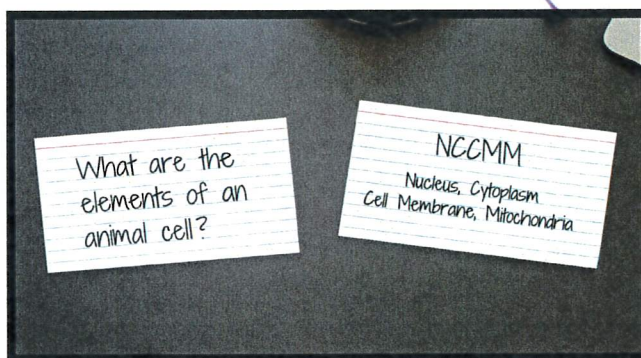
Flashcards are great for revision because they help you remember things more easily. They help your brain get better at remembering the information. Flashcards are quick to use, easy to carry, and make learning more fun



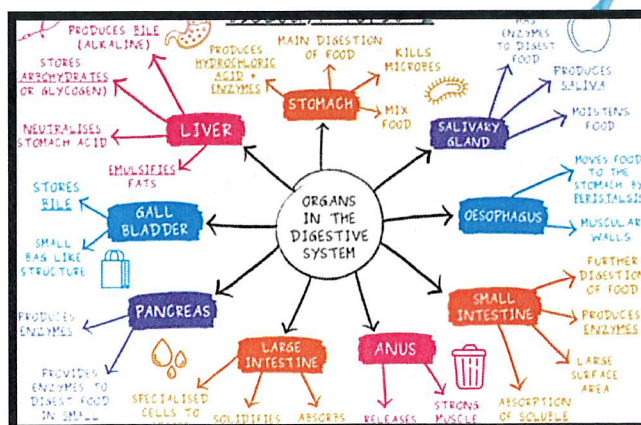
Use flashcards for revision by writing a question or prompt on one side and the answer on the other.



Use flashcards for revision by writing a question or prompt on one side and the answer on the other.

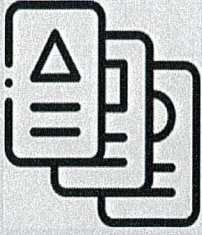


You can then test yourself or have someone to test you and the exact correct answer is on the back.



This is too busy for such a small space and better suited for a mind map as there is too much crammed onto a small card

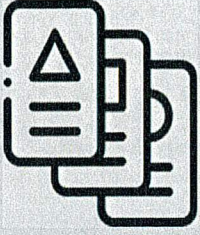




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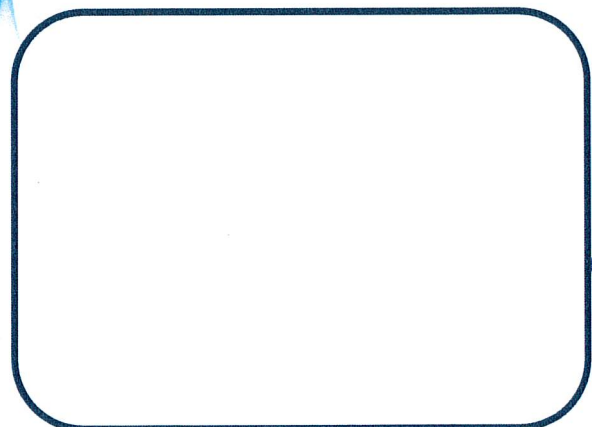
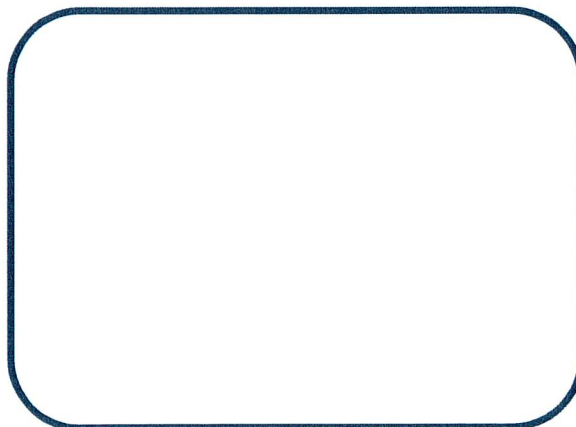
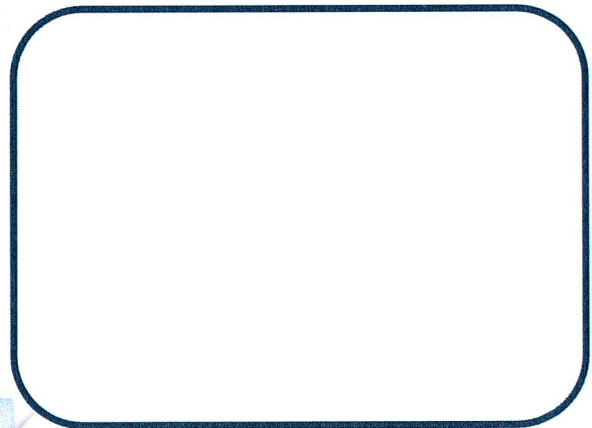
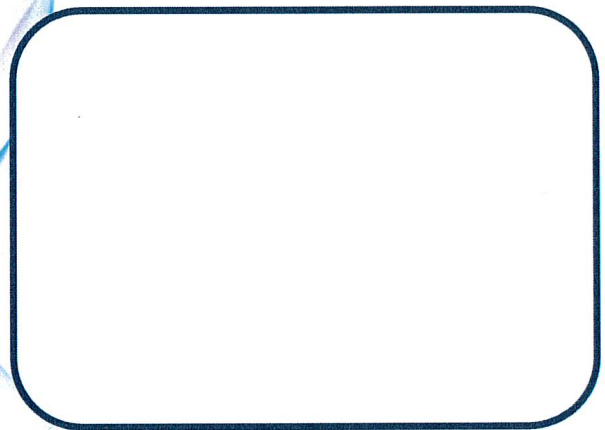
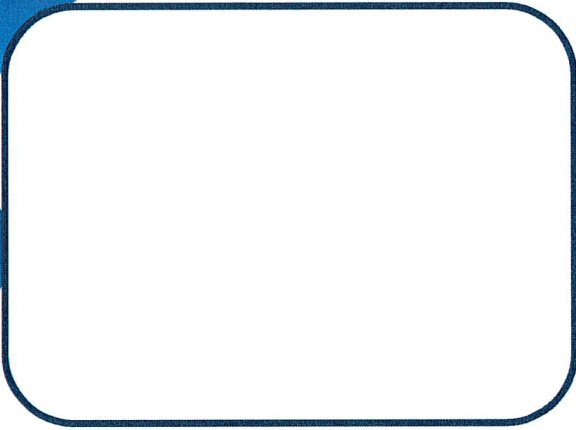
Create your own flashcard (front and back) on a topic of your choice, in your preferred style

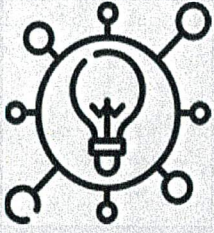




Use flashcards for revision by writing a question or prompt on one side and the answer on the other. You can then test yourself or have someone to test you and the exact correct answer is on the back.

Create your own flashcard (front and back) on a topic of your choice, in your preferred style





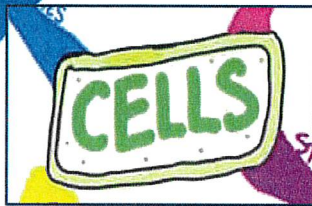
Mind maps help you learn better by showing information in a clear and fun way. They help you see how things are linked and what the most important points are.

Step 1:
Draw or write
the main title,
issue or focus.

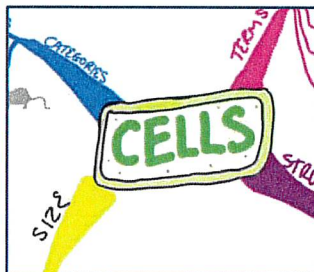
Step 2:
Draw some
branches off your
main title, issue or
focus to help you
organise your
thoughts.

Step 3:
At the end of
each branch,
draw thinner
branches of
ideas relating to
the content and
possible images.

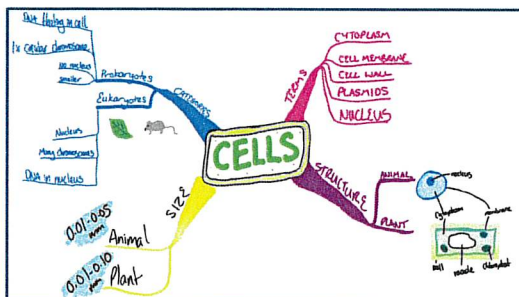
Step 4:
Once complete:
Are there connections
between your ideas?
Can you draw arrows
to link together different
parts of your mind
map?



Step 1:

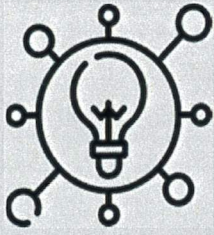


Step 2:



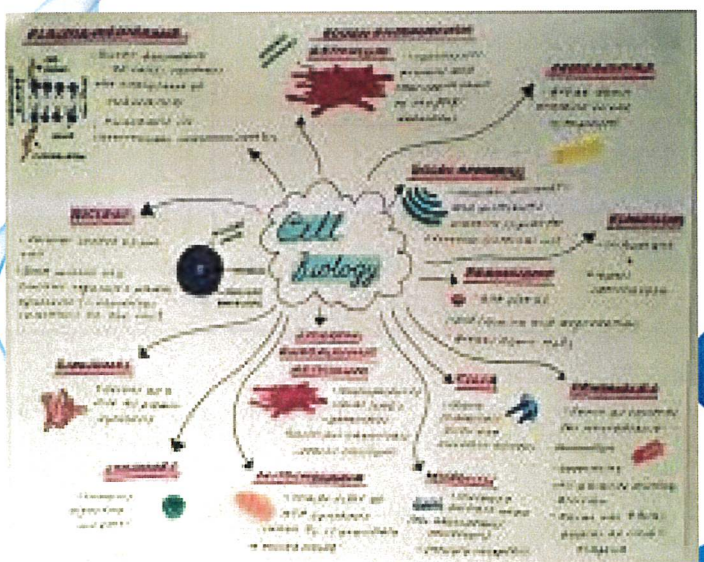
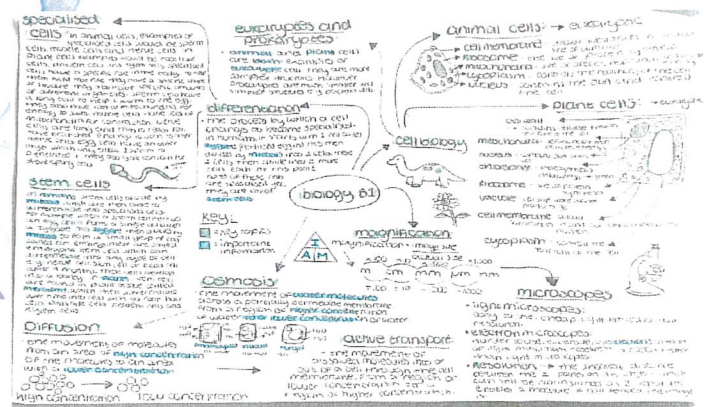
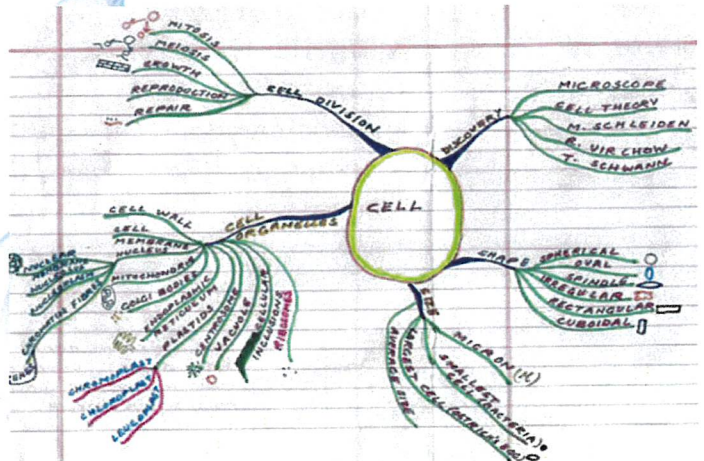
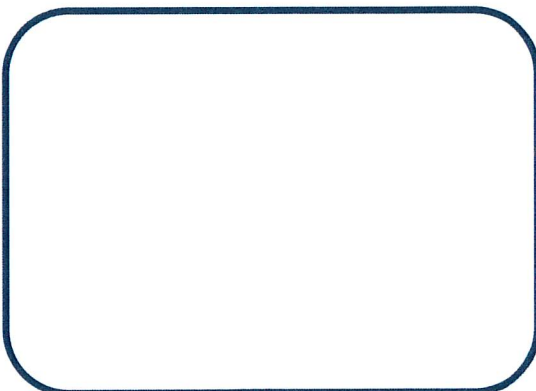
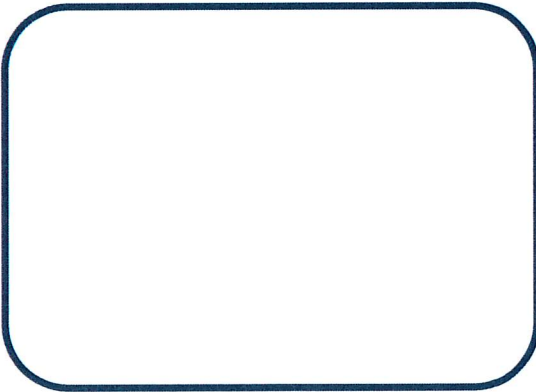
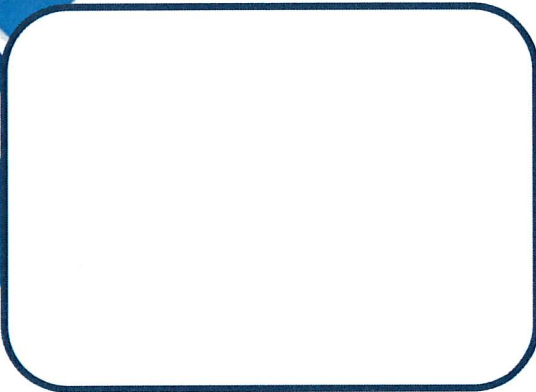
Step 3:

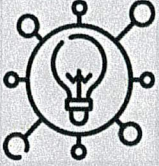
Step 4:



When creating mind maps, you need to make sure that it works for you. So, how much detail, and whether you use images, acronyms etc depends on how you like to remember things.

What is good in these mind-maps?





Create your own mind map on a topic of your choice, in your preferred style





Re-teaching is a good revision technique because it helps you check what you really understand. Your brain works harder to remember and understand it properly. If you get stuck, it shows you what you need to go over again.

Steps

Step 1

Choose a topic. Write down the key points that are critical - you could use flashcards or a mind map for this.

Step 2

Explain the topic/idea to someone: (parent/carer, family or friend)

Step 3

Identify where you have a knowledge gap/something you could not remember, and go back to learn it.

Step 4

Go through the process again, refine your explanation until you can explain the topic simply and accurately.

Re-Teach



Use this page to practise the Re-teach method on a topic of your choice.

A large, empty rounded rectangular box with a dark blue border, intended for students to write their re-teach notes.

Mindfulness Moments for Studying



Here are some simple mindfulness exercises that can be done in 5 minutes or less to help you reset during a study break.

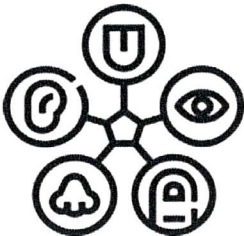
Mindful Breathing: A simple and very effective exercise.

- Sit comfortably with a straight back and your feet flat on the floor.
- Place one hand on your stomach and the other on your heart.
- Inhale slowly and deeply through your nose, feeling your belly expand.
- Exhale slowly through your mouth, feeling the air leave your chest and then your stomach.
- Repeat this for 10 breaths, or count each breath up to ten and start again



5-4-3-2-1 Sensory Technique: This grounding exercise uses your five senses to bring your attention to the present moment.

- Acknowledge **5** things you can **see** around you (e.g., a crack in the wall, the texture of your desk).
- Acknowledge **4** things you can physically **feel** (e.g., your feet on the floor, the fabric of your clothes).
- Acknowledge **3** things you can **hear** (e.g. distant traffic).
- Acknowledge **2** things you can **smell** (e.g., a scented candle, a cup of tea).
- Acknowledge **1** thing you can **taste** (e.g., the lingering taste of coffee, or take a sip of water).



Mindful Movement: Get up and move your body with intention.

- **Stretching:** Reach your arms overhead, roll your neck, and wiggle your fingers and toes, paying close attention to the sensations of tightness and release in your muscles.
- **Slow Walk:** Walk a short distance very slowly, focusing entirely on the sensation of each step and the movement of your body.



• **Mindful doodling:** A good way to calm the mood and improve concentration.

- Find a pen/pencil and paper, sit comfortably.
- Draw basic shapes (circles, lines, zigzags) or patterns repeatedly.
- Link your drawing to your breath - inhale to make a stroke, exhale to pause or make another.



Attendance and Achievement



Regular attendance is a key driver of academic success, personal development, and future life opportunities. When you attend school consistently, you benefit from high-quality teaching, structured routines, and meaningful relationships that support both learning and wellbeing. Attendance is not only an educational requirement - it is a strong indicator of your future outcomes and long-term potential.

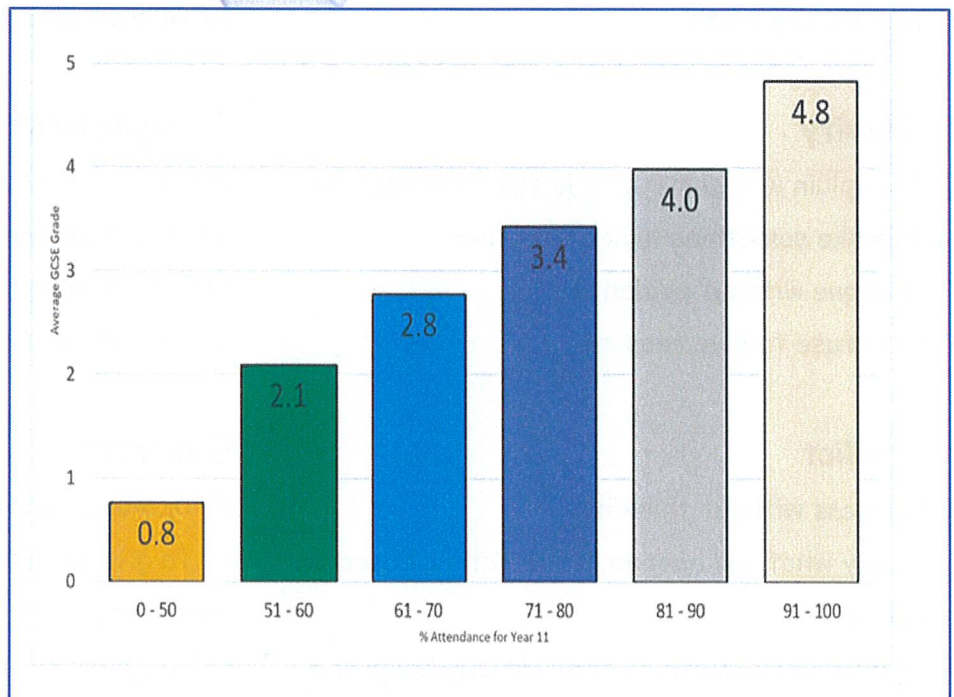
How many days absence have you had?

What are the reasons students may be absent?

What happens when an employee is absent from work?

What happens when a student misses lessons?

What does this chart tell you about the impact that poor attendance has on academic success?



QUOTES:

Every day you show up, you grow up.

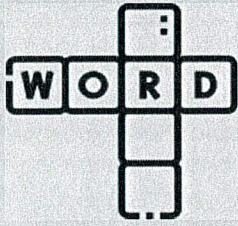
Success begins with showing up—even on the days you don't feel like it.

Your future self will thank you for today.

Small steps each day lead to big achievements.

You don't need to be perfect—just present.

Now make up your own quote



*The bigger your vocabulary the more power you have.
The following words are all words that you will commonly find on assessments,
GCSEs and BTEC PSAs. By the end of this term –you will have learn them all!*

1. Analyze

- a) To ignore something completely
- b) To examine something carefully in detail
- c) To copy someone's work
- d) To make something bigger

2. Contrast

- a) To show how things are similar
- b) To show how things are different
- c) To make something look better
- d) To hide the truth

3. Justify

- a) To explain why something is fair or reasonable
- b) To make something look attractive
- c) To argue without evidence
- d) To refuse to give reasons

4. Predict

- a) To guess without thinking
- b) To say what will happen in the future based on evidence
- c) To describe something that already happened
- d) To change your mind often

5. Evaluate

- a) To judge the value or quality of something
- b) To ignore all details
- c) To copy someone's ideas
- d) To make something disappear

6. Summarize

- a) To write every detail of a text
- b) To give a short version of the main points
- c) To create a new story
- d) To argue against something

7. Infer

- a) To state something directly
- b) To guess randomly
- c) To figure out something from clues and evidence
- d) To copy what someone said

8. Significant

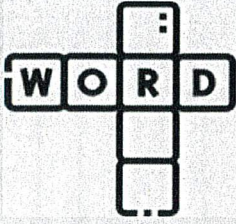
- a) Very small and unimportant
- b) Very important or meaningful
- c) Easy to forget
- d) Something that happens often

Emphasize

- a) To make something less noticeable
- b) To give special importance or attention to something
- c) To ignore something completely
- d) To repeat something without meaning

10. Interpret

- a) To translate or explain the meaning of something
- b) To copy someone's ideas
- c) To make something disappear
- d) To argue without evidence



*The bigger your vocabulary the more power you have.
The following words are all words that you will commonly find on assessments,
GCSEs and BTEC PSAs. By the end of this term –you will have learn them all!*

1. Demonstrate

- a) To show clearly by example or action
- b) To hide something from view
- c) To guess without thinking
- d) To refuse to explain

2. Establish

- a) To destroy something completely
- b) To set up or create something firmly
- c) To ignore all details
- d) To make something disappear

3. Illustrate

- a) To decorate with pictures only
- b) To explain or make clear using examples or pictures
- c) To argue against something
- d) To copy what someone said

4. Maintain

- a) To keep something in good condition or continue it
- b) To stop something suddenly
- c) To ignore something completely
- d) To make something disappear

5. Modify

- a) To change something slightly to improve it
- b) To destroy something completely
- c) To copy someone's ideas
- d) To ignore all details

6. Obtain

- a) To lose something important
- b) To get or acquire something
- c) To make something disappear
- d) To refuse to accept something

7. Require

- a) To need something because it is essential
- b) To ignore something completely
- c) To guess without thinking
- d) To make something disappear

8. Respond

- a) To refuse to speak
- b) To answer or react to something
- c) To ignore all details
- d) To copy someone's ideas

9. Clarify

- a) To make something easier to understand
- b) To confuse someone on purpose
- c) To hide the truth
- d) To ignore all details

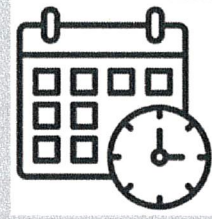
10. Indicate

- a) To point out or show something
- b) To destroy something completely
- c) To guess without thinking
- d) To refuse to explain

Add in key dates for the next Term and a half.

February 2026		March 2026		April 2026		May 2026		June 2026		July 2026	
1 Su	6 Mo	1 Su	10 Tu	1 We	1 Fr	1 Mo	19 Tu	1 Mo	1 We	1 We	
2 Mo	7 Tu	2 Th	11 We	2 Th	2 Sa	2 Tu	20 We	2 Tu	2 Th	2 Th	
3 Tu	8 We	3 Fr Good Friday	12 Th	3 Fr	3 Su	3 We	21 Th	3 We	3 Fr	3 Fr	
4 We	9 Th	4 Sa	13 Fr	4 Sa	4 Mc Early May Bk. Hol.	4 Th	22 Fr	4 Th	4 Sa	4 Sa	
5 Th	10 Tu	5 Su	14 Sa	5 Su	5 Tu	5 Fr	23 Sa	5 Fr	5 Su	5 Su	
6 Fr	11 We	6 Mc Easter Monday	15 Su	6 Mc Easter Monday	6 We	6 Sa	24 Su	6 Sa	6 Mo	6 Mo	#
7 Sa	12 Th	7 Tu	16 Mo	7 Tu	7 Th	7 Su	25 Th	7 Su	7 Tu	7 Tu	
8 Su	13 Fr	8 We	17 Tu	8 We	8 Fr	8 Mo	26 Tu	8 Mo	8 We	8 We	
9 Mo	14 Sa	9 Th	18 We	9 Th	9 Sa	9 Tu	27 We	9 Tu	9 Th	9 Th	
10 Tu	15 Su	10 Tu	19 Th	10 Fr	10 Su	10 We	28 Th	10 We	10 Fr	10 Fr	
11 We	16 Mo	11 We	20 Fr	11 Sa	11 Mo	11 Th	29 Fr	11 Th	11 Sa	11 Sa	
12 Th	17 Tu	12 Th	21 Sa	12 Su	12 Tu	12 Fr	30 Sa	12 Fr	12 Su	12 Su	
13 Fr	18 We	13 Fr	22 Su	13 Mo	13 We	13 Sa	31 Su	13 Sa	13 Mo	13 Mo	#
14 Sa	19 Th	14 Sa	23 Mo	14 Tu	14 Th	14 Su		14 Su	14 Tu	14 Tu	
15 Su	20 Fr	15 Su	24 Tu	15 We	15 Fr	15 Mo		15 Mo	15 We	15 We	
16 Mo	21 Sa	16 Mo	25 We	16 Th	16 Sa	16 Tu		16 Tu	16 Th	16 Th	
17 Tu	22 Su	17 Tu	26 Th	17 Fr	17 Su	17 We		17 We	17 Fr	17 Fr	
18 We	23 Mo	18 We	27 Fr	18 Sa	18 Mo	18 Th		18 Th	18 Sa	18 Sa	
19 Th	24 Tu	19 Th	28 Sa	19 Su	19 Tu	19 Fr		19 Fr	19 Su	19 Su	
20 Fr	25 We	20 Fr	29 Su	20 Mo	20 We	20 Sa		20 Sa	20 Mo	20 Mo	#
21 Sa	26 Th	21 Sa	30 Mo	21 Tu	21 Th	21 Su		21 Su	21 Tu	21 Tu	
22 Su	27 Fr	22 Su	31 Tu	22 We	22 Fr	22 Mo		22 Mo	22 We	22 We	
23 Mo		23 Mo		23 Th	23 Sa	23 Tu		23 Tu	23 Th	23 Th	
24 Tu		24 Tu		24 Fr	24 Su	24 We		24 We	24 Fr	24 Fr	
25 We		25 We		25 Sa	25 Mc Spring Bank Hol.	25 Th		25 Th	25 Sa	25 Sa	
26 Th		26 Th		26 Su	26 Tu	26 Fr		26 Fr	26 Su	26 Su	
27 Fr		27 Fr		27 Mo	27 We	27 Sa		27 Sa	27 Mo	27 Mo	31
28 Sa		28 Sa		28 Tu	28 Th	28 Su		28 Su	28 Tu	28 Tu	
		29 Su		29 We	29 Fr	29 Mo		29 Mo	29 We	29 We	
		30 Mo		30 Th	30 Sa	30 Tu		30 Tu	30 Th	30 Th	
		31 Tu			31 Su				31 Fr	31 Fr	

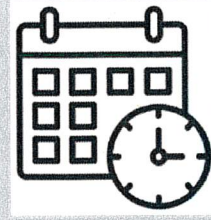
1. What is the difference between cramming and spaced practice?
2. Why is spaced practice better than cramming?
3. What are the steps in spaced practice?



Study Timetable

	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

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2. Why is spaced practice better than cramming?
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Study Timetable

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Tuesday					
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Thursday					
Friday					
Saturday					
Sunday					



Being able to study independently:

- *Boosts confidence: You learn to rely on yourself and feel proud of what you achieve.*
- *Improves results: The more you practise, the more you remember and understand.*
- *Prepares for the future: Exams (GCSEs, PSAs, A Levels) need strong study habits.*
- *Builds responsibility: You take charge of your learning, which helps in school and in life.*



Homework will be set by subjects as necessary and must be completed and handed in on time, showing effort and thought.

Homework completed well will be rewarded.

Homework not completed will be sanctioned.

HOMEWORK		
Week beginning	Subject Content and due date	Signature
Half Term		





