

# Woodlands School

## CURRICULUM



# #togetherwegrow

Marches Academy Trust 

# Literacy

## Our vision



In lower school we aim to identify learning gaps and give children the building blocks to develop a great understanding of literacy and the confidence to use effective language strategies throughout the curriculum.

We aim for a broad 'English' offer developing language, literature and literacy skills that are underpinned by clear explicit real-world purposes. We want our students to leave us as confident readers, writers and speakers.

We aim to foster a love of learning through excellent teaching, and selecting challenging and engaging texts.

We aim to fully prepare all students for their examinations and more importantly life beyond statutory education. We want them to leave us with a love for literature and language that will allow them to live life to the full.

## The Big Picture

Children will be introduced to a variety of literature, stories and poetry to try and foster a love of reading. We will try to identify learning gaps for individuals to ensure that they have all the tools to succeed in secondary English lessons and in real word situations. Children will develop their understanding of grammar, vocabulary and sentence structure.

### Intent:

Students are baseline tested and then follow schemes which develop speaking, reading and writing skills. The schemes bring in a range of fiction and non-fiction texts and encourage students to be creative in their writing. The aim is to build confidence and resilience in reading and writing. Topics have been selected to engage students whilst also stretching and challenging them. Some texts have been included to increase challenge. Literacy lessons (vocabulary and grammar) form part of the scheme and will use scaffolding to study grammar topics such as: word classes, punctuation and sentence structure.

### Implementation:

There will be six units of learning. Each unit will cover different big questions that are explored throughout every subject area.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Literacy tasks, comprehension tasks, research and creative work will be set as independent learning.

Literacy skills will be addressed through dedicated literacy lessons using "I do, we do, you do", WAGOLL strategies, different literature opportunities, literacy independent learning, key words, words of the week, spelling tests and reading for pleasure.

### Wow moments:

#### Autumn Term 1 (Descriptive writing)

Comic books, superhero movies and action figures.

#### Autumn term 2 (Poetry)

Propaganda, war movies

#### Spring Term 1 (Newspaper writing)

Food from different cultures, Shocking headlines.

#### Spring term 2 (Play Writing)

Hamlet and the Lion King.

#### Summer Term 1 (Instruction Writing)

Myths and Legends.

#### Summer Term 2 (non-chronological reports)

Wacky inventions and impressive people

### Key assessments:

*A final piece of work for each module e.g., a newspaper article, with a set criteria, will be used to assess subject knowledge and understanding of writing skills. They will also complete regular reading and writing standardised assessments.*

### Impact:

**Good:** Students can access KS2 work. They read with independence, understanding and resilience. They write meeting most objectives and show an understanding of what they have met. They can articulate their ideas.

**Better:** Students can confidently engage with KS2 work: They read with independence, understanding and fluency. They write accurately, showing an understanding of their objectives and following a set format. They can articulate their ideas one to one with a teacher with confidence.

**Excellent:** Students confidently engage with the most challenging KS2 texts. They demonstrate evaluative skills when reading and analysing texts. They write with creative language, using correct grammar and are able to extend their sentences. They can articulate their ideas in class using a wide vocabulary.



# Lower school Literacy Overview

## What is my Learning Journey across KS2?



Marches Academy Trust

### Q1

### Q2

### Q3

### Q4

### Q5

### Q6

What are my plans for the future?

What are morals and ethics?

What is faith?

How do we make sure we are healthy?

What is love?

Am I unique?



Yr1

**Module 1**  
*Comic books*  
*Creative writing*

Using comic books and stories as a hook to engage students in creative writing and direct speech. We will look at decision making, beginning, middle and end of stories and character journey. To encourage students to think of life journeys and planning for the future.

Using poetry to examine faith in country and people. We will explore rhythm, syllable, rhyme and the way that language can be used to express emotion and belief.

**Module 2**  
*Exploring Poetry*



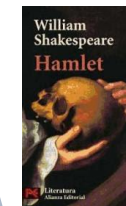
**Module 3**  
*Newspaper Articles*

We will use newspaper articles as a vehicle to look at the opinions of different people about how we can be healthier. The children will then create their own newspaper article using research and newspaper features to format their point of view.



**Module 4**  
*Playwriting*

Using Hamlet and the Lion King story as a hook we will look at similarities and differences in story telling. Do a lot of stories follow similar plot lines? What makes a story unique? What do you enjoy about books you love?





# Q7

Why are there Laws?

# Q8

Is the world smaller than ever?

# Q9

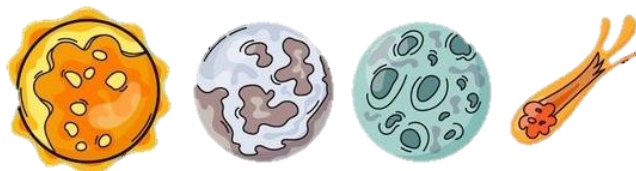
How will life be different in the future?

# Q10

What is success?



Marches Academy Trust



The hook of space and inventions will be used to engage students. We will make predictions for the future using researched evidence and the impact previous inventions. Continuing with our topic we will use key figures and inventors to write biography pieces and Consider what we view as a good contribution to the world.

## Module 5 Instruction Writing



We will use the hook of myths and legends to explore moral compass and the rules we can learn from stories.

We will also look at instruction writing, creating our own mythical creatures and what happens if you don't use clear and precise language. We will compare, what can we learn about a place from the language used.

## Module 6 Non-chronological Report



## Module 1 Text audience And purpose Yr2

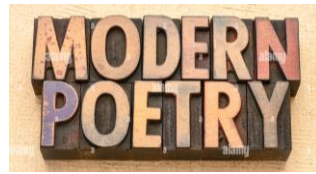
Looking at different texts and Their purpose. The role of the Author and the way that intent changes a text. We will look at the difference between formal and informal language and the reasons that we use each.



## Module 2 Character development

Extending our creative writing to expand the description of characters and explore the journey that a character makes within a story. We will look at the example of this in our stories and then we will write our own stories.





Marches Academy Trust



In this final module of the two years of key stage 2 literacy, we will look to utilise and review all of the skills we have developed, using character journey, descriptive writing techniques and extended sentences to write a comprehensive story.

### Module 6 *Descriptive Story writing*

In this module we will explore the difference between fact and opinion. We will look at how to research and evidence a text, using skills such as skimming text and learning more about structuring non-fiction texts.

### Module 5 *Balanced arguments*

In this module we will explore modern poetry, using this as a window into imagery and relevant language techniques. We will introduce terms such as simile or metaphor and explore implied meaning.

As a hook we will use rap music and look at the similarities between this and modern poetry.

### Module 4 *Modern poetry And imagery*

### Module 3 *Persuasive Writing*

We will look at persuasive writing forms such as propaganda and advertisements. The bossy verbs and alliteration that are often used and other persuasive text techniques. We will create our own advertisements and propaganda.



Middle school

All modules will be assessed using "I can" statements and a final piece of writing.