



Key Stage 2 Curriculum Overview –English

Curriculum Intent

Our intent for the KS2 English curriculum is to foster a love of language and literature, enabling students to communicate effectively, think critically, and express themselves creatively. We aim to develop confident, articulate individuals who can engage with a variety of texts and use language as a tool for learning and personal expression. We aim to develop students' vocabulary through challenging reading texts and through developing their writing expertise; allowing them to express themselves clearly and creatively regardless of their starting points. The teaching of English permeates all subjects and we give students the opportunity to excel in all areas of their academic studies. We give students opportunities to write creatively, read widely and in a wide range of different genres and to enjoy classic poetry and theatre.

Key Objectives:

Literacy Development:

To enhance students' reading, writing, speaking, and listening skills, ensuring they become fluent and capable communicators.

To cultivate a strong foundation in phonics, spelling, grammar, and punctuation, enabling students to write with clarity and precision.

Reading for Pleasure and Purpose:

To inspire a love for reading through exposure to diverse genres and authors, encouraging students to explore literature that reflects a range of cultures, experiences, and perspectives.

To develop comprehension skills that allow students to engage deeply with texts, analyse content, and respond thoughtfully.

Creative Expression:

To encourage creativity in writing by providing opportunities for students to experiment with different styles, genres, and formats, including narratives, poetry, and non-fiction.

To promote personal voice and originality in students' writing, helping them to express their ideas and emotions effectively.

Critical Thinking and Analysis:

To foster critical thinking skills through the analysis of texts, enabling students to make inferences, draw conclusions, and appreciate the craft of writing.

To encourage discussions and debates that challenge students to articulate their thoughts and listen to differing viewpoints.

Collaboration and Communication:

To promote collaborative learning experiences, such as group discussions and projects, where students can share ideas and learn from one another.

To develop effective speaking and listening skills, ensuring students can engage in conversations, present ideas, and listen respectfully to others.

Cultural Awareness and Empathy:

To use literature as a lens through which students can explore diverse cultures, perspectives, and historical contexts, fostering empathy and understanding.

To encourage students to reflect on their own experiences and relate them to the themes and characters in the texts they read.

By implementing this intent, we aim to prepare students not only for future academic success but also for their roles as informed, compassionate citizens who can navigate a complex world through the power of language.

Holywell School Curriculum Overview

Term	Year 5	Year 6
Autumn term 1 Weeks 1-5 (inc. w/c 01-09)	<p style="text-align: center;">Title of unit: Building the Basics Year 5 and 6</p> <p style="text-align: center;">Main focus / Big Picture:</p> <p style="text-align: center;">Consolidate and strengthen students' understanding on the basic writing skills to achieve the 'expected' standard.</p> <p style="text-align: center;">By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Apply verb tense control and cohesion across writing Apply conjunctions to extend and vary sentences Use a wide range of vocabulary Edit for precision and impact Produce an extended descriptive piece of writing applying all skills taught Use third person narrative writing Describe a disaster day, creating atmosphere Develop suspense and build tension Include feelings Include relative clauses, effective conjunctions, Include dialogue to move the action on and to show character <p style="text-align: center;">By the end of this unit of work, students will have learned how to:</p> <ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks and question marks correctly Write compound sentences Describe settings and character (with atmosphere) Use past and present tense correctly and consistently Understand when to switch tenses for effect Organise writing into logical paragraphs Write legibly Use coordinating conjunctions: and, but, or Use subordinating conjunctions: when, because, if, that Vary sentence length and structure 	

Holywell School Curriculum Overview

<p>Autumn term 1 and 2 Weeks 5-7 <u>Half term</u> Weeks 8-9</p>	<p>Title of unit: Kensuke's Kingdom Main focus / Big Picture: How writers use historical events as a context for fictional writing</p> <p>By the end of this unit students will be able to: Understand and read a non-linear story; identify and discuss themes; plan, draft, write and evaluate a range of texts Key features of information texts, balanced arguments and writing to entertain (writing from the point of view of an orangutan) Writing devices Reading a contemporary novel with a historical context/background Reading comprehension skills</p> <p>By the end of this unit of work, students will have learned: Plot and Themes: Understanding the main plot, themes of survival, friendship, and resilience, and how they relate to the characters' experiences.</p> <p>Character Analysis: Analysing the development of key characters, especially Michael and Kensuke, and discussing their motivations and growth throughout the story.</p> <p>Setting and Context: Exploring the setting of the island and how it influences the characters and events, including the themes of isolation and adaptation. Also looking into WW1 and the Bombing of Hiroshima and Nagasaki.</p> <p>Literary Devices: Identifying and discussing literary devices used by the author, such as imagery, metaphor, and foreshadowing.</p> <p>Writing Skills: Developing their own narrative writing skills by creating their own stories inspired by the themes and settings of the book.</p> <p>Discussion and Debate: Engaging in discussions about the ethical and moral dilemmas faced by the characters, fostering critical thinking.</p> <p>Comprehension and Vocabulary: Enhancing reading comprehension skills and expanding vocabulary through targeted exercises related to the text.</p>	<p>Title of unit: Wrest Park Main focus / Big Picture: To write effectively and with technical accuracy</p> <p>By the end of this unit students will be able to: To describe settings, characters and atmosphere in narratives To integrate dialogue in narratives to convey character and advance the action To understand the historical period of WW1, especially trench warfare and how this links with local history (Wrest Park)</p> <p>By the end of this unit of work, students will have learned: How to structure a narrative text How to create a character (build background for the character, research context and put character into a narrative situation) How to set out dialogue How to convey character through dialogue How to use dialogue to advance the action How to create, maintain and change atmosphere in narrative writing How to write with technical accuracy (inc. use of basic punctuation, higher-level punctuation [colons for lists and introducing speech; semi-colons instead of conjunctions; dashes/commas/brackets for interpolation, ellipsis for tension])</p>
<p>Evidence of learning</p>	<p>Assessment focus Balanced argument on sailing around the world The Orangutan's point of view</p>	<p>Assessment focus Cold Write: Disaster Day</p>

Holywell School Curriculum Overview

	Definition of inference and how to evidence inferences Writing a letter as Michiya	Hot Write: 2-part extended writing: A Soldier's Story (Part One: In the trenches; Part Two: At Wrest Park) Instructions: Instructions on being awesome Student-chosen set of instructions
Links to prior learning	KS2 National Curriculum	KS2 National Curriculum KS2 DT & PE – creating and using instructions
Links to future learning	History and WW1 KS2 skills for SATs - discussion and debate	KS3 National Curriculum KS4 National Curriculum KS3 History National Curriculum KS3 DT & PE – creating and using instructions
Autumn term 2 Weeks 10-14	<p>Title of unit: Passion for Poetry Main focus / Big Picture: The primary focus of this unit is to ignite a love for poetry by exploring various forms, styles, and themes. Students will engage in reading, analysing, and creating their own poems, allowing them to express their thoughts and feelings creatively. They will learn about poetic devices such as imagery, rhyme, rhythm, and alliteration, and how these elements enhance meaning and emotion. By the end of the unit, students will not only appreciate poetry as an art form but also develop their own voice and style as emerging poets.</p> <p>By the end of this unit students will be able to: Understand, learn and write a wide range of poetry by heart and prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p>Make notes on and use evidence from across a poem to explain events or ideas Learn to annotate a poem effectively Infer writers' perspectives from what is written and from what is implied Compare different types of poems and identify how they are structured Experiment with different poetic forms and styles to write own poems</p> <p>By the end of this unit of work, students will have learned:</p>	<p><u>Weeks 10-11</u> Title of unit: Instructions Main focus / Big Picture: How to write instructional texts</p> <p>By the end of this unit students will be able to: Plan, draft, write and evaluate instructional / procedural texts, selecting the appropriate form and using other similar writing as models for own texts</p> <p>By the end of this unit of work, students will have learned: Key features of instructional language Use of imperative verbs How to sequence instructions</p> <p><u>Weeks 12-14</u> Title of unit: Journey to the River Sea Main focus / Big Picture: Reading Comprehension / Narrative writing The primary focus of this unit is to explore the themes of adventure, identity, and the clash of cultures as experienced by the protagonist, Maia, during her journey in the Amazon rainforest. Students will engage with the text through a variety of activities, including character analysis, thematic discussions, and creative writing exercises. They will investigate the rich setting of the Amazon, examining how it shapes the characters and their experiences.</p> <p>By the end of this unit students will be able to Develop critical thinking skills and a deeper appreciation for storytelling, while also reflecting on their own personal journeys and the importance of resilience and friendship. Activities will include group discussions, creative writing challenges, and a final</p>

Holywell School Curriculum Overview

	<p>A wide range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p> <p>Key literary devices that will be useful in Year 6, KS3 and KS4.</p>		<p>presentation that showcases their understanding of the book's themes and characters.</p> <p>By the end of this unit of work, students will have learned: Plot Understanding: A comprehensive understanding of the main events and structure of the story, including key turning points and resolutions.</p> <p>Character Development: In-depth analysis of the main characters, particularly Maia, and their growth throughout the narrative, including their motivations and relationships.</p> <p>Themes and Motifs: Exploration of central themes such as adventure, belonging, identity, and the contrast between cultures, and how these themes manifest in the story.</p> <p>Setting and Context: Insight into the Amazon rainforest as a setting, including its geographical, cultural, and ecological significance, and how it influences the plot and characters.</p> <p>Literary Devices: Identification of literary devices such as imagery, metaphor, and foreshadowing, and understanding their impact on the reader's experience.</p> <p>Creative Expression: Development of creative writing skills through activities inspired by the text, such as writing a creative narrative piece about being lost in the Amazon rainforest or writing a formal letter from Maia's perspective.</p> <p>Critical Thinking: Engaging in discussions and debates about character choices and moral dilemmas, fostering analytical skills and empathy.</p>
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Holywell School Curriculum Overview

			Collaboration and Communication: Working collaboratively on group projects or presentations, enhancing teamwork and communication skills while sharing insights about the book.
Evidence of learning	<p>Assessment focus</p> <p>Definition of ‘poem’ and photographed classification of poems</p> <p>OPV of ‘I have this crazy problem’ and personal analysis of why they believe a poet of their choice wrote a poem</p> <p>Personally written poems designed to convey information and a mood</p> <p>Analysis of AF Harrold’s poetry</p> <p>Answers to SATs-style questions</p>	<p>Assessment focus</p> <p>Fact File</p> <p>Lost narrative</p> <p>Formal letter</p>	
Links to prior learning	KS2 National Curriculum	KS2 National Curriculum	KS2 National Curriculum
Links to future learning	<p>KS3 National Curriculum</p> <p>KS4 National Curriculum</p>	KS3 Geography National Curriculum	
Spring term 1	<p>Title of unit: The Lion, the Witch and the Wardrobe</p> <p>Main focus / Big Picture: To ignite students' imaginations and foster a love for reading through C.S. Lewis's timeless fantasy. By exploring this rich narrative, students will enhance their comprehension and analytical skills, appreciate themes of courage, friendship, and good versus evil, and develop their creativity through various expressive writing and artistic activities. This literary journey will also encourage empathy and moral reflection, allowing students to connect with the characters' experiences and draw parallels to their own lives.</p> <p>By the end of this unit students will be able to:</p> <p>Use inference to study characterisation</p> <p>Read with fluency and accuracy (independently and as a group)</p> <p>Use contextual references to make clear links</p> <p>Use imagination to create a magical narrative</p> <p>Understanding the historical background to the novel- WWI, evacuees, rationing.</p> <p>By the end of this unit of work, students will have learned:</p> <p>How to make inferences and deductions from a text. How to comment on the author’s specific choice of words.</p>	<p>Title of unit: Persuasion</p> <p>Main focus / Big Picture: To use persuasive devices to create a speech. To be able to use the criteria from Speaking and Listening skills</p> <p>By the end of this unit students will be able to:</p> <p>Link together an introduction and a conclusion effectively.</p> <p>Control writing and the reader’s response by only giving one side of an argument.</p> <p>Develop and emphasise ideas through examples and elaboration</p> <p>By the end of this unit of work, students will have learned:</p> <p>To use a range of persuasive techniques effectively:</p> <ul style="list-style-type: none"> Alliteration Facts Opinion (inc. Opinion as Fact) Rhetorical Questions Emotive Language Statistics Triplets (rule of Three) Antithesis, Making it personal, Making a connection with the audience / reader, Being emotive, Using direct address (‘you’), using good vocabulary – appropriate to the audience, Using anecdotes – personal stories to get a point over 	

Holywell School Curriculum Overview

	<p>How to support our ideas with relevant information from the text- using quotes.</p> <p>How to make comparisons between different parts of a text</p> <p>How to use coordinating and subordinating conjunctions to improve their writing.</p> <p>How to organise and write an effective play-script.</p> <p>How to write a well-structured piece of narrative writing.</p> <p>How to describe characters and settings effectively in a short story.</p> <p>To use formal persuasive language in the setting of a courtroom.</p> <p>To use a range of punctuation correctly - !?...</p>	
Evidence of learning	<p>Assessment focus</p> <p>Writing to Inform: Factual report on evacuees, The Creatures of Narnia</p> <p>Writing to Entertain: Letter home from evacuee, Edmund's recount, Quest Story</p> <p>Writing to Persuade: The Trial of the Faun- case for the prosecution</p>	<p>Assessment focus</p> <p>Write a well-structured persuasive speech</p> <p>Present the speech to the class using the correct tools in order to persuade the audience</p>
Links to prior learning	KS2 National Curriculum	KS2 National Curriculum
Links to future learning	KS3 National Curriculum	KS3 National Curriculum KS4 National Curriculum
Spring term 2	<p>Continued</p> <p>Title of unit: The Lion, the Witch and the Wardrobe</p>	<p>Title of unit: Diary Writing and Greek Myths</p> <p>Main focus / Big Picture: Students will learn about diary writing and then locate this in the context of the historical context of the Greek Myths. They will learn the structure and conventions of traditional myths and legends. They will retell three main stories in different formats. They will learn about the conventions of diary entries, descriptive writing and newspaper reports.</p> <p>They will have the opportunity to show their abilities in speaking and listening. They will read, watch and listen to the myths. Visual stimuli of historical artworks based on the myths also play a key role.</p> <p>By the end of this unit students will be able to:</p> <p>Select the appropriate form and using other similar writing as models for their own</p> <p>Understand what is read and answer SATS-style questions</p> <p>Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>By the end of this unit of work, students will have learned:</p> <p>How to plan and write a range of texts: diary entry; narrative; report</p> <p>Reading comprehension practice</p>

Holywell School Curriculum Overview

		<p>How to write a diary entry</p> <p>How to write an exciting narrative text from the Point of View of a major character, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>How to write a report using organisational and presentational devices to structure the text and to guide the reader [headings, subheadings, pictures, captions, witness statements]</p>
Evidence of learning	<p>Writing to Inform: Factual report on evacuees, The Creatures of Narnia</p> <p>Writing to Entertain: Letter home from evacuee, Edmund's recount, Quest Story</p> <p>Writing to Persuade: The Trial of the Faun- case for the prosecution</p>	<p>There will be several pieces of assessed work:</p> <p>Nemo's Diary, Titanium Diary, Danae's Diary</p> <p>Ending to myth of Theseus and the Minotaur</p> <p>Icarus report or Everyday God</p> <p>SATs-style questions on Myth of Perseus and Myth of Theseus</p> <p>S&L Assessment- Perseus</p> <p>Reading Assessments- Perseus, Icarus & Theseus</p>
Links to prior learning	KS2 National Curriculum	<p>KS2 National Curriculum</p> <p>KS2 History National Curriculum (Greeks Myths and Legends)</p>
Links to future learning	<p>KS3 National Curriculum</p> <p>KS3 History National Curriculum (Year 9 - WW2)</p>	KS3 National Curriculum
Summer term 1	<p>Title of unit: The Tale of the Cocklebur Ick</p> <p>Main focus / Big Picture: To make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>By the end of this unit students will be able to:</p> <p>Describe three key reading skills: Retrieval ('Fact Finders'), Deduction ('Deducing Detectives') and Inference ('Insightful Inferers')</p> <p>Empathise with characters</p> <p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Retrieve information from non-fiction</p> <p>Summarise main ideas, identifying key details and using quotations for illustration</p> <p>Read contemporary texts and songs</p> <p>Read comprehension skills</p>	<p>Title of unit: Writing Challenges: Balanced Argument / Magazine Article</p> <p>Main focus / Big Picture: How to plan and write a range of texts & Reading comprehension practice.</p> <p>By the end of this unit students will be able to:</p> <p>Build cohesion across paragraphs</p> <p>Select vocabulary and grammatical structures that reflect the requirements of specific types of writing</p> <p>How to demonstrate assured and conscious control over levels of formality, vocabulary, structures and literary devices</p> <p>Match accurate punctuation to form</p> <p>Select the appropriate form and using other similar writing as models for their own</p> <p>Understand what is read and answer SATS-style questions</p> <p>By the end of this unit of work, students will have learned:</p>

Holywell School Curriculum Overview

	<p>By the end of this unit of work, students will have learned:</p> <p>Structure: Understanding the elements of narrative structure, including exposition, rising action, climax, falling action, and resolution.</p> <p>Character Development: Analysing the main characters in "The Tale of the Cocklebur Ick," including their motivations, conflicts, and growth throughout the story.</p> <p>Themes and Messages: Exploring the central themes, such as resilience, friendship, and the importance of being true to oneself, and discussing how these themes relate to their own lives.</p> <p>Creative Writing Skills: Developing their own creative writing skills by crafting their own stories inspired by the themes and style of the text.</p> <p>Critical Thinking: Engaging in discussions and debates about the choices characters make and the consequences of those choices, fostering analytical skills. Specifically looking at the concern of Endangered Animals and those already on the 'Island of Infinity'.</p> <p>Visual Literacy: Creating illustrations or visual representations that capture key moments or themes from the story, enhancing comprehension through visual arts.</p>	<p>How to plan and write a range of texts: one fiction text (Short story - Alma or other fictional text) and 2 non-fiction texts (procedural – explanation/instructional text, discussion text or letter)</p> <p>Reading comprehension practice</p>
Evidence of learning	<p>Assessment focus</p> <p>Reading comprehension on 'Welcome to Infinity', 'Iggy, the passenger pigeon' and 'Velcro'</p> <p>Annotated picture of a Cocklebur Ick (identifying key details and using quotations for illustration)</p> <p>Role-on-the-wall for 'The Man'</p>	<p>Assessment focus</p> <p>1 fiction text: Short story - Alma or other fictional text</p> <p>2 non-fiction texts: (procedural – explanation/instructional text, discussion text or letter)</p> <p>Reading comprehension practice</p>
Links to prior learning	<p>(procedural – explanation/instructional text, discussion text or letter)</p> <p>Reading comprehension practice</p>	KS2 National Curriculum
Links to future learning	The unit is also designed to include several cross-curricular links: History- Fictional creatures from the Victorian times; D&T- design – Velcro; Music	<p>KS3 National Curriculum</p> <p>KS4 AQA Creative Writing Paper B</p>

Holywell School Curriculum Overview

	– Use of words/music to create an image / Opera; Geography - Eco issues and extinction; PSHE - Understanding loss, empathy and emotion.	
Summer term 2	<p>Title of unit: Introduction to Shakespeare</p> <p>Main focus / Big Picture: To appreciate that Shakespeare’s plays can be performed and interpreted in different ways.</p> <p>To engage with some of the issues, themes and ideas in Shakespeare’s plays and to appreciate the way they remain relevant in the 21st century.</p> <p>By the end of this unit students will be able to:</p> <p>To appreciate that Shakespeare’s plays can be performed and interpreted in different ways.</p> <p>To engage with some of the issues, themes and ideas in Macbeth and to appreciate the way they remain relevant in the 21st century.</p> <p>Understand that a drama text is brought to life through performance and that different choices and interpretations are both possible and desirable.</p> <p>By the end of this unit of work, students should have learned:</p> <p>Developing the exploration of some of Shakespeare’s key themes and extending this to an appreciation of their continuing relevance in today’s society.</p> <p>To engage with some of the issues, themes and ideas in Macbeth and to appreciate the way they remain relevant in the 21st century. Presentation of modern-day version of (sections) Macbeth.</p> <p>Perform an abridged version of Macbeth using the performance skills learnt throughout the unit.</p>	<p>Title of unit: Rose Blanche and Once</p> <p>Main focus / Big Picture: To encourage all students to appreciate how fiction based on real events can develop their knowledge of themselves and the world in which they live</p> <p>By the end of this unit students will be able to:</p> <p><i>To understand increasingly challenging texts through:</i></p> <p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>Making inferences and referring to evidence in the text</p> <p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>checking their understanding to make sure that what they have read makes sense.</p> <p><i>To read critically through:</i></p> <p>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p> <p>Recognising a range of literary conventions and understanding how these have been used</p> <p>studying setting, plot, and characterisation, and the effects of these</p> <p>Making critical comparisons across texts</p> <p>By the end of this unit of work, students should have learned:</p> <p>How authors use real events as the basis for fictional stories</p> <p>How to write formal and academic essays as well as writing imaginatively.</p> <p>How to summarise information / How to write an information text</p> <p>How to use writing techniques to engage the reader</p> <p>How to convey character through speech and a first-person narrative</p>
Evidence of learning	<p>An information text about Shakespeare (Background and life-story)</p> <p>Interpretations of a selection of scenes from Macbeth (Group interpretation: Act 1, Scene 3 – Macbeth’s meeting with the witches; Individual interpretation: Act 2 Scene 1 – Macbeth’s dagger soliloquy)</p> <p>Personal interpretation of the theme of temptation and ‘The Primrose Path’: “the primrose way to the everlasting bonfire” [Act2, Scene 3] / “Things bad begun make strong themselves by ill” [Act 3, Scene 2].</p>	<p>Assessment focus</p> <p>A factual Report (Information Text) on World War 2 (or on an aspect of WW2)</p> <p>A fictional text about World War Two using the illustrations from ‘Rose Blanche’.</p> <p>A narrative about someone waking up in an unfamiliar place (using some of Gleitzman’s techniques)</p> <p>A Diary entry in the style of Felix</p>
Links to prior learning	KS2 National Curriculum	<p>KS2 National Curriculum</p> <p>Year 5 The Lion, the Witch and the Wardrobe Factual report</p> <p>Year 6 Greek Myths Diary entry</p>

Holywell School Curriculum Overview

Links to future learning	KS3 National Curriculum / KS3 History National Curriculum KS4 National Curriculum	KS3 National Curriculum - Creative Writing KS4 National Curriculum - AQA Creative Writing B / KS4 History National Curriculum - WW2
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p>In Key Stage 2, reading is a fundamental component of the National Curriculum, focusing on developing students' literacy skills and vocabulary. This area of the curriculum aims to cultivate a love for reading while equipping students with the skills they need to comprehend, analyse, and respond to various texts.</p> <p style="text-align: center;">Key Objectives:</p> <p>Reading Fluency: Students are encouraged to read a wide range of texts fluently, including fiction, non-fiction, poetry, and plays. This involves practising reading aloud to develop expression and confidence.</p> <p style="text-align: center;">Comprehension Skills: Emphasis is placed on understanding the meaning of texts.</p> <p style="text-align: center;">Students learn to:</p> <p style="text-align: center;">Summarise main ideas and key details. Make inferences based on textual evidence. Predict outcomes and draw conclusions. Identify themes and main messages.</p> <p style="text-align: center;">Vocabulary Development: Expanding vocabulary is a critical focus.</p> <p style="text-align: center;">Students are encouraged to:</p> <p style="text-align: center;">Explore new words and their meanings through context. Engage in word games and activities that enhance their understanding of synonyms, antonyms, and homophones. Use dictionaries and thesauruses to research and expand their word knowledge.</p> <p>Critical Thinking: Students develop critical thinking skills by analysing characters, settings, and plot developments. They learn to compare and contrast texts, discussing the author's choices and the impact on the reader.</p> <p style="text-align: center;">Response to Texts: Encouraging personal responses to texts helps students articulate their thoughts and feelings. Activities may include:</p> <p style="text-align: center;">Writing book reviews in Library Lessons Engaging in discussions and debates about characters and themes. Creating art or drama based on the stories read.</p> <p>Diverse Literature: The curriculum promotes exposure to a variety of genres and cultures, allowing students to appreciate diverse perspectives and experiences through literature.</p> <p style="text-align: center;">Assessment and Progression:</p> <p>Teachers assess reading progress through observations, comprehension questions, and discussions, ensuring that students are meeting curriculum expectations. This ongoing assessment helps identify areas where students may need additional support or challenge.</p> <p>Overall, the reading component of the KS2 curriculum aims to foster a lifelong love of reading, enhance literacy skills, and build a rich vocabulary that students can apply across subjects and in their everyday lives.</p>		

Holywell School Curriculum Overview

Cross-curricular links

Literacy in Science: Students develop their reading and writing skills by engaging with scientific texts, writing reports, and documenting experiments. This enhances their ability to communicate scientific concepts clearly and effectively.

Historical Narratives: English and History are intertwined as students explore historical events through reading historical fiction, primary sources, and writing diaries or letters from historical perspectives. This deepens their comprehension of historical contexts and improves their narrative skills.

Mathematical Language: Understanding and using precise language is crucial in Maths. Word problems and logical reasoning exercises help students develop their comprehension and critical thinking abilities.

Geographical Descriptions: In Geography, students read and write about different places, cultures, and environments. Descriptive writing tasks enhance their ability to convey vivid imagery and detailed explanations.

Art and Poetry: Art and English often overlap through projects that involve creating visual representations of poems or stories. This encourages creativity and helps students express their interpretations and emotions.

Physical Education, Design technology and Instructions: Writing clear instructions and understanding action words in PE activities strengthen students' ability to follow and write procedural texts.

Music and Rhythm: Exploring the rhythm and patterns in poetry through music helps students appreciate the phonetic aspects of language and enhances their auditory skills.

Careers in the curriculum

Writer/Author: Creating fiction, non-fiction, poetry, or screenplays.

Editor: Reviewing and refining written content for publication.

Journalist: Reporting on news, events, and issues for various media outlets.

Copywriter: Writing persuasive marketing and advertising content.

Teacher/Educator: Teaching English language and literature at various educational levels.

Literary Agent: Representing authors and their works to publishers.

Content Creator: Producing written, audio, or video content for online platforms.

Public Relations Specialist: Managing communication between organisations and the public.

Technical Writer: Creating manuals and documentation for technical fields.

Speechwriter: Writing speeches for public figures and organisations.

Proof reader: Checking written material for errors before publication.

Publisher: Overseeing the production and distribution of books and other written content.

Academic Researcher: Conducting research in literature, linguistics, or related fields.

Lexicographer: Compiling and editing dictionaries.

Creative Director: Leading creative projects in advertising or media.

Holywell School Curriculum Overview

Protected Characteristics in the curriculum

Age: Recognizing and respecting the perspectives of different age groups.

Disability: Understanding and valuing the experiences of individuals with disabilities.

Gender: Promoting gender equality and exploring gender roles in literature.

Gender Identity: Discussing and respecting diverse gender identities and expressions.

Race and Ethnicity: Appreciating multicultural perspectives and literature from various backgrounds.

Religion or Belief: Exploring different religions and beliefs through texts and discussions.

Safeguarding including safety in the curriculum

Online Safety: Digital Literacy Lessons: Students learn about safe internet practices, including recognizing and avoiding cyberbullying, understanding privacy settings, and identifying reliable sources of information.

Safe Research Practices: We teach students how to conduct research safely online, emphasising the importance of using age-appropriate and reputable websites for their projects and assignments.

Emotional Well-being & Supportive Discussions: Through literature, we explore themes of resilience, empathy, and kindness. Class discussions about characters' experiences and emotions help students develop emotional intelligence and coping strategies.

Sensitive Topics: When dealing with sensitive or challenging content in texts, our teachers provide a supportive framework, ensuring that discussions are handled with care and respect for all students' feelings.

Physical Safety in the Classroom: Comfortable Learning Environment: We ensure that the classroom setup promotes a safe and comfortable learning space. This includes proper seating arrangements, adequate lighting, and accessible resources.

Safe Use of Materials: Students are instructed on the safe use of any materials or equipment used during English lessons, such as scissors for crafting storyboards or technology for presentations.

Bullying Prevention: Inclusive Activities: Group work and peer reviews are structured to promote inclusivity and respect among students. We encourage collaboration and mutual support, fostering a positive classroom culture.

Anti-Bullying Education: Through stories and role-playing exercises, students learn about the impacts of bullying and the importance of standing up against it. This helps create a safe and respectful learning environment.

Monitoring and Reporting: Vigilant Supervision: Our staff is trained to recognize signs of distress or discomfort in students and to take appropriate action when necessary. Regular check-ins ensure that students feel safe and supported.

Clear Reporting Procedures: We have established clear procedures for students to report any concerns or incidents. They are assured that their voices will be heard and that appropriate measures will be taken to address any issues.

By embedding safeguarding and safety into our KS2 English curriculum, we aim to provide a nurturing and secure environment where every student can thrive academically and personally.

Holywell School Curriculum Overview

Values across the curriculum

Care – Explorations of conservation and environmental concerns encourage students to care for the planet and the flora and fauna endangered across the world.

Community – Through two different texts exploring global perspectives, students are encouraged to reflect on their position in the global community.

Courage – Courage is explored through adventurous narratives, including writing about being lost in Journey to the River Sea, and the characters of the children within the Lion, the Witch and the Wardrobe.

Grace

Hope

Kindness – Through sharing their creative work, particularly with poetry, students must show kindness to each other and build a safe and nurturing environment in which all may thrive.

Resilience

Respect – Exploring the wartime sacrifices of many, and a visit to Wrest Park, students are guided in their respect for the sacrifices of others.

Self-Worth and Self-Regulation

Thankfulness

Tolerance

Spirituality in the curriculum

English offers students an opportunity to develop their creative voice, finding their own perspective, as well as gaining an understanding of the perspective of others. This allows for an exploration of their spiritual-self, often in relation to challenging societal issues.

Through Kensuke's Kingdom, students consider relationships with families and friends, developing skills in empathy. This expands to consider global perspectives and empathising with those with vastly differing experiences to your own.

Creative writing through poetry encourages students to identify those things they value within their lives, as well as encouraging a sense of imagination and wonder.

The Lion, The Witch and The Wardrobe provides an early opportunity to consider the role of a cultural mythos and the parallels to religious figures and structures.

The Tale of The Cocklebur Ick focuses on the concepts of tolerance and acceptance. Students explore the idea of being an outsider within society and about finding acceptance.

Studying the experiences of those who visited Wrest Park once again allows for discussion of empathy and community. We consider resilience in the face of harrowing conditions and, through a brief study of war poetry, we consider the role of faith in adverse conditions.

The Journey to the River Sea allows for further consideration of our global community and differing spiritual values between different cultures and communities.

Persuasive writing in our Persuasion unit features an extended piece of writing in which students advocate for living out one of our school's values. This advocacy encourages to reflect on their own values and their role within the school community.

Greek Myths encourages students to make links between narrative explorations of mythical characters and the role of such a mythos within society.

Throughout our studies in English, students are encouraged to develop their understanding of differing perspectives and inferring meaning through an empathetic reading of texts.

Holywell School Curriculum Overview

How we track your progress

At Holywell, we are dedicated to ensuring every child excels in their KS2 English journey. To effectively track progress, we employ a comprehensive assessment system that includes regular formative and summative assessments, continuous teacher observations, and student self-assessments.

Our teachers utilise a variety of tools, such as writing samples, reading comprehension tasks, and grammar exercises, to monitor each student's development. We also use standardised tests (GL's) to gauge progress against national benchmarks. This approach allows us to identify areas of strength and target areas needing improvement, ensuring personalised support for every learner.

We believe in maintaining open communication with parents, so you will receive regular updates on your child's progress through termly reports and parent-teacher meetings. Together, we can support your child's success in KS2 English.

Parents/Carers can support their child by:

Supporting your child's KS2 English development at home is crucial to their success. Here are a few effective ways you can help:

Encourage Reading: Foster a love for reading by providing a variety of books and reading together. Discuss stories, ask questions, and explore different genres to build comprehension and vocabulary.

Practice Writing: Encourage your child to write regularly. This could be through keeping a journal, writing letters, or creating stories. Focus on grammar, punctuation, and spelling.

Engage in Conversations: Discuss daily activities, current events, or topics of interest to enhance their speaking and listening skills. Use rich vocabulary and model proper sentence structure.

Provide Resources: Utilize educational websites and apps that offer interactive English activities. Ensure they practise regularly in a fun and engaging manner.

Support Homework: Create a quiet, dedicated space for studying. Assist with homework by discussing assignments and reviewing their work, but encourage independence in completing tasks.

Sustainability within the subject

Creating sustainability within KS2 English at Holywell involves fostering an enduring love for learning and developing skills that will benefit students throughout their lives. Here's how we can achieve this together:

Integrated Learning: We integrate English skills across the curriculum, making learning relevant and meaningful. Encouraging children to apply their reading, writing, and critical thinking skills in various subjects ensures a deeper understanding and retention of knowledge.

Resourceful Teaching: Our teachers use diverse and sustainable resources, including digital tools and reusable materials, to provide engaging and effective lessons. This approach minimises waste and maximises the use of available materials.

Community Involvement: We promote a reading culture by partnering with local libraries, authors, and community events. This enriches students' learning experiences and supports a lifelong love for reading and writing.

Parental Engagement: Your involvement is key to sustainability. By encouraging reading at home, discussing books, and supporting writing activities, you reinforce the skills and habits developed at school.

Holywell School Curriculum Overview

Continuous Professional Development: Our teachers regularly engage in professional development to stay updated with the latest educational strategies and sustainable practices, ensuring high-quality instruction for your children.