

*Willow Bank  
Primary School*



Woodland Academy Trust  
**Curriculum and Subject  
Handbook**

*'Revealing the Champion Within'*

# WAT CAIRS

## Vision Statement






Within the Woodland Academy Trust we adopt a set of two core values.

*Our core values are 'the way that we do things here':*

1. We work at developing the whole child.
2. We aim for each child to at least reach, if not exceed, their academic potential.

## **Mission Statement**

The aims of our Trust are:

-  CARE - to provide a secure, caring community where each child is valued and learning can thrive.
-  ASPIRATION & ACHIEVEMENT—to provide a broad, balanced and relevant curriculum to ensure that all pupils gain the skills and knowledge to help them grow in confidence and prepare for the future.
-  INSPIRATION—to create a series of stimulating learning environments where individuals can work and play together in a spirit of co-operation.
-  RESPECT—to build a culture within which all leaders and learners feel safe and enabled by each other.
-  STEWARDSHIP—to foster responsibility towards the environment and the community in which we live.



# School Curriculum Philosophy

Our school **vision** is:

Learning together we grow as one, ensuring each child achieves their potential and feels happy and safe in school, with differences celebrated.

Our **values** are:

- Love of Learning
- Respect
- Pride
- Tolerance
- Teamwork

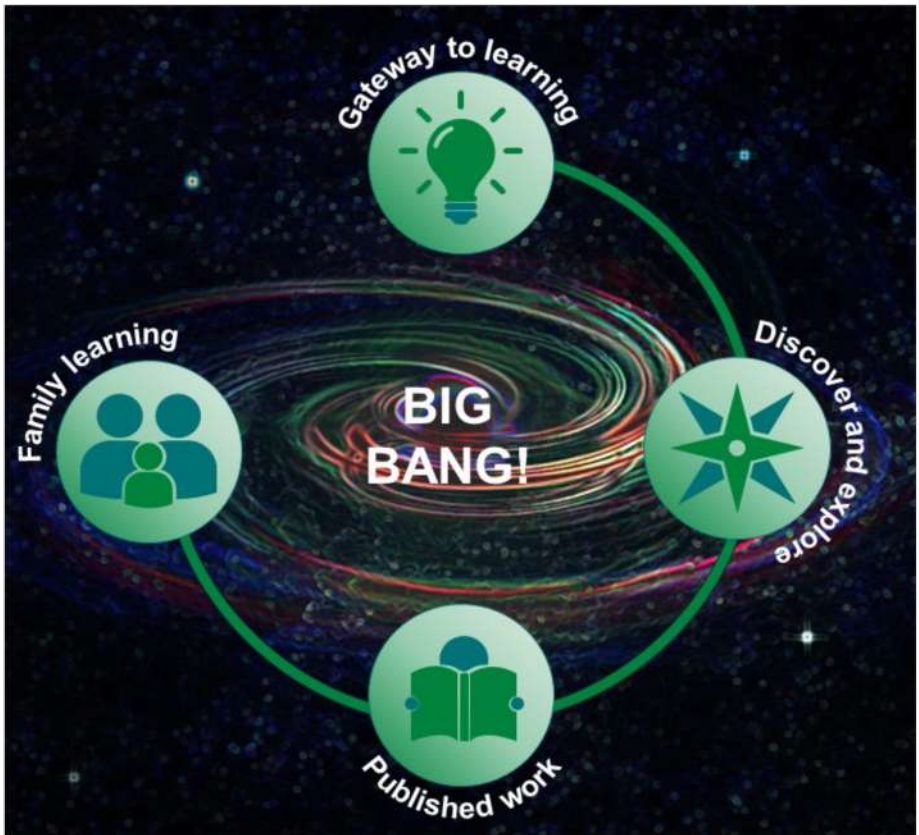
Thamesmead and the surrounding area is rich in local history, as well as areas of geographical interest. As a school we strongly believe that our children should be aware of this in order to develop a love for where they live. We also want them to understand how where they live, fits into the locality, e.g. Thamesmead, London and beyond. Each theme therefore looks at local impact, impact in London, the wider UK, and where appropriate, across the World.



# School Curriculum Philosophy

Every topic starts with a 'Big Bang' in order to capture the children's curiosity, and finishes with a Big Learning Afternoon to share their published work and learning through the topic.

After the Big Bang, the children's perspective on what they want to learn is gathered ('gateway to learning'), and this will influence the 'discover and explore' section of the topic.



# Curriculum Map

EYFS

Term	Theme	Core Texts
1	All About Me	Starting School by J & A Ahlberg Naughty Bus by J Oke The Very Hungry Caterpillar by E. Carle
2	Festivals and Celebrations	The Secret Birthday Message by E. Carle Mog's Christmas by J. Kerr Diwali by H. Eliot
3	Once Upon a Time...	The Little Red Hen by L Pichon The Enormous Turnip by K. Daynes The Three Little Pigs by N. Baxter
4	Dinosaur Explorers	Mad About Dinosaurs by G. Andreae Dinosaur Roar by H. Stickland The Little Green Dinosaur by P. Corbett
5	Creatures Great and Small	What the Ladybird Heard by J. Donaldson We're Going on a Bear Hunt— Lets discover bugs The Big Book of Bugs by Y. Zommer
6A	The Moon and The Stars	Whatever Next ! by J. Murphy Solar System Poem Beegu by A. Deacon Look Inside Space by Usborne Books
6	When I Grow Up...	Your Fantastic Elastic Brain by J. Deak When I Grow Up by T. Minchin

# Curriculum Map

Year 1

Term	Theme	Core Texts
1	All About Willow Bank	10 Things I can Do To Help My World by Melanie Walsh I Am The Seed That Grew The Tree by Fiona Waters The Name Jar by Y.Choi
2	London's Burning	Vlad and The Great Fire of London by Kate Cunningham The Great Fire of London : Anniversary Edition of the Great Fire of 1666 by E. Adams & J. W. Lewis London's Burning rhyme
3	Shiver Me Timbers!	Pirates Love Underpants by C. Feedman and B.Cort The Usborne Official Pirates Handbook Shiver Me Timbers by D. Florian
4	Life On Planet Earth	One Plastic Bag by Isatou Ceesay Here We Are : Notes For Living on Planet Earth by O. Jeffers Thank You Earth- A Love Letter to Our Planet by A.P.Sayre
5	North and South	Lost and Found by Oliver Jeffers Snowball by S.Silverstein The Equator by I. Howell
6	When I Grow Older	What is a Child? by B. Alemagna The Growing Story by R. Krauss and H. Oxenbury A Little Seed poem

# Curriculum Map

Year 2

Term	Theme	Core Texts
1	My Community	The Street Beneath My Feet by C. Gullian A House That Once Was by J. Fogliano and L. Smith The Colours of Us by K. Katz Come Home With Us Oxfam
2	Friend or Foe?	Mr Fawkes, The King and the Gunpowder Plot by Tom and Tony Bradman Guy Fawkes and the Gunpowder Plot by History Makers. Remember Remember the Fifth of November Rhyme Fireworks by G. Lancaster
3	Pioneers and Heroines	Amelia Earhart: Little People Big Dreams by D. Adler and J. Fisher Great Women Who Changed the World by K. Pankhurst Three Cheers for Women by M. Williams Florence Nightingale by Demi
4	Jambo Bwana	Bringing the Rain to Kapiti Plain By V. Aardema Masai and I by V. Kroll Lila and the Secret of Rain by D. Conway
5	Once Upon a Time...	Jim and the Beanstalk by R. Briggs Jack and the Baked Beanstalk by C. Stimpson Eddie's Garden & How to Make Things Grow by S.Garland
6	Oh I Do Like To Be Beside The Seaside...	A First Book of the Sea by N. Davies The Lighthouse Keepers Lunch by R. Armitage The Sea Book by C. Milner Seaside Poems by J. Bennett

# Curriculum Map

Year 3

Term	Theme	Core Texts
1	Rock, Paper, Scissors	The Pebble in My Pocket by M Hooper and C Coady Stone Age Boy by S. Kitamura The Quarry Poem
2	One Is Not Amused	Street Child by B. Doherty Oliver Twist by Charles Dickens A Chimney Boy's Story by W. Magee
3	Saving The World	Our Beautiful Earth: Saving our Planet Piece by Piece by G Macri & C Zanotti Wilderness Wars by B. Henderson Have a Ball poem Why Water is Worth It poem
4	Walk Like an Egyptian	Secrets of a Sun King by E. Carrol Pharaoh's Fate by C. Gautier and S. Vernet Along the Nile by H. Abbey
5	Rainforest Explorers	The Explorer by K. Rundell Wild Animals of the South by D. Braun Wild World poem
6	Heroes	The Iron Man by T. Hughes Stories for Kids Who Dare to be Different by B. Brooks Steve the Superhero by K.Nesbitt



# Curriculum Map

## Year 4

Term	Theme	Core Texts
1	Maybe Its Because I'm a Londoner...	A Walk in London by S. Rubbino The Buildings That Made London by D. Long & J. Shenoy London by W. Blake
2	Hail Caesar!	The Orchard Book of Roman Myths by G. McCaughrean & C Clark Meet the Ancient Romans by J. Davies. Escape from Pompeii by C. Ballit Ancient Rome by P. Perro
3	Disaster Strikes!	Survivors by D. Long Volcanoes and Earthquakes by National Geographic Kids King of the Cloud Forests by M. Mopurgo
4	A Journey Through the Body	A Journey Through the Human Body by S Parker and J Haslam Human Body Odyssey by D. Walliman Flying Inside Your Own Body by M. Atwood
5	Who Let The Gods Out?	Who Let The Gods Out by M. Evans So You Think You've Got it Bad? A Kids life in Ancient Greece by C. Strathie and M. Morea Great Greeks by P. Pero
6	Viva Espania!	Molly Goes to Barcelona by C. Oler Building on Nature 'The Life of Gaudi' Sagrada Familia Poem

# Curriculum Map

Year 5

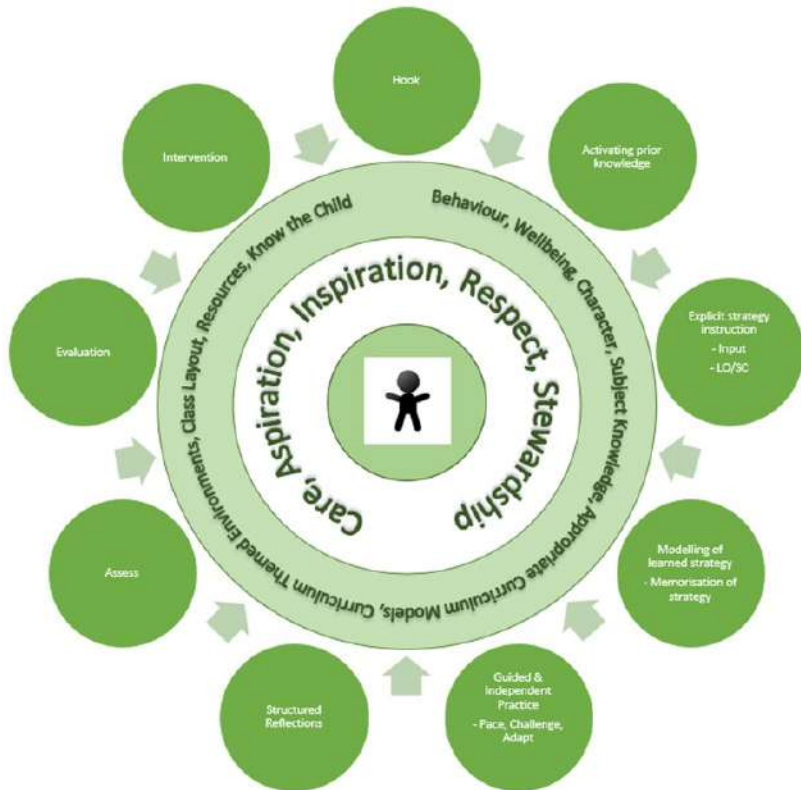
Term	Theme	Core Texts
1	They Came by Sea...	The Saga of Eric the Viking by T Jones & M Foreman Viking Longship by M. Manning The Longboats' Story poem
2	Old Father Thames	The Journey to The River Sea by E. Ibbotson Foodland by M. Sedgwick Wind in the Willows by K. Graeme River Runs Free by D. Windle
3	In AWEbit	Curiosity by M. Motum A Galaxy of Her Own by L. Jackson and S. Lenton Cosmic by F. Boyce Six Ways to Look at the Moon by P. Corbett Space Staring by P. Corbett
4	Just Call Us Scientists	Flotsam by D. Weisener What a Waste: Reduce, Reuse, Recycle by J. French Science in Infographics: Materials by J. Richards
5	Lest We Forget	Letters from the Lighthouse by E. Carroll Now or Never by Bali Rai Sonam and the Silence by E. Ayres A Soldiers Fear poem
6	Stand and Deliver	The Murderers Ape by J. Wegelius The Highway Man by Alfred Noyles Dick Turpin: Legends and Lies by T. Deary

# Curriculum Map

Year 6

Term	Theme	Core Texts
1	Off With Your Head!	The Head That Wears a Crown by R. Piercy The Divers Daughter by P. Lawrence Black Tudors by M. Kaufman Macbeth by W. Shakespeare
2	Civilisations of the Past	Diary of an Edø Princess by F. Nimmons Tales from Africa by K. Amott Tyger by K. Amott
3	007	Stormbreaker and Point Blanc by A. Horowitz Young Bond: Shoot to Kill by S. Cole My Dad's a Secret Agent by K. Nesbitt
4	Explorers	Shackleton's Journey by W. Grill Amazing Expeditions by A. Ganeri & M. Mullan You Are Awesome by M. Syed
5	Origin of the Species	Amazing Evolution by A Claybourne On the Origin of Species by RS Radeva The Great Sea Discovery by P. Goodhart Life Doesn't Frighten Me by M. Angelou
6	Lights, Camera, Action	I Don't Know How the Story Ends by J.B. Chaeney Animation Studio by C. Hart Much Adø About Nothing/ Romeo and Juliet/ Macbeth by W. Shakespeare Spread Your Wings poem

# Teaching, Learning and Feedback Model



# Displays

The following displays should be in each classroom:

- School Values
- Handwriting
- Times Tables Rock Stars
- Maths (whiteboard)
- English Meet
- Book Corner
- Behaviour, including house points
- Theme
- English
- Thinking skills- hats and maps

# Reading

**Phonics** In the Woodland Academy Trust, the teaching of phonics is through the Letters and Sounds strategy and we utilise the Phonics Play overview for support with planning. Children are assessed half-termly and groups are adjusted according to the individual needs.

Developing children's phonemic awareness involves the skills of hearing, identifying and using phonemes or sound patterns.

Emphasis is placed on the skills of decoding new words by sounding them out and combining and/or blending the sound-spelling patterns.

Children are grouped for daily phonic sessions consisting of a four-part lesson:

## **REVIEW – TEACH – PRACTICE – APPLY**

Children revisit previously taught sounds and high frequency or tricky words. Then each session, children are taught a new sound or strategy which they practise and then apply to reading and writing.

Active phonics games are encouraged to engage and motivate pupils.

Children's progress is monitored over the year using a Phonic Tracking sheet. Children who are not making expected progress are quickly identified and further interventions are put in place to address these needs.

**EYFS Reading** Early Reading is set out to be an approach that focuses on both language comprehension and decoding.

**Language comprehension** – includes learning opportunities that are focused on vocabulary development, language structures and the development of background knowledge. Storytelling and shared reading strategies have consistently been shown to improve children's language comprehension skills.

**Decoding** – includes learning opportunities that are focused on alphabet knowledge and phonological awareness.

**Whole Class Shared Reading in the Early Years** A range of frameworks can be used to support shared reading in order to improve children's language and comprehension skills. The PEER framework can be used to develop vocabulary and background knowledge.

# Reading

<b>PEER sequence</b>	
<b>PROMPT *</b>	Prompt children to say something about the book
<b>EVALUATE</b>	Evaluate the children's responses
<b>EXPAND</b>	Expand their response by rephrasing or adding further information
<b>REPEAT</b>	Repeat the prompt to help them learn the expansion (as above)
<b>Use the prompts as part of the PEER sequence</b>	
<b>CROWD prompts*</b>	
<b>COMPLETION</b>	Teacher leaves a blank at the end of a sentence for children to complete – great for rhymes and repetitive phrases
<b>RECALL</b>	Teacher asks children about something that they have already read – supports children to understand the story plot
<b>OPEN ENDED</b>	Focus on images and pictures – works particularly well with picture books and illustrations enabling children to express their own ideas
<b>Wh...</b>	Who, what, where, why, when... What – vocabulary development
<b>DISTANCING</b>	Teacher supports children to connect the book to their own life experiences and seeks out a high quality discussion









# Reading

<b>Individual Reading</b>	<b>Focus Group Reading - Book Talk</b>	<b>Phonics</b>
<p>Over the course of a week, teachers should hear each child read on a one to one basis at least once.</p>	<p>Over the course of a week, a group reads with an adult at least twice a week.</p>	<p>Children are grouped homogeneously. Phonics sessions take place on a daily basis.</p>



## KS1 Reading

### What does a reading lesson look like?

<p> Explicit strategy instruction       Modelling of learned strategy</p> <p><b>Whole class shared read</b></p> <p>Teacher led – teacher reads to class modelling expression and inference. During this time vocabulary can be explored with children collating new words in their magpie books (plan in which words you want to explore with the children, and in turn, ensure that they have full understanding of). In addition, thinking maps (circle) are great to use. Words can also be added to the English Meet board for further exploration, as required.</p> <p>When reading, the teacher should model excellent use of intonation, movement, volume and expression – children will pick up your reading styles and learn how to match these actions. Remember, no-one can read that piece better than you as the class teacher but you can model as much as possible to provide these skills to children.</p> <p>Consider asking children to follow the text that is being read with a ruler.</p>	10 minutes
<p> Memorisation of learned strategy</p> <p style="text-align: right;"><b>VIPERS link</b></p> <p><b>Questioning</b> – check in</p> <ul style="list-style-type: none"><li>- Checking that children have understood and accessed the text.</li><li>- Prepared questions, ranges of question stems evident</li><li>- Plan targeted, open ended questioning</li><li>- Clarify the meaning of additional complex vocabulary identified</li></ul>	20 minutes
<p> Guided and Independent Practice       Read</p> <p><b>Main Task &amp; Input</b></p> <ol style="list-style-type: none"><li>1. Class Teacher focus group – Guided/Reciprocal Reading</li><li>2. Class Teacher/Support member of staff – Reading Gladiators (Y2)</li></ol> <p style="text-align: right;"><b>VIPERS link</b></p> <p>Review of reading task, questions, modelled examples of how to respond to questions Children joining in reading aloud – picking up on expression</p> <p>Children's responses need to have feedback – have they used a good sentence stem? Allow children to say a response before they observe you modelling one, and then writing their own. Imagine what the most perfect answer would be...</p> <p>Refer to any historical/geographical contexts linked to the text/chapter/extract/short film – use of images such as maps and videos support children in their comprehension skills.</p> <p><b>Independent practice should be:</b></p> <ol style="list-style-type: none"><li>3. Phonics based reading task</li><li>4. Reading for pleasure based – children choosing their own texts, where to read in the classroom</li></ol> <p> Assess</p>	5-10 minutes
<p>Teachers should take the opportunity to complete assessment for learning opportunities – visit identified children/groups of children, check their learning, address misconceptions.</p>	
<p> Structured reflection       Assess</p> <p><b>Feedback</b></p> <p>Teacher reflection – Did the children comprehend more today than they would have without your teaching and learning? Child reflection – What new learning can they describe today?</p>	10 minutes

# Reading

**VIPERS – KS1** is a mnemonic for children to aid their knowledge of the reading process and skills they are acquiring.

V - vocabulary

I - inference

P - prediction

E - explanation

R - retrieval

S – sequence/summary

*Further information and question prompts can be found within the Trust Handbook.*

Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Teacher focus group	Comprehension	TA focus group	Phonics based	Book Corner RfP
2	Book Corner RfP	Teacher focus group	Comprehension	TA focus group	Phonics
3	TA focus group	Book Corner RfP	Teacher focus group	Comprehension	Phonics
4	Phonics	TA focus group	Book Corner RfP	Teacher focus group	Phonics
5	Phonics	Phonics	TA focus group	Book Corner RfP	Teacher focus group

**Teacher/TA focus group** – small group reading tasks, following a reciprocal read structure

**Comprehension task** – should follow on from the teacher/TA focus group work with prepared questions for children to answer in relation to the chosen text/extract

**Phonics** – provision should be identified through use of teacher knowledge and gap analysis of phonological awareness

**Book Corner/RfP** – this is a time for independent reading, books chosen by children for pleasure

### **What does a Reciprocal Reading session look like?**

#### **Reading introduction**

Each child is assigned a role:

1. The Predictor
2. The Questioner
3. The Clarifier
4. The Summariser
5. The Boss

Children read a few paragraphs of chosen text/extract/poem etc. Children should be encouraged to use note-taking strategies such as highlighting sentences/words or sticky notes to help them better prepare for their role.

At the given stopping point, the Summariser will highlight the key ideas up to this point in the reading.

The Questioner will then pose questions about the text:






Unclear parts  
Puzzling information



Connections to other concepts already learned



The Clarifier will address confusing parts and attempt to answer the questions that have been posed.

## KS2 Reading

### What does a whole class reading structure look like?

 Explicit strategy instruction  Modelling of learned strategy <b>Reading</b> Teacher led – teacher reads to class modelling expression and inference. During this time vocabulary can be explored with children collating new words in their magpie books (plan in which words you want to explore with the children, and in turn, ensure that they have full understanding of). In addition, thinking maps (circle) are great to use. Words can also be added to the English Meet board for further exploration, as required.  Consider mixed groupings, peer to peer support can be enhanced this way. Ensure challenge when choosing the text/extract – they should be beyond the reach of children's independent reading and comprehending of it. When reading, the teacher should model excellent use of intonation, movement, volume and expression – children will pick up your reading styles and learn how to match these actions. Remember, no-one can read that piece better than you as the class teacher but you can model as much as possible to provide these skills to children. Consider asking children to follow the text that is being read with a ruler (LKS2)	10-15 minutes
 Questioning  Memorisation of learned strategy <span style="border: 1px solid black; padding: 2px;">VIPERS link</span> <b>Questioning</b> – check in <ul style="list-style-type: none"><li>- Checking that children have understood and accessed the text.</li><li>- Prepared questions, ranges of question stems evident</li><li>- Plan targeted, open ended questioning</li><li>- Clarify the meaning of additional complex vocabulary identified</li></ul>	10 minutes
 <b>Input &amp; Modelling</b> Review of reading task, questions, modelled examples of how to respond to questions Children joining in reading aloud – picking up on expression  Children's responses need to have feedback – have they used a good sentence stem? Allow children to say a response before they observe you modelling one, and then writing their own. Imagine what the most perfect answer would be... Refer to any historical/geographical contexts linked to the text/chapter/extract/short film – use of images such as maps and videos support children in their comprehension skills.	5-10 minutes

 Guided and Independent Practice <b>Main Task</b> Children reading independently/paired/group as appropriate Questions prepared for children to answer Listen to children read to you  Y4/Y6 – Reading Gladiators Group (see information)   Assess Teachers should take the opportunity to complete assessment for learning opportunities – visit identified children/groups of children, check their learning, address misconceptions	10 minutes
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 Structured reflection  Assess <b>Feedback</b>  Teacher reflection – Did the children comprehend more today than they would have without your teaching and learning? Child reflection – What new learning can they describe today?	10 minutes
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**VIPERS** – **KS2** is a range of reading prompts based on the 2016 reading content domains found in the NC Test Framework.

V - vocabulary

I - inference

P - prediction

E - explanation

R - retrieval

S – summary

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

In order to ensure that there is coverage of reading aspects (VIPERS), the structure for planning follows a two week cycle:

### **Reading timetable – KS2**

<b>Week A</b>		<b>Week B</b>
<b>Monday</b>	Vocabulary	Vocabulary
<b>Tuesday</b>	Inference	Explanation & Retrieval
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>	Prediction	Summary

**The Trust Handbook includes a wide range of whole class reading strategies for your reference and use.**

### **Reading for Pleasure**

In order to further our Reading for Pleasure journey, we are mindful of research set out by the Open University.

**In order to develop children's reading for pleasure, research shows that teachers need to develop:**

- 1. Considerable knowledge of children's literature and other texts**
- 2. Knowledge of children's reading practices**
- 3. A RfP pedagogy which focuses on:**
  - Social reading environments
  - Reading aloud
  - Informal book talk, inside-text talk
  - Independent reading time
- 4. To be Reading Teachers – teachers who read and readers who teach**
- 5. To develop reciprocal and interactive reading communities**

(Cremin et al., 2014)

Each of these research aspects can be seen in practice as follows:

<b>Research strands</b>	<b>How this can be seen in your classrooms and provision</b>	<b>Useful links</b>
<b>A RfP pedagogy which focuses on:</b>		
<b>Social reading environments</b>	<p>An environment that supports RfP, includes:</p> <ul style="list-style-type: none"> <li>• a relaxed, informal ethos</li> <li>• an attractive, invitational space</li> <li>• a range of texts that tempt</li> <li>• informed support for choice</li> <li>• child involvement and ownership</li> <li>• considerable conversation about texts</li> </ul>	<p><a href="https://researchrichpedagogies.org/research/theme/social-reading-environments">https://researchrichpedagogies.org / research /theme/social-reading-environments</a></p> <p><i>Please also refer to Presentation and Learning Environment guidance within the handbook.</i></p>
<b>Reading aloud</b>	<p>Reading aloud has many personal, social and cognitive benefits.</p> <p>Story Time/Reading Aloud time should be a feature within your timetable on a daily basis.</p>	<p><a href="https://researchrichpedagogies.org/research/theme/reading-aloud">https://researchrichpedagogies.org / research/theme/reading-aloud</a></p>
<b>Informal book talk, inside-text talk</b>	<p>Make time for informal reading chats.</p> <p>Build/Plan in time to talk about texts in other learning/curriculum areas.</p> <p>Create time to recommend texts – these can be added to your book corners and reading trees (home reading)</p> <p>Establish reading buddies</p> <p>Nurture reading conversations in the playground</p>	<p><a href="https://researchrichpedagogies.org/research/theme/booktalk-and-recommendations">https://researchrichpedagogies.org / research/theme/booktalk-and-recommendations</a></p>

<b>Independent reading time</b>	<p><b>Offer a choice of reading material</b></p> <p><b>Model engagement by reading and talking</b></p> <p><b>Seek out varieties of spaces and places to read with your class</b></p>	<p><a href="https://researchrichpedagogies.org/research/theme/independent-reading">https://researchrichpedagogies.org /research/theme/independent-reading</a></p>
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# How we teach English, Grammar, Punctuation & Spelling at the Woodland Academy Trust

## EGPS

The teaching of EGPS is timetabled in each of our four primary schools and is marked with a discrete time for each year group. However, EGPS must be planned carefully to make links with the reading and, particularly, writing planned for that day. For example, teachers often plan EGPS based on book looks having revealed a common misconception in their classes.

When planning the teaching and learning of EGPS, the Trust support guide for EGPS sets out the following:

- Medium Term overview
- Progression of skills (Y1-Y6)
- Common exception words (Y1-Y6)
- Spelling activities

## English Meets

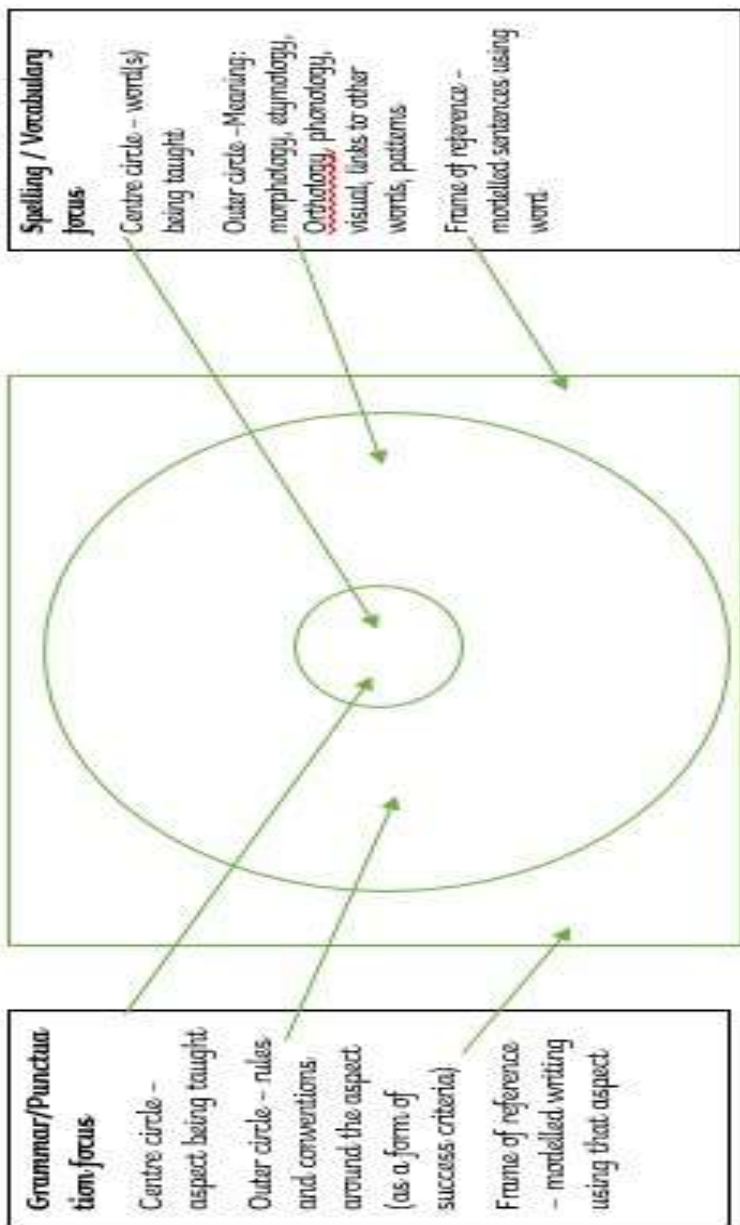
English Meets should last no more than 10 minutes.

The focus for English meets this year will be **spelling and vocabulary development**. Each day, a word is chosen linked to learning in reading, writing or any area of the curriculum e.g. theme words linked to the current topic. English meets should provide opportunities to investigate the different aspects of the word. They can look at the history of the word, guess what the word means from an image, use the word in context and practice how to spell the word. Examples of possible spelling activities are listed below. Words should then be displayed in the classroom using thinking maps as a visual reference point for the pupils. They can add them to their magpie books. Pupils should then be actively encouraged to use the word in their work.

There is no expectation for any written work although you may include some opportunities for children to practice spelling these - **remember tick each letter that is correct in the spelling and not the whole word.**



Use of a **circle map** is an ideal way to capture your English Meets on a daily basis.



# Writing

## Writing

In their writing learning, pupils should develop the stamina and skills to write at length making accurate use of grammar, spelling and punctuation.

Pupils learn to write by learning core texts using the principles of Talk for Writing. This approach enables children to imitate the language they need for a topic orally before reading and analysing it and then writing their own versions.

Throughout their time at Willow Bank, children will study and learn to write for a wide range of texts and purposes which ensures that writing is engaging and creative. These include a range of different story types, poetry and non-fiction texts such as explanations, descriptions, discussions and letters.

Cross-curricular writing opportunities are also planned for across all topics and themes whereby children transfer writing skills to any learning subject.

Opportunities are planned for pupils to further their writing skills through creative home learning tasks sent home on a half termly basis.

## Medium Term overviews

Medium term overviews set out the National Curriculum objectives that should be covered within each term to ensure that each year group covers all the objectives within an academic year.

Short term planning is created by teachers following the objectives set out in the medium term planning.

Teachers use cold writes to assess pupil skills and plan for gaps in knowledge as well as ways in which they can extend and support pupils to achieve and make progress in writing.

Talk for Writing training will be provided throughout the year led by the English lead as well as Talk for Writing trainers.

There will be a cross-Trust training day in October 2019 for teachers which will be followed by further professional development opportunities where teachers will visit a Talk for Writing training school.

In the classroom, teachers will model Talk for Writing techniques throughout their practice and across subjects using flipcharts and washing lines as exemplars for children.

# Writing

## Cross Curricular Writing

Pupils should be given the opportunity to reinforce their writing skills in a variety of ways and across subjects. Cross curricular links should be planned for by teachers across all foundation subjects.

Clear links should be referenced in the planning to enable teachers to develop their skills in planning, resourcing and delivering cross curricular lessons.

Children do not always transfer learning, for example- they may not always see a link between a newspaper report using factual language and a science observation- the language and features are interlinked and we need to ensure that within planning teachers are making these links.

At each writing opportunity children should be able to make the links to the structures learnt in their literacy lessons.

## Oracy

Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

De Bono's Thinking Hats approach supports the development of oracy within the classroom. Use of the Six Thinking Hats should encourage pupils to think about an issue collaboratively and in different ways. It enables pupils to broaden their understanding of a complex issue and to generate ideas or solutions that they might not have done without such an exercise. This can be applied within any subject context.

# Spelling, punctuation and grammar

Spelling, punctuation and grammar skills will be interweaved across all literacy lessons including revisiting them in foundation subjects through cross-curricular teaching.

There are specific grammar and spelling patterns that have been planned for and these will be taught through daily English meets, where the etymology of the word will be explored as well as synonyms, antonyms and placing the word into meaningful sentences to enable all pupils to develop their understanding and broaden their knowledge of vocabulary.

Medium term plans have been created to ensure that all National Curriculum objectives have been planned for and covered across the academic year.

In addition to these medium term plans, teachers will begin each term with a 'cold writing task' which will identify specific areas that will need to be revisited within that class and planning will be in place to support the closing of these gaps.

Willow Bank will be using Spelling Shed as a tool to engage parents with their childrens home learning. Children will not be tested on spellings but will be expected to engage with the Spelling Shed activities as part of their home learning. Teachers will identify spelling patterns that need to be taught in addition to those planned for in the medium term plans and teach these within lessons and in the English meets.

# Oracy

Thinking Hats  
Questions that may be asked using specific hats

## Questions asked under the Black Hat

Is this true?  
Will it work?  
Why won't it work?  
What are the weaknesses?



## Questions asked under the Green Hat

What are some possible ways to work this out?  
What are the other ways to solve this problem?



## Questions asked under the Red Hat

How do I feel about this?  
How am I reacting to this?



## Questions to be asked & answered under the Yellow Hat:

What are the good points?  
What are the benefits?  
Why is this worth doing?  
How will it help us?



## Questions asked under the White Hat

What information or facts do we know?  
What information is missing?  
What information or facts would we like to know?



## Questions asked under the Blue Hat

What have we achieved?  
What decision have we reached?

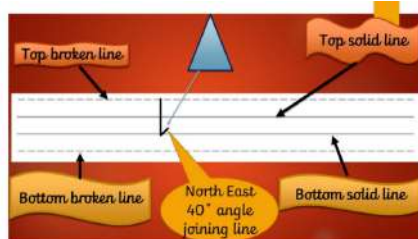


# Handwriting



A display is present in each classroom to show the children expected pen grip and posture, and share some of the key phrases linked to handwriting. Handwriting will be modelled in the planned handwriting sessions to enable pupils to see how each letter formation should take place. This is reinforced in all lessons where teachers will be modelling the expectations as they complete their modelled writing.

Specialised books are used for handwriting sessions and flip charts are also used to support the modelling of writing.



# Mathematics

Maths Schemes	
EYFS, Year 1, Year 2	Mathematics Mastery
Year 3 upwards	White Rose

At Willow Bank we believe mathematics is an integral part of the world in which we live. Maths helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are important because they help us solve problems and look for solutions– which are our blue, green, yellow and white thinking hats in action!

Maths teaching and learning includes learning how to solve problems involving the four operations of addition, subtraction, multiplication and division.

Importance is put into the learning of number facts including number bonds and multiplication facts in order to access such problems proficiently.

**Fluency** is an important aspect of maths and daily fluency tasks enable pupils to have the opportunities to manipulate numbers mentally and secure their understanding of number.

**Variation** is planned for specifically to help build childrens understanding of relationships in number and begin to spot patterns– which is an important part of understanding maths.

**Procedural Variation** is an excellent method of helping children to identify patterns in maths and the use of manipulative is encouraged throughout the school to enable children to contextualise and understand the mathematics that is taking place.

**Conceptual Variation** is giving children the opportunity to work on different representations of the same mathematical ideas. An example in class would be to ask children to show you the number 27 in different ways– they may select from a range of manipulatives such as the bead string, numicon, dienes, draw arrays, or identify 27 pupils– showing they have a conceptual understanding of the number. Teachers will plan for this to ensure that pupils have a sound understanding of number before calculations take place.

# Mathematics

Other number work includes understanding and using the place value system as well as understanding and manipulating fractions.

Maths teaching and learning also includes learning about and exploring shape, space and measure as well as interpreting data including reading and constructing charts and graphs.

**Reasoning** is emphasised across all areas of learning in maths. Planned opportunities for regular problem solving are a key element of maths teaching and learning.

Teachers plan for tasks to be accessed by all pupils and understand that some pupils will require scaffolding, others will use manipulatives to solve the task, whilst some may be able to complete the task independently and some require additional challenge to develop further deepen their understanding.

## **Greater Depth Teaching**

Teachers will challenge pupils to deeper thinking through questions such as:

- Always, Sometimes or Never true? Can you prove this?
- Generalisations– can pupils create generalisations about the maths they are learning?
- What if... identifying what happens if one variable is changed– so pupils can identify what happens to a problem when one variable changes. Can they then create generalisations with the variables changing?

Example:

**For all pupils** :Four bags contain a large number of 1s, 3s, 5s and 7s. Pick any ten numbers from the bags so that their total is 37.

**Extension:**

Sasha says that there is only one combination that makes the 37.

Peter says there are more than three combinations that make 37.

Who do you agree with? Prove it by showing the combinations.

**Greater Depth: Can you write a generalisation that will**

**always be true about this question**





# Mathematics

An emphasis is placed on using manipulatives in maths. Maths displays are used as a working wall where the display should reflect the objectives being taught.

TimesTable Rockstar is to be used for home learning and is celebrated in each Friday celebration assembly.

Throughout the school we use the term 'Maths Meetings'. These are to consolidate key areas of mathematics in class. Maths Meetings provide an opportunity to teach and revise 'general knowledge maths' which may not explicitly be covered during the maths lesson, and also allows the daily integration of maths into the surrounding environment. This means that pupils are practicing concepts and skills on a regular basis, meaning they are continually building on the mastery of these concepts.

Maths Meetings should be a positive part of the day that everyone looks forward to and pupils should be fully engaged with. Singing and chanting should form an integral part of the Maths Meetings. The elements of maths covered in Maths Meetings can sometimes be the most fun and enjoyable aspects for pupils, so it is important that pupils appreciate, learn from and relish these experiences. Calendar maths and place value should be included in every Maths Meeting and the rest of the meeting should change regularly according to the topics you wish to revise and consolidate.

## **EYFS and Key Stage 1**

At Willow Bank we will be following the Mathematics Mastery scheme in EYFS and Key Stage 1. Teachers will be expected to follow the six part lesson model (Do Now, New Learning, Talk Task, Develop Learning, Independent Task and Plenary).

# Mathematics

## **Six Part Lesson Structure**

Do Now	<i>This is a quick task all pupils can access without any teacher input as an introduction to the mathematics lesson.</i>
New Learning	<i>The New Learning segment introduces the main mathematical concepts for the day's lesson.</i>
Talk Task	<i>The Talk Task segment of the lesson practises the new learning by talking about maths with key vocabulary.</i>
Develop Learning	<i>The Develop Learning segment builds on the new learning and develops a deeper understanding of the maths concepts of that lesson.</i>
Independent Task	<i>The Independent task practises learning independently through solving problems.</i>
Plenary	<i>The Plenary segment recaps on the lesson, checking understanding and celebrating success. This must include a reasoning question linked to the lessons objective.</i>

Teachers are expected to annotate plans from Mathematics Mastery and focus on delivering quality first teaching.

# Mathematics

## Year 3 upwards

White Rose will continue to be used for the rest of the school. Teachers are expected to follow the four part lesson structure (Do Now, New Learning, Independent Task and Reasoning/Plenary).

Teachers will be expected to use the trust format for maths planning.

The main focus should be on delivering high quality lessons with engaging and fun resources. Manipulatives should be used heavily to promote the con-

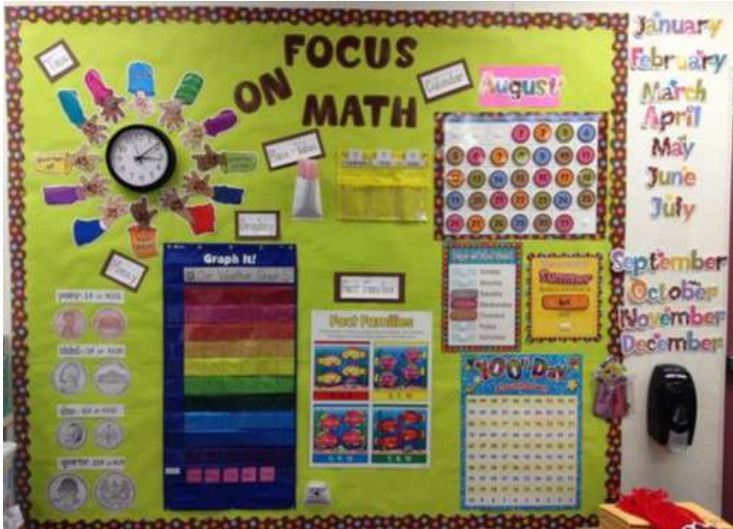
Four Part Lesson Structure			
Do Now	New Learning	Independent Task/ Reasoning/GD	Plenary
This is a quick fluency task all pupils can access without any teacher input as an introduction to the mathematics lesson. (Resources to be found on the shared drives).	The New Learning segment introduces the main mathematical concepts for the day's lesson.	The Independent task practises learning independently through solving problems. This is where pupils can reason and where suitable be challenged to greater depth tasks.	The Plenary segment recaps on the lesson, checking understanding and celebrating success. This must include a reasoning question linked to the learning objective within the lesson.

ceptual understanding in mathematics (please see calculation policy to explain how to use manipulatives).

# Mathematics

## Maths Displays

Maths displays must reflect the topic that is being taught. This must be used as a working wall where children are able to access the learning.



# Science

Science is taught in line with the national curriculum, also in accordance with our key skills document which can be found on the shared drive.

Where possible it is taught through our themes in Year 1 to Year 5, however it can be taught discretely if needed. In Year 6, as part of preparing for secondary school, science is taught discretely.

# Humanities

Humanities, Geography and History are taught through our themes, initially looking at local history and geography and then the wider picture.

We follow our progression of skills documents to ensure that coverage is appropriate in each year group. This can be found on the shared drive.

# PE

PE is taught predominantly through the use of PE Passport. However, where possible links will be made to the topics being taught, and the PE skills needed will be delivered through topic-based activities. Where possible, this is shown on the topic map.

PE passport is accessible through the classroom iPad.

# RE

RE is taught in week-long blocks every half term, with each class studying different aspects of the same religion. This is to ensure that all major religions are taught across the school.

The blocks are linked to a major festival in that religion in order to give real-life meaning for each area of study. Each year group has its own curriculum for that week to ensure a progression of skills and knowledge, and where possible a trip to the relevant place of worship will be offered to all year groups and /or guest speakers will be invited into school to run workshops.

Please see annual calendar for the date of each week.

The religions being studied and the focus for each year group can be found on the next page.

Year Group	T1 Judaism	T2 Hinduism is also studied in the lead up to Christmas by all year groups)	T3 Sikhism	T4 Buddhism	T5 Christianity	T6 Islam
1	Religious stories	Rules and religion	Family life	Chosen festival	Place of worship	Arts in religion
2	Family life	Chosen festival	Rules and religion	Religious stories	Arts in religion	Place of worship
3	Rules and religion	Place of worship	Religious stories	Family life	Arts in religion	Chosen festival
4	Place of worship	Religious stories	Chosen festival	Arts in religion	Rules and religion	Family life
5	Chosen festival	Family life	Place of worship	Arts in religion	Religious stories	Rules and religion
6	World Issues	World Issues	World Issues	World Issues	Chosen festival	Religious stories

# Art and Design

## Design and Technology

Art and Design/Design and Technology are taught through theme-based activities, with the necessary skills needed being drawn from the National Curriculum, and our progression of skills documents. These can be found on the shared drive.

## Modern Foreign Language

We learn Spanish using the Catherine Cheater schemes of work. 2019-2020 will be the first year that we have taught Spanish, and therefore everyone is starting with the Year 3 scheme of work to ensure that the foundations for language learning are embedded, ready for further development in the following academic year.

The scheme of work can be found on the shared drive.

## Music

We use Charanga predominately, as a curriculum resource, to enable a broad and balanced curriculum is taught. Wherever possible, we also make links to the themes that are being taught across the year across all year groups.

## Computing

Computing is taught discretely. We use the Knowsley scheme of work from Reception to Year 6. This can be found on the shared drive.

# Character Education

Character education is taught through PiXL 'Mind to be kind', supplemented by other activities.

There is a different theme at various points in the year, which is the same across the Trust.

September	Who am I/Who am I Becoming
October	Being Caring
December	Being Aspirational
January	Being Inspirational
March	Being Respectful
April	Being Stewards
June	Being a Champion



# Character

From September, all classes will have a designated time to teach Character education on their timetables.

Each half term will follow a different theme across the whole school:

- ◆ Autumn 1– Respect and Honesty
- ◆ Autumn 2– Teamwork and Collaboration
- ◆ Spring 1– Love of Learning
- ◆ Spring 2– Tolerance/ Independence/ Tolerance
- ◆ Summer 1– Pride/ Aspiration/ Achievement
- ◆ Summer 2—Creativity and Curiosity

Each half term will start with an assembly based on the new term's theme.

The PSED/PHSE elements of the curriculum will be taught through the Character Education Lessons



Woodland  
Academy Trust

Revealing the Champion within

## Character Education

Respect and Honesty  
Collaboration and Team work  
Love of Learning  
Resilience, Tolerance and Independence  
Pride, Aspiration and Achievement  
Creativity and Curiosity

This term we are developing our character through...

Respect and honesty



Collaboration and  
teamwork



Love of learning



Resilience, Independence  
and tolerance



Pride, aspiration and  
achievement



Creativity and curiosity



How will your character shine through today?