



# Literacy

## Key stage 2

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## Speaking and listening

- Small group working in the garden gives pupils the confidence to speak in front of others, voice their thoughts and opinions, and ask questions.
- Pupils have to listen to instructions as to how to undertake practical garden tasks.
- Pupils can be asked about how they think a task should be undertaken.
- Group discussions and interaction are important to the 'team work' ethic of working in the garden.
- Discussions should be kept relevant to the task being undertaken, but pupils should be given the opportunity to share their gardening experiences and opinions with the rest of the group.

### Some examples of gardening topics for group discussion could include:

- What we like to grow, cook and eat;
- Tool safety – are tools dangerous and how we should use them safely;
- Topical issues: healthy eating, where our food comes from (food miles), use of chemicals in the garden vs organic gardening, pests and predators;
- The use of *filmit* in the garden could complement speaking and listening activities.

## Reading

- Reading and understanding instructions, eg seed packets, construction instructions for raised bed systems, compost bins etc.
- Reading and understanding specialist gardening vocabulary, eg gardening techniques, tools, parts of plants, photosynthesis.
- Classroom display boards about the garden, which could include books and magazines for the pupils to read.
- General gardening reading, eg the RHS schools magazine, The Garden magazine, gardening websites (RHS, Garden Organic, BBC Gardening), library books on plants, and seed catalogues.
- History links – when studying particular time periods, pupils can research and read about the food that was grown and the garden styles of that time.

# Writing

## Diaries

- Pupil diaries used to record experiences in the garden and tasks undertaken, from how the crops are growing, to cooking and eating the produce.

## Poetry

- To reflect changes in the seasons, *eg* changes in plants, different crops, changes in the weather, different tasks in the garden.
- Inspiring the senses.
- Nature and the garden, *eg* pests and predators.
- Acrostic poems – taking the first letter of the name of a fruit or vegetable for the beginning of each line

## Letter writing

- Formal: thank you letters to organisations / individuals who have helped or given donations to the garden project.
- Informal: Writing to friends and family to share gardening experiences with them.

## Investigations

- Writing about different garden styles in a historical context, *eg* Tudor knot gardens, WWII Dig for Victory.
- Where does our food come from? Geographical Links – different countries of origin, food miles.
- Inventing a new plant and writing instructions for how to grow it.

## Posters / Packets

- Combining art and design with literacy: Advertising events such as plant sales and garden tours at school fairs.
- Topical posters: Can we compost it?
- 'Wanted' style posters for invasive / poisonous plants or pests / predators.
- Designing seed packet, perhaps adding some real seeds and then selling at a plant sale.