

# RESPECT

## Our Children:

Respectful  
Resilient  
Responsible  
Happy  
Knowledgeable

# RESPONSIBILITY

## Curriculum Statement



# RESILIENCE

## Our Staff Attitudes and Values:

High Expectations  
Compassion  
Kindness  
Equality

At Horncastle our curriculum is built around 3 drivers, our three Cs:

- Community
- Creative Thinking
- Confident and Resilient Learners

## Our Ambitions:

Every child a reader  
Vocabulary understanding and acquisition  
Wider, cultural opportunities  
Readiness for the next stage of education

These drivers are built upon throughout our curriculum, through every subject and throughout the wider opportunities we offer our children.

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# RESPONSIBILITY

# RESILIENCE

## Our Ambitions

Every Child a Reader	Vocabulary Acquisition and Understanding	Wider, Cultural Opportunities	Readiness for Next Stage of Education
<p>The direct teaching of reading starts with story-telling, oracy and phonics. We follow the Read Write Inc phonics programme, with this being complimented by purposeful talk and the use of shared reading experiences that expose pupils to a wider range of vocabulary, syntax and sentence structure. As part of the RWI programme, children have a daily phonics lesson in which they participate in speaking, listening and spelling activities that are matched to their developmental needs.</p> <p>Our Literary Curriculum for English ensures that every child is exposed to a range of quality texts to foster a love of reading through all their English lessons. This curriculum helps develops writers who love to read and further develops reading and comprehension skills.</p> <p>Whole class novels or stories are shared with the class.</p> <p>The love of reading and a culture of reading for pleasure is central to our ambitions for our children.</p>	<p>The teaching of vocabulary begins in Early Years and continues throughout the school. This is done not only through reading lessons but is woven through all subjects and lessons.</p> <p>We use the Talk Through Stories approach in EYFS and KS1 to ensure children are exposed to high quality texts and Tier two words explicitly taught.</p> <p>Exciting, rich vocabulary is celebrated and displayed in classrooms for the children to access.</p> <p>Our curriculum for English routinely teaches and addresses vocabulary.</p> <p>Knowledge organisers for foundation subjects share vocabulary and definitions that will be used throughout the unit of work.</p> <p>These Knowledge Organisers are shared with the children and families at the beginning of a unit of work to enable the whole school community to work together.</p>	<p>Our Assemblies offer a wonderful opportunity to share a range of wider themes and to invite guest speakers into school.</p> <p>Our children are exposed to a range of diverse books in our English curriculum and through our Reading for Pleasure texts. This has been planned specifically throughout the whole school to include a range of themes.</p> <p>Music and the arts are given significant time to broaden children's knowledge and understanding of the world, increasing their cultural capital.</p> <p>Our Sports funding is used to widen opportunities further, including through Forest schools, performing arts and greater participation in sporting events.</p> <p>Throughout their school journey children will complete our '101ish Things to Do Before you Leave Horncastle'</p>	<p>As a diverse school, with a range of needs, it is imperative we meet this aim for our children.</p> <p>Before children begin at our setting we proactively engage with nurseries and parents, holding detailed discussions to ensure children are ready to start their journey.</p> <p>Our EYFS and KS1 teams work very closely to ensure that children seamlessly progress to KS1 after their time in EYFS. Early identification of SEND helps to reduce barriers to moving on.</p> <p>Where needed, interventions will ensure those children who are not ready can make progress. In Years 5 and 6 a growing focus on independence and taking responsibility helps children adapt to what will be expected of them in a secondary setting.</p> <p>We have close links with our local high schools and formal transition trips take place.</p>