



# Larkholme Primary School English Curriculum

## Whole School Vision Statement

Our vision is to ensure that every child, regardless of their starting point, can achieve their full potential. Through their time at Larkholme, we want our children to become confident and articulate individuals with a thirst for knowledge and a determination to succeed in all they do.

## English Vision Statement

Reading is a fundamental part of everything we do at Larkholme. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by reading initiatives we carry out throughout the year.

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, it is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

English Writing is taught through a range of exciting stimuli, which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary, which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

## Values - Our values are at the heart of our entire curriculum

Respect

Responsibility

Resilience

## Curriculum Drivers/Aims

Oracy and Vocabulary Development

Literacy Rich

Problem solving/risk taking

Raise Aspirations

Diversity

British Values

## Components

Curriculum

Enrichment

Partnerships

Events

Sporting events

Parental Engagement

Pastoral Care

Outdoor Learning

Intent

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## How

### Link it, Learn it, Say it, Check it, Show it, Know it

#### National Curriculum

**Literacy Tree** English scheme of work

**Lancashire Planning Units** schemes of work

**Red Rose Phonics** scheme of work

'**No Nonsense**' spelling scheme of work - Y3-Y5

'**Nessy**' - a structured literacy programme based upon the Science of Reading

**NELI** (Nuffield Early Language Intervention) for EYFS - assessment which is an evidence-based early intervention programme that addresses children's language needs

**Learning environment** supports learning through each unit in English

**Reading, writing, phonics, spelling and handwriting** interventions

'**EdShed**' - support home learning

**Fully decodable** phonics books

**Home Reading Scheme** books are sorted into book band stages

**Guided reading** sessions

**Designated handwriting** sessions

#### English T&L includes

**Lessons** which include oracy, reading, sentence and text structure, spelling/phonics and handwriting

**Shared and guided writing**

**Independent writing tasks**

**Participate in 'talk for writing'**

**Opportunities to use ICT** as a tool for producing pieces of writing or as a stimulus for writing, for example through film clips or research

**Themes** in the infants based on nursery rhymes and traditional tales.

**Independent reading** with class teacher and other adults

**Reading reward system** to encourage children to read five times a week at home

**Opportunity for every child** to read to the teacher and other adults in school

**Designated library time** for choosing library books

**Opportunities for reading to an audience**, e.g., class assemblies/performances/reciting poems

**Opportunities to speak in front of wider audiences** during class assemblies, house meetings, school council meetings and during productions.

**Relevant age group books/novels** read to the children by their class teacher

**Time** to respond to feedback

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Impact

Pupils achieve in line or above National levels in English at KS1 and KS2 - see data	Termly data shows Progress - see data	Pupils are equipped with the oracy skills required to communicate with others and work as part of a team
Pupils are equipped with the reading, writing, grammar, punctuation and spelling knowledge and skills required to understand the uses and implications of literacy, today and for the future	Pupils have a thirst for learning in English and are equipped with the necessary skills and knowledge to continue their learning at the next level.	
<b>respectful, responsible and resilient citizens</b>		
<b>Pupils who are</b>		
<ul style="list-style-type: none"> <li>• able to articulate ideas</li> <li>• understand and engage with others through spoken language</li> <li>• effective speakers and listeners and are empowered to better understand themselves, each other and the world around them.</li> <li>• skilled readers with a secure comprehension</li> <li>• able to read and discuss their preferences, likes and dislikes</li> <li>• able to read for pleasure and talk about books and authors confidently and with passion</li> <li>• rich in vocabulary, which helps them bring their writing to life</li> <li>• able to use the basic skills and non-negotiables</li> <li>• able to demonstrate ambitious high standards of themselves and they let their imagination and personality shine through in their writing</li> </ul>		

<b>Enrichment Opportunities</b>	
Reading events throughout the year e.g. Reading afternoon when parents are invited in, World Book Day, National Poetry Day etc Parent and child workshops for ideas and support with reading. Performances to parents School trips to support the curriculum Residential trips	Outdoor learning Brilliant Book Awards Buddy Readers Team from Year 6 Class loans of the best 100 reads Fleetwood library assemblies and workshops in school Reading clubs