



# English at Hyde Park Schools



## Intent

At Hyde Park Schools, all pupils are provided with access to a high-quality English curriculum that develops pupils' phonics, love of reading, writing and discussion. This ensures that they have the speaking, listening reading and writing skills for future success. The curriculum enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. Through exposure to a wide variety of genres, including fiction, poetry and non-fiction, all pupils will gain an understanding of how language works by looking at its patterns, structures, and origins. Through researching some of the biggest challenges readers may encounter, we have developed a bespoke list of 'Key pupils for each year group. These are a range of modern and classic literature that are read to the pupils or by the pupils to ensure all pupils, no matter their reading ability, have access to a diet of rich texts with increasingly complex themes, vocabulary, and plots appropriate for their age.



## Implementation

We have a rigorous and coherently sequenced English curriculum that provides many purposeful opportunities for writing, reading and discussion. Within our writing lessons, a variety of quality texts are used to motivate and inspire our pupils. During the development stage, there is a strong focus on explicit writing instruction at sentence level to promote and teach the structure and grammar of the English language. These skills taught allow the pupils to transfer knowledge and make links in all curriculum areas. Furthermore, we believe it is fundamental that the process of writing is modelled and shared with our pupils frequently. Teachers in our schools 'think aloud' and provide opportunities for pupils to observe a proficient writer going through the process of putting ideas into a written form. Scaffolding is used to support pupils until they are competent and is gradually removed to allow pupils an opportunity to flourish creatively.

Spelling is taught through the No Nonsense Spelling programme. Pupils learn the strategies, knowledge and skills needed to spell independently. Lessons are based on a four-part cycle of revisiting prior learning, teaching, and practising new concepts, applying new learning, and assessing pupils' understanding. Our Early Reading curriculum begins with a structured synthetic phonics programme, which aims to teach grapheme-phoneme correspondence and word reading, alongside reading accurately and fluently whilst developing comprehension skills. We tailor the schemes used in our schools to meet the needs of our pupils. In Hyde Park Schools, comprehension is used to develop pupils' understanding of the written word. This takes place in planned reading lessons. Pupils are taught key reading skills to understand and analyse what has been read. We provide a wealth of enrichment opportunities for pupils to develop their creativity and imagination through promotion of poetry and participation within national events such as World Book Day. This enables us to promote an awareness of reading and writing within the wider world.



## Impact

When pupils complete their journey at Hyde Park Schools, they will be enthusiastic, motivated and confident writers and readers who enjoy showcasing their developing knowledge and skills. They will recognise a range of genres and develop the practice of reading widely and often for both pleasure and information. All pupils will be inspired by the literature, key poets and key reads they have been introduced to. They will have the skills to become lifelong writers and readers and have



## Progress

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At Hyde Park Schools, we believe that it is important, wherever possible to link to our locality and community. Our school is located in a very rich part of the United Kingdom, and we incorporate those rich links within the experiences our children have. Local visits or visitors to the school, with specific expertise, such as librarians, are also used where possible to engage the pupils in the learning they are receiving.

At Hyde Park Schools, opportunities for writing and reading are regularly used across foundation subjects to provide authentic and engaging opportunities to gather new knowledge.

Furthermore, pupils are able to apply and demonstrate the skills that they have developed within their English lessons to meaningful and 'real world contexts.

Impact

Pupils follow a progression of National Curriculum objectives which we have aligned to and tailored to the needs of our pupils. These objectives are underpinned by a progression of non-procedural knowledge indicators in our Schools' Progression documents. These enable teachers and pupils to

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plan and track their own progress throughout the teaching and learning process.

**Reading**

At the start of their reading journey, pupils follow a progression outlined in Early Years Non-Statutory Development Matters indicators, leading to statutory ELG and KS1 in National Curriculum objectives. All pupils are assessed through Read Write Inc. half termly assessments. Initially, these will assess on Speed Sounds (GPC) and decoding for word reading, including nonsense words. As pupils continue to progress, they are also assessed with a Word Per Minute (WPM) assessment to determine overall fluency. Pupils are grouped following the assessments and receive appropriate RWI mentoring according to their needs identified through the RWI assessment.

All pupils across the Schools are formatively assessed weekly through a staff read of a book levelled appropriately for their individual needs. The pupils' knowledge and understanding of reading is also assessed termly through summative assessments. NFER assessments are used to support teachers in assessment judgements.

**Writing**

All year groups follow the school progression documents to plan the unit of learning. Within each unit, children are taught skills which build upon learning in previous units or year groups. As well as ongoing formative assessment, these learnt skills and knowledge outcomes are assessed every half term through independent writes; this piece of writing from each child will be assessed according to the criteria for the age-related expectations. We believe consistency is crucial. Therefore, we also ensure there are regular opportunities for moderations within and across our MAT in order to moderate written and reading outcomes and ensure consistency in assessment practice.



**Cross Curricular Links**

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**Local Link**

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