

Hyde Park School EYFS & KS1: English Statement of Intent, Implementation and Impact

Written in September 2021; To be reviewed in July 2022

Intent

We have designed an English curriculum that encourages a lifelong love of reading, writing and discussion for our children. We know the skills of language are essential for children to participate fully in school and society beyond. Therefore, it is our intention that all children learn to speak and listen with the confidence and accuracy necessary to articulate feelings, opinions and ideas. We continually strive to create a reading rich environment and aim for all our children to develop the habit of reading widely and often with both confidence and independence. Through access to the wonders of quality texts, we aim to instil a love for reading and a passion for discovery. Inspiring, quality texts are also at the heart of our writing curriculum and when combined with real-life experiences our children are motivated to write in a meaningful way. Furthermore, we have carefully designed writing opportunities around our creative curriculum and intend for our children to become confident, independent writers who see themselves as authors and poets.

Aims of the National Curriculum for English (2013)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Implementation of reading

We carefully created a reading curriculum which sparks joy and imagination while enabling children to develop their knowledge of themselves and their world. Following Read Write Inc. ensures the balance between word reading and comprehension has been carefully considered to ensure children develop the skills needed to become confident and competent readers. Reading for pleasure is promoted across the school and staff continually strive to encourage reading and provide opportunities for children to benefit from a wide selection of quality poetry, fiction and non-fiction texts.

- **Word reading: Phonics**

Reading is be underpinned by the systematic teaching of phonics through the Read Write Inc. programme. Highly trained staff begin this programme during the children’s first full week in their new Foundation Stage class. Discrete, daily sessions begin teaching set 1 sounds (m a s d t i n p g o c k u b f e l h r j v y w z x) and blending with Fred Talk (pronouncing each sound in the word one at a time). During Autumn 1, each session is 30 minutes and includes direct teaching and practise time. Children in year 1 and 2 also receive 30 minutes of targeted phonic learning every day during.

During the first week of Autumn 2, each child will take home two Read Write Inc. reading books per week which are closely matched to their phonics. This will enable them to practise the phonics they have just learnt in school. The first book will be the core storybook that has been taught in school and re-read to improve fluency and comprehension. The second book will be a supplementary book bag book that has a similar theme and the same graphemes as the core storybook. We hope pre-teaching these books will enable children to practise them at home regardless of adult support, thus helping to reduce disadvantage. We recognise the value of re-reading books and ensure children and parents know how important this is.

<u>Read Write Inc. Phonics Structure Set 1</u>
Say the sound Read the sound Review sounds previously taught Write the sound Fred talk (oral)
Set 1: m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ck

<u>Read Write Inc. Phonics Structure Set 2 & 3</u>
Say the sound Read the sound Review sounds previously taught Read words containing the sound Review words containing sounds previously taught Read nonsense words containing sounds previously taught Spell with Fred fingers Spell previously taught words with Fred Fingers
Set 2: ay ee igh ow (as in blow) oo (as in zoo) oo (as in look) ar or air ir ou (as in out) oy Set 3: ea (as in tea) oi (as in spoil) a–e (as in cake) i–e (as in smile) o–e (as in home) u–e (as in huge) aw (as in yawn) are (as in care) ur (as in nurse) er (as in letter) ow (as in brown) ai (as in snail) oa (as in goat) ew (as in chew) ire (as in fire) ear (as in hear) ure (as in pure)

<u>Expected Read Write Inc. Phonic Progression 2021-2022</u>			
These are the expectations for the lowest 20% of children who have followed the programme from Reception. Other children should be well in advance of this.			
	Reception	Year 1	Year 2
End of Autumn 1	Read single-letter set 1 sounds	Read some set 2 sounds	Children should have learned all the RWI

End of Autumn 2	Read all set 1 sounds Blend sounds into words orally	Read all set 2 sounds	sounds and be apply them to their reading with increasing fluency and comprehension
End of Spring 1	Blend sounds to read words	Read some Set 3 sounds	
End of Spring 2			
End of Summer 1	Read some set 2 sounds	Read all Set 3 sounds	
End of Summer 2			

- **Word Reading: Common Exception Words**

Common exception words contain unusual Grapheme Phoneme Correspondence (GPC) and are referred to as red words in Read Write Inc. The children are explicitly taught to read them as part of their Read Write Inc. lesson. As stated in the national curriculum, teaching of CEW (common exception words) is underpinned by grapheme-phoneme knowledge and children are taught to start from the graphemes they know, then register the 'tricky bit' in the word.

- **Comprehension**

While our phonic programme teaches the skills needed for word reading, children also need to be taught comprehension (both listening and reading) skills in order to become well-rounded readers. Therefore, our phonic lessons are immediately followed by daily Read Write Inc reading lessons where reading teachers model expression, fluency and 'thinking aloud' to help our children understand the thought processes of skilled readers. Speaking and listening are central to our guided reading lessons and children are actively involved in creating respectful rules which ensure everyone participates, take turns and listens. Paired reading and discussion are utilised so children have a safe space to practise their reading; relate reading to own experiences; discuss favourite words and phrases and offer feedback.

Expected Read Write Inc. Reading Progression 2021-2022

These are the expectations for the lowest 20% of children who have followed the programme from Reception. Other children should be well in advance of this.

	Reception	Year 1	Year 2
End of Autumn 1	Read single-letter set 1 sounds	Read Purple Storybooks; read some set 2 sounds	Read Blue Storybooks
End of Autumn 2	Read all set 1 sounds Blend sounds into words orally	Read Pink Storybooks; read all set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks
End of Spring 2	Read Red Storybooks	Read Yellow Storybooks	Read Grey Storybooks with fluency and comprehension
End of Summer 1	Read Green Storybooks; read some set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes

End of Summer 2	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes
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• **Reading for pleasure**

We endeavour to inspire our children to read for pleasure and become life-long readers. Reading is embraced in wider school life and we have:

- staff who value reading, are eager to share their passion for it and read to the children every day
- a well-stocked library
- story time in **every** class **every** day
- Read Write Inc. talk through stories which are designed to extend and deepen children's vocabulary so that they can understand the books they will be able to read for themselves. Teaching of these stories is planned specifically and systematically – step by step – to develop children's vocabulary.
- a dedicated book spine which contains high quality books for each year group suggested by experts such as Pie Corbett, the Centre for Literacy in Primary Education (CLPE) and the Plymouth Library Service. By the time our children complete an academic year they will have listened to every book from the spine recommended for their age.
- well stocked book corners in each classroom
- a complete subscription to the Plymouth Library Service who provide new books each term, selected for to their links to our curriculum and engaging content
- books in the 'book hive' which are available for children to share during every play and lunch time;
- plans for visits by storytellers and theatre groups; a trip to the theatre; visits to the local library; an opportunity to meet an author. These plans are subject to social distancing measures.

• **Library**

During their weekly PPA session our children have a library lesson which is taught by teaching assistants who replicate the work of teachers. This lesson is designed to feed a passion for reading and encourage our children to choose and value books. It also gives them regular access to the library which was redesigned with new, purpose-built furniture. The session begins with a carefully chosen, high quality book and a discussion of the books the children have read during the previous week. Children share their opinions of books, retell plots and make recommendations to their friends. Our Reception classes then visit the library as a whole class every fortnight and key stage 1 children visit weekly. When in the library, all children are taught how libraries work and how the books are organised. Trained TAs model choosing books, considering authors, genres and reading the blurb. They then support children to choose their own books. We are proud that our TAs are quickly becoming reading ambassadors, sharing their passion for reading with the children and using their knowledge of children's authors to make recommendations and guide children's book choices.

• **Reading: Home-School Links**

As staff, we are delighted to share our passion for reading and teach children the skills they need to learn to read and become lifelong readers. We value our parent partnership and are always happy to provide support for parents. In 2021 – 2022, our guidance will be virtual and we have plans to provide meetings covering:

- An introduction to phonics, explaining phonics, articulation of phonemes and how we teach phonics at school

- Fred talk and how to use it with your child
- Set 1, 3 & 3 sounds
- The phonic screening check
- Reading stories to child
- Listening to your child read
- Year group specific workshops, explaining the expectations for the year and how to support children in all aspects of English.
- Catch-up phonic sessions for children who are not on track to pass the year 1 phonic screening check, offering further guidance and resources for teaching and practising phonics.

This list will be added to if parents require support in any other areas.

Parents will receive individual feedback on their child's reading in their liaison book every other week. This feedback will be designed to maximise the time teaching reading and minimise the time recording. A wand stamp will indicate what their child read well and a footprint stamp will indicate the next steps in order to improve their reading further. For example:



knowledge of /ay/



develop expression

Additional feedback will be given to parents when necessary.

● **Reading: Assessment and Moderation**

We follow the comprehensive the Read Write Inc. programme of assessment and have an assessment team who individually assess each child every six weeks. The Reading Leader then regroups the children to ensure they are taught to their next steps. Reading teachers also use continuous, formative assessment to track and monitor reading through observations, questioning. Our grouping is flexible and children are able to move if that is most appropriate for their progress. Our continual assessment ensures we are able to quickly identify any child falling behind and give them immediate, targeted support.

In addition to Read, Write Inc. assessments, children read to their class teacher and/or teaching assistant every two weeks. They will make informal assessments and feed back to parents. Each term, children will also complete an NFER reading assessment which provides standardised and age-standardised scores so teachers are very well informed to monitor attainment and progress. All children are also required to sit the a statutory phonic screening check in year 1 and KS1 SATS in reading. These assessments are crucial for informing interventions, planning and the future of our curriculum design.

● **Reading: Catch-up**

Every member of staff is determined that **every** child will learn to read. Regular, detailed assessments enable teachers to quickly identify children who are not meeting age related expectations and need extra support. We provide additional provision for at least 20% of children in each class who receive the following support:

- Read Write Inc. one-to-one tutoring which quickly catches children so everyone can learn to read the first time they are taught.
- Links to the Read Write Inc Phonics classroom so they can practise their phonics at home.

- Pinny time several times a day, focusing on specific phonic sounds.
 - Additional, regular meetings, support and guidance for parents and carers with class teachers and the English lead where appropriate.
 - Home support programmes will be provided when parental engagement can be secured.
- Some children may require more intense support which will be planned on an individual basis.

Implementation of writing

While following the Read Write Inc. programme, children benefit from four Read Write Inc. writing lessons per week and one lesson which focuses on either a high quality text, or their current topic based learning. Opportunities for writing are also embraced in all areas of the curriculum so children write for a purpose and practise their skills regularly.

• Phonics and Spelling

Children in Reception and KS1 use phonics for writing every day as part of their Read Write Inc. lesson. We use Fred fingers and sound buttons to segment words into separate graphemes and children have access to a grapheme mat to support independent writing. In year 2, children complete the Read Write Inc. programme and begin having spelling lessons based on No Nonsense Spelling by Babcock, a scheme also used in KS2. These spelling lessons give children the skills to understand the spelling patterns and strategies required to remember irregular spellings. To ensure spellings are relevant for our children we link it to the topic or genre being studied. As staff, we sensitively correct misspellings of words that have previously been taught but other misspellings are turned into a teaching opportunity.

Progression in Spelling 2021/2022			
Foundation	Year 1	Year 2	Years 3 & 4
Begin to write phonetically plausible words.	Write phonetically plausible words. Use some suffixes: -ing, -ed, -er, -est and the prefix: un- Add -s and -es to make plurals	Write more words accurately, including those with alternative spellings. Use some suffixes: -ment, -ness, -ful, -less, -ly Learn to spell more words, including some homophones	Use further prefixes, suffixes and homophones Spell more accurately Use possessive apostrophe accurately Check spellings in a dictionary

Common exception words (CEW) do not follow the basic phonic rules and children are expected to spell 109 of these words by end of key stage 1. There are no CEW for the Foundation Stage so we follow Read Write Inc. where these words are referred to as 'red words.' Red words are taught throughout Read Write Inc. but we also teach a quick 5 minute 'spelling gym' in each in KS1 class to ensure they are practised and cemented into the children's long term memory. The CEW for KS1 have been divided into years but we have chosen to divide them further, into terms, in order to make this task more manageable and achievable for our children. The children are taught 2 – 4 words per week and practise spelling them every day in school. The words children learn in school are shared with parents and we make it clear that children who also practise at home have the most success learning to read and spell all 109 words by the

end of KS1. Parental support is available for most of our pupils but where it is not, pupils are additionally supported in school through pre-teaching, overlearning and additional practise where appropriate.

When teaching a CEW, we use Fred fingers and identify the regular part(s) that fit the basic phonic rules. Then we identify and discuss the 'tricky' part of the word that does not make the sound we expect. We support this with use of mnemonics; colouring the tricky part; looking at the shape of the word; look, say, cover, write, check.

Progression in spelling common exception words 2020/ 2021							
Reception	Y1 Autumn	Y1 Spring	Y1 Summer	Y2 Autumn	Y2 Spring	Y2 Summer	Years 3 & 4
Spell some irregular common words - 'Red' words	the to do no go so a I is he me she we be was	of said says are were put push pull full his has here you your by my	ask friend school house our come some love there where today one once they	door floor poor kind find mind behind because old cold gold hold told could should would fast last past father Mr Mrs	class grass pass path bath move prove improve beautiful clothes busy people water money who whole busy parents after plant even	child children climb both great break steak wild most only Christmas pretty sure sugar eye hour again any many half every everybody	Words include: accident accidentally actual actually address answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle

*Children in the Foundation Stage learn to spell as many 'red' as possible to prepare them for KS1.

• Handwriting

We teach children to write in a simple modern cursive style whereby individual letters are formed without entry strokes then, when formation and positioning are secure, joining is taught. Formation is taught using the Read Write Inc. handwriting stages.

Stage 1a: Children learn correct letter formation using the same picture mnemonics and phrases they have already learnt in the Speed Sounds Set 1 Lessons. Handwriting is practised in families:

- 'Around' letters: c a o d g q
- 'Down' letters: l t b p k h i j m n r u y
- 'Curly' letters: e f s
- 'Zig-zag' letters: v w z x

Stage 1b: Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.

- Some small letters are called 'boat letters': a c e i m n o r s u v w x z.
- Letters that are written below the line are called 'water letters': g j p q y.
- Tall letters are called 'sun letters': b d h k l t f.

Stage 2: Children learn a mature style that leads to joined writing.

Stage 3: Children learn the two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

As soon as they enter Reception, all children will have daily opportunities to develop their fine motor control and practise the patterns and movements associated with writing. We encourage children to develop a tripod pencil grip in Reception but once a child enters KS1 and a grip has been established, we only help a child change if they are experiencing significant difficulty such as illegibility, pain, fatigue, slowness or an impaired view of what is being written. We use Sassoon Infant for all typed lettering our children access in order to reinforce the simple modern cursive style of writing. Left-handed pupils will receive specific teaching to meet their needs as recommended by the National Handwriting Association. They will be seated with ample space on their left side; taught to place the paper to the left of the centre of their body and rotate it clockwise; assisted in choosing a comfortable pencil and taught how position their hand correctly. In order to keep children motivated and fully engaged in the process of improving their writing, class teachers will award a special handwriting sticker to the child/ children who have most improved their handwriting each week. Praise, stickers and celebrations of work will be frequent to support children's efforts and achievement.

Progression in handwriting 2021/2022			
Foundation	Year 1	Year 2	Years 3 & 4
Form most letters with correct formation.	Form all letters correctly, starting and finishing in the correct place and with increasing control.	Write with correctly orientated letters. Maintain consistent sizing of letters and spaces between words. Write with some diagonal and horizontal joins.	Joining in all independent writing with increasing fluency.

- **Composition, grammar and punctuation**

Children are taught skills in composition, grammar and punctuation as part of their Read Write Inc. lessons. They have daily opportunities to orally rehearse sentences; encapsulate what they want to say sentence by sentence and re-read their sentences in order to check for errors. Furthermore, they are taught the appropriate grammar and punctuation for their stage of writing. The children are then able to apply this skill to their own, independent writing

Progression in transcription: vocabulary, grammar and punctuation 2021/2022			
Foundation	Year 1	Year 2	Years 3 & 4 in HPJS
Use spacing between words mostly correctly. Begin to write simple, one-part sentences My cat is sad; The shark has big teeth; I drink pink milk.	Punctuate some sentences with a capital letter, full stop, question mark or exclamation mark. Use a capital letter for some proper nouns (names)	Remember most full stops, capital letters and use some question marks, commas in lists and apostrophes Write in the correct tense Write sentences joined with coordinating	Use a wider range of conjunctions (when, if, because, although) Choose nouns, pronouns, conjunctions, adverbs and prepositions Use fronted adverbials

	Recognise sentence boundaries and write some simple sentences that join two clauses with 'and' e.g. The car is red and it is gleaming.	conjunctions (or/ and/ but) and some sentences joined with coordinating conjunctions (when/ if/ that/ because).	Use commas, possessive apostrophes, and speech marks
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• **Writing: Assessment, Marking and Moderation**

As with reading, we use continuous, formative assessment to track and monitor children's reading through observations and marking. We also use summative assessments to measure progress over time through baseline EYFS assessments, KS1 SATs and termly assessments. Every half term, each year group will moderate a random sample of writing. Moderation of writing across the whole school will occur every term and will be led and organised by the English lead. All moderation of writing will use the Horizon MAT writing exemplification document and opportunities to moderate with other Horizon MAT schools support our own moderation programme.

Marking in books will use symbols to ensure children can understand the comments regardless of reading ability and to make the most efficient use of teacher's time.



These symbols mean 'well done, you remembered finger spaces and full stops.'



These symbols mean 'next time, try to remember capital letters.'

What	Who	How	When	Where
Marking	All	use simple symbols to communicate to children their successes and next steps	all writing tasks	children's topic books
Track key writing objectives	Key Stage 1	date key objective tracker	when evidence is observed	tracker treasury tagged to topic book
Year group writing moderation	All teachers. Lead by Reception: NE; Y1: CC; Y2: SD	Discuss a random sample of 5 books from each class to ensure accurate assessments using MAT document	Once per half term	Please inform CC of result of moderation
Whole school writing moderation	All teachers lead by CC	Discuss a random sample of 3 books from each class to ensure accurate assessments using MAT document	Autumn, Spring	CC will document result of moderation
CEW/ tricky word spelling	All	Test each child's spelling of age-appropriate CEW	By end Autumn, Spring, Summer	Upload to SharePoint
Teacher assessments for writing	All	Teacher assess each child's writing against the MAT document	By end Autumn, Spring Summer	Arbor
MAT moderation	All year groups	Teachers moderate a sample of writing from MAT schools to ensure accurate assessments using MAT document	Yearly	CC will document result of moderation

- **Catch-up writing**

Regular, detailed assessments enable teachers to quickly identify children who are not meeting age related expectations and need extra support. We provide additional provision for children who receive the following support

- Pre-teaching which may include a text, vocabulary, grammar or punctuation.
- Small group support from a teacher or TA during writing lessons as often as possible
- Access to GPC charts to enable swift identification of necessary graphemes
- Additional, regular meetings, support and guidance for parents and carers with class teachers and the English lead where appropriate. Home support programmes are offered to parents who engage with meetings with class teachers.

Some children may require more intense support which will be planned on an individual basis

Implementation of Speaking and Listening

At Hyde Park Infant School, we know that speaking and listening underpins pupils' development across the whole curriculum, especially reading and writing. Therefore, opportunities to develop our children's listening skills and extend their use of spoken language are carefully designed and regularly implemented. Oracy training for the English Lead began in 2021 and will be completed in 2022. This training will be cascaded to staff during the academic year 2021-2022.

- Staff are careful to model effective speaking and listening skills and teach children when and how to participate constructively in conversations.
- Children are read to by enthusiastic adults every day which provides opportunities to:
 - discuss books and ask and answer questions
 - share the thought process of making inferences
 - have conversations and explain their understanding and opinions
 - discover new vocabulary
- We value opportunities for children to speak in front of an audience and all children perform:
 - in class assemblies
 - in Christmas production
 - in end of year 2 performance
 - in celebration assemblies
 - to a class audience
 - to an invited visitor
 - to another teacher/ headteacher
- During writing lessons, importance is placed on orally rehearsing sentences before writing and where possible, a teacher encourages children to clearly articulate what they are going to say in their writing.
- Discussion is a fundamental part of learning and our children are taught to participate in paired, group and whole class discussions on a regular basis.

- Children are supported to engage in role-play in Foundation and have regular opportunities to develop this in KS1. Role play enables children to apply the vocabulary and sentence structure they have heard in books and real-life situations.

Children for whom English is an additional language often benefit from additional strategies and intervention to develop their speech and language. These include:

- Paired talk so they can talk in a safe environment before sharing ideas with a larger group
- Visualisation
- Repetition
- Grammar practise within a small, familiar group
- Re-reading of texts
- Pre-teaching lessons
- Modelling grammatical structure
- Modelling and pre-teaching vocabulary
- Collaborative group work
- Drama/ role/play

Children who need support are quickly identified and offered:

- B.L.A.S.T
- B.L.A.S.T II
- Time to talk
- Lego team-work
- A thinking partner or buddy
- Extra encouragement and incentives to communicate non-verbally and verbally
- A referral to a speech and language therapist

Progression in Speaking and listening 2020/ 2021			
Foundation	Year 1	Year 2	Years 3 & 4 in HPJS
<p>To listen to others, respond and speak in front of a familiar group.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas</p>	<p>To listen to others and respond in appropriate sentences.</p> <p>To speak in front of large and small groups.</p> <p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said.</p> <p>To ask relevant, timely questions and ask for clarification when the message is not clear.</p> <p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p> <p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To ask questions that show they have followed a conversation and give justifications for their own answers.</p> <p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p> <p>To engage in discussions, making relevant points or asking relevant questions</p>

			to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.
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Implementation of vocabulary

At Hyde Park Infant School, we are aware that a vocabulary gap limits understanding; clogs up working memory; reduces reading pleasure and reduces motivation to read. Over 20% of our children are disadvantaged on arrival at school and have had limited exposure to enriching vocabulary and experiences. Therefore, we seek to address this divide from the first day of school by exposing our children to as much high-quality literature and vocabulary as possible and encouraging word curiosity. We ensure book/subject specific vocabulary is taught so children understand useful words they are likely to need. In addition, we regularly return to previously taught vocabulary to consolidate understanding.

When teaching vocabulary, we utilise:

- language rich environment
- exposure to literature
- pre-teaching so unknown words do not hold up understanding
- visual images
- the relationships between words
- the meanings of homophones
- the figurative language (similes, metaphors etc.)
- the word in different contexts
- root words, prefixes and suffixes

Impact

The children at Hyde Park Infant School are taught the skills necessary to grow into articulate, enthusiastic readers and writers who read competently to gain knowledge, as well as for pleasure. We carefully monitor the impact our English curriculum has on individual children's progress and attainment through both external and internal assessments. The information from these assessments is analysed and informs us of areas of strength and our next steps for development. Furthermore, we have a comprehensive system for moderating children's learning in their books through regular year group, whole school and MAT moderation meetings. We started our Read Write Inc. journey in September 2021 and are confident it will have a significant impact, thus ensuring our children make rapid progress in reading and writing.