









## Reading at Hyde Park Schools

 <b>Intent</b>	
<p>At Hyde Park Schools, our aim for reading is for all children to have a love of and enjoyment for reading. It is our intention to ensure that all pupils read widely and confidently, with fluency and comprehension appropriate to their chronological age or beyond. Through exposure to genres, including stories, poetry and non-fiction, all pupils will gain an understanding of how language works by looking at its patterns, structures and origins.</p> <p>Our synthetic phonic programme, RWI ensures all pupils develop their recognition of letter sounds, read words accurately and then fluently with at a glance reading that ensures a level of understanding of what has been read.</p>	
 <b>Implementation</b>	
<p>We have a rigorous and coherently sequenced reading curriculum that provides many purposeful opportunities for reading and discussion. 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. Whilst showing fidelity to our phonic scheme, we carefully adapt and scaffold the schemes used in our schools to meet the needs of our children. In Hyde Park Schools, a whole class reading session is used to develop pupil understanding of the written word. This takes place in planned reading lessons. Children are taught key reading skills to understand and analyse what has been read. The skills taught within our reading allow the children to transfer knowledge and make links in all curriculum areas. We provide a wealth of enrichment opportunities for children 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 within the wider world.</p>	
 <b>Impact</b>	 <b>Progress</b>
<p>When children complete their reading journey at Hyde Park Schools, they will be enthusiastic, motivated and confident readers of a range of genres, developing the practice of reading widely and often for both pleasure and information. All pupils will be inspired by the literature; fiction and non-fiction, and the authors they have been introduced to. They will have the skills to become lifelong readers and have strategies to secure understanding of what they have read.</p>	<p>Children follow a progression of national curriculum objectives which our curriculum aligns with. These objectives are underpinned by a progression of non-procedural knowledge indicators. These enable teachers and children to plan and track their own progress throughout the teaching and learning of reading.</p> <p>Children follow a progression outlined in Early Years non- statutory Development Matters indicators leading to statutory ELG and KS1 in National Curriculum objectives. These objectives are underpinned by a progression of non-procedural knowledge indicators, enabling teachers to effectively plan for and monitor progress of reading.</p>



	<p>Year 1 pupils are assessed through the statutory Phonic Screening Check (PSC) in summer term and Year 2 pupils new to the school or not receiving pass mark, retake this in their Year 2 summer term.</p> <p>All pupils are assessed through Read Write Inc half termly assessments:</p> <p>Pupils on set 1, Ditty, Red, Green, Purple, Orange, Pink and Yellow are assessed on speed sounds (GPC) and decoding for word reading including nonsense words .</p> <p>Pupils on Blue and Grey are assessed in addition to the above with a words per minute assessment to determine fluency.</p> <p>Children are grouped following the assessments and receive appropriate RWI one-to-one tutoring according to their needs identified through the RWI assessment.</p> <p>EY and Year One pupils receive an additional afternoon speed sound lesson to support GPC and word reading.</p> <p>All pupils are assessed weekly through a staff read of a book levelled appropriately for their individual needs.</p> <p>In KS1 and KS2, pupil’s knowledge and understanding of reading is also assessed termly through summative assessments.</p>
 <b>Cross Curricular Links</b>	 <b>Local Link</b>
<p>Reading is one of the most important skills for daily life. At Hyde Park Schools, reading is regularly used across all subjects to provide authentic and engaging opportunities to gather new knowledge. Furthermore, children are able to apply the comprehension skills that they have developed within their reading lessons to meaningful and ‘real world’ contexts.</p> <p>Classroom displays/working walls and displays across the school, follow our phonic programme with tiered vocabulary displayed as a green word (decodable) or red word (tricky letter). All vocabulary is dual coded to make accessible for all pupils.</p>	<p>At Hyde Park Schools, we believe that it is important, 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.</p> <p>Local visits or visitors to the school, with specific expertise, such as librarians, are also used where possible to engage the children in the learning they are receiving.</p> <p>We promote the Library Reading Challenges for pupils and families.</p> <p>We celebrate different texts and participate in non-fiction November to inspire a love of information. We experience World Book Day where children celebrate their favourite authors and characters. We participate days to celebrate authors such as Michael Rosen day and Roald Dahl day.</p>