



Early Reading Policy 2024 – 2025



Intent

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading. This policy is designed to ensure that Wellington Place Primary School meets the needs of all pupils, considering their individual contexts and strengths.

At WPPS we aim to ensure that all children:

- are given access to quality, age-appropriate reading books.
- receive quality first teaching and high-quality modelling of all the skills required to become a proficient reader, these include:
 - To explain the meaning of words in context
 - To retrieve and record information, identifying key details from fiction and non-fiction
 - To summarise main ideas
 - To make inferences from texts, explaining and justifying inferences with evidence from the text
 - To predict what might happen (from details stated and implied)
 - To explain how information/narrative content is related and contributes to meaning as a whole
 - To identify and explain how meaning is enhanced through choice of words and phrases
 - To make comparisons within a text
- have the opportunity to develop reading accuracy, fluency, and understanding.

- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home)
- acquire a love of reading for pleasure.
- develop the independence to apply all of the reading skills taught in school.



The Wellington Place Primary School curriculum for reading consists of two dimensions:

- **Word recognition**
- **Language comprehension.**

It is essential that teaching focuses on developing pupils' competence in both dimensions.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

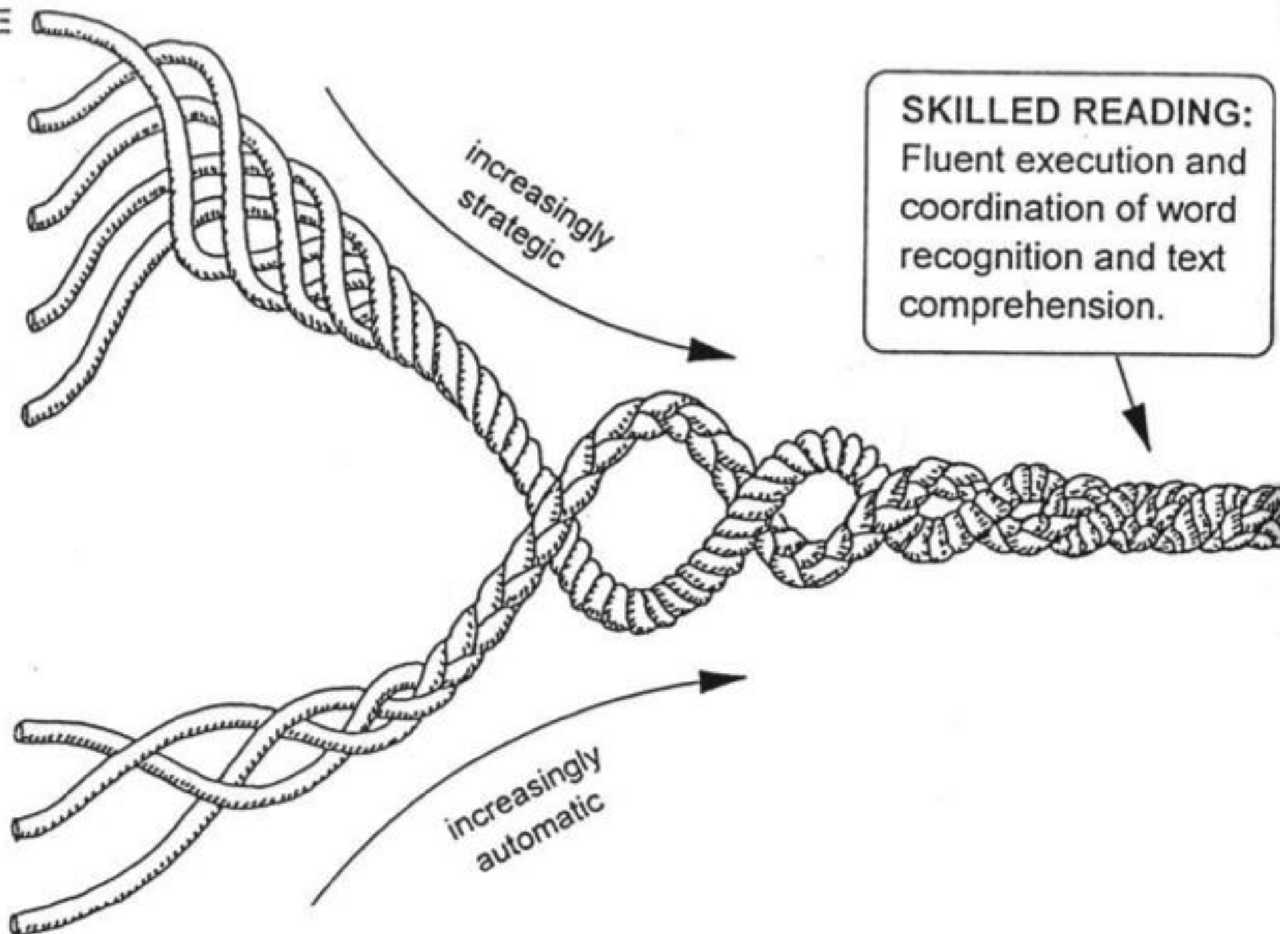
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)





Implementation

Phonics and Early Reading: EYFS, Year 1 and 2

At Wellington Place, systematic synthetic phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. In Foundation Stage and in KS1 we do this using **the Read, Write Inc.** phonics scheme.

Research shows that phonics being taught in a structured way is the most effective way to teach young children to read (starting with the easiest sounds and progressing through to the most complex). According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

The programme is for: • pupils in EYFS to Year 2 who are learning to read and write, • any pupils in Years 2, 3 and 4 who need to catch up rapidly.

We teach pupils to: - decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills, - read common exception words on sight, - understand what they read, - read aloud with fluency and expression, - write confidently, with a strong focus on vocabulary and grammar, - spell quickly and easily by segmenting the sounds in words, - acquire good handwriting.

We realise the importance of phonics as it provides children with the building blocks needed to become successful readers. They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’ and then blend these sounds together from left to right to make a word. Children can then use this knowledge to ‘de-code’ new words they hear or see.

As soon as children start in EYFS, RWI Set 1 Speed Sound lessons are taught every day. Towards the end of the 1st half term in Autumn, a baseline RWI assessment is completed to enable the RWI Reading Leader to determine the phonic knowledge of each child. As a result of this assessment, classes are split into small homogenous RWI groups. This grouping allows for children that know many sounds to focus on learning the technique of assisted blending, and then to quickly progress to independent blending. Children that know some sounds are taught unknown sounds, then progress onto assisted blending. Children that know none or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition and Fred talk.

EYFS pupils learn sounds and the corresponding graphemes, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. As well phonics being taught discreetly every day, the children also have further opportunities to consolidate their phonics learning through activities planned into the continuous provision.

KS1 Reading

In KS1 we continue to develop children’s phonics knowledge through the RWI scheme. The children continue to consolidate their learning on Set 1 and 2 sounds before moving on to learning Set 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound (‘graphemes’), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develops

skills which are transferrable to their writing. Across KS1, children have daily phonics lessons. Each session is broken up into different parts including revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. We do this through a range of games and activities to engage the children and ensure they enjoy their learning, making it a memorable experience. Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics are displayed in each classroom across the school, including the RWI sounds and tricky red words (words than cannot be sounded out). The children are encouraged to use these to support their writing in all lessons across the curriculum. Throughout the year we invite parents to phonics workshops and training sessions. These support the parents in listening to their child read and encouraging their child's development of phonics. The children are expected to write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in books the teacher has read to them; they have also discussed what the words mean.

A RWI guide for Parents and helpful videos can be found on the Oxford Owl website.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)



**Read Write Inc.
Phonics: a guide
for parents**

Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. – A guide for parents

Read Write Inc. – A guide for parents

Reading by age

Phonics and word reading

Expectations: Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level. We aim for most of our pupils to have completed the phonics programme by the end of the first term in Year 2 and the rest of the pupils to complete the programme by the end of Spring 1.

Our ultimate goal is for all children to be accurate and speedy readers by the time they enter Key Stage 2.

- All pupils in EYFS should be able to recognise and read all single letter sounds by the end of Autumn 2 (RWI Set 1 sounds).
 - By the end of Autumn 2, all pupils in EYFS should be blending simple CVC words.
 - By the end of EYFS all pupils should know one way of reading and writing every sound (RWI Set 1 and 2).
 - By Spring 2 all pupils in Year 1 should know all alternative graphemes (RWI Set 1, 2 and 3).

Whole Class Reading: Year 2 – Year 6

Once the children have completed the RWI programme, they move onto Whole Class Reading lessons – usually at the start or part way through Year 2. Whole Class Reading lessons happen daily. How it Looks in the Classroom: Generally, one age-appropriate text is studied over a week (although there may be times where more than one text is read over the week depending on the text or focus). Each session focuses on one of the Reading Skills (Content Domains) with teachers explicitly modelling the skill (Guided Question), and then the children individually demonstrating the skill (Independent Questions).



Impact

Assessment of Reading: At WPPS, we use a range of assessment tools to assess reading. Ongoing formative assessment happens daily and informs teachers of the immediate support their class needs or next steps for subsequent lessons. Summative assessments may also be used formatively, to identify gaps and plan future learning and teaching. To help us make informed and accurate reading summative assessments, we triangulate a range of data.

Listening to children read regularly, their confidence/ability in reading lessons and their attitude towards reading play an important part in making judgements, as well as the data from the following assessment tools:

- **DSAT 'Teacher Assessment Frameworks for Reading'** We use the DSAT 'Teacher Assessment Frameworks for Reading'. These reflect the national, local and school developments in the assessment of reading. For each year group they include: reading TAFs statements, which teachers look over when making their judgements; Common Exception words, children are assessed if they can read these at various points throughout the year; and two age-related texts to check for comprehension and fluency.
- **RWI Phonics Assessments (EYFS & KS1)** We assess all pupils, from EYFS to Year 2, using the RWI Entry Assessment. Each half term, they are assessed to see if they are ready to move onto the next phonics group. This gives us a very good indication of how well they are making progress relative to their starting points.

- **Phonics Screening Check (Year 1)** Year 1 children take the Phonics Screening Check in June each year which confirms whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. Children who do not meet the expected standard in Year 1 will be re-assessed in Year 2.
- **Accelerated Reader Assessments (KS2)** In KS2, the children’s ‘STAR Reader’ tests each term/half-term provides teachers with important data on the progress of children’s ZPD levels. Each quiz the child completes also builds up a profile of information about the child’s performance through out the reading year. Teachers use this data to support their teacher judgements.
- **NTS Tests / Key Stage SATs tests** As part of the Discovery Schools Academy Trust we complete NTS tests three times a year for Years 1, 3, 4 and 5, and previous year’s SATs papers for Years 2 and 6. This shows teachers any gaps that children may have in their reading knowledge and skills - these are then addressed through the planning of guided reading sessions.
- **Reading Interventions** Intervention notes and assessments are also used to inform judgements. Teachers work hard to use any assessment to inform their future planning and the support that is then given to their pupils.

MONITORING AND EVALUATION

The policy will be monitored and reviewed in line with the school’s monitoring and review practices. The work undertaken will be monitored and evaluated by the leaders with responsibility for Early Reading. This will be in line with the school’s monitoring and evaluation practice e.g. learning walks, environment audits, book looks, assessment moderation and discussion with children.

Established by:		Cressida Knox	Reviewed by AB:	
Revised by:			Last reviewed:	April 2024
			Next review due:	April 2025