



# Early Reading Policy

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## 1. Introduction and Purpose

At Yealmpstone Farm Primary School, our phonics provision reflects our shared values of the IDEAL Alliance - **Inclusion, Diversity, Excellence, Achievement and Leadership**. Through the systematic teaching of Read Write Inc. (RWI), we aim to:

- Ensure every child becomes a confident, fluent reader who can access the full curriculum.
- Provide a consistent, rigorous approach to phonics across EYFS and KS1, with targeted support for pupils in KS2 who need it.
- Offer high-quality teaching that is responsive, inclusive and rooted in strong relationships.
- Develop children's love of reading through purposeful practice, engaging texts and meaningful opportunities to apply their skills.
- Work in partnership with parents and carers to support early reading at home.
- Identify and support children at risk of falling behind through timely intervention and tutoring.

## 2. A Strong Start: Foundations and Early Progression

We believe that early reading success begins with strong foundations. In Foundation, children experience:

- Daily exposure to high-quality stories, songs, rhymes and oral language activities.
- Opportunities to develop phonological awareness, including rhythm, rhyme, alliteration and oral blending.
- A language-rich environment that prioritises vocabulary, talk and listening skills.
- Introduction and use of the RWI materials, ensuring children are ready for formal phonics teaching.

When children begin formal RWI phonics, they follow a carefully sequenced progression that introduces sounds in a cumulative, manageable order. This ensures:

- Rapid acquisition of Set 1 sounds, blending and segmenting.
- Smooth transition into Set 2 and Set 3 sounds as decoding confidence grows.
- Daily practice of previously taught sounds to secure long-term retention.
- Early success in reading simple words, captions and storybooks matched to their phonics knowledge.

## 3. RWI Progression Through Groupings

Children are grouped according to their current reading stage, not their age. This ensures:

- Teaching is precisely matched to each child's needs.
- Children learn at an appropriate pace, with challenge and support built in.
- Groups are fluid and reviewed regularly based on assessment outcomes.
- No child is held back or rushed ahead; progress is personalised and responsive.

Each group follows the RWI structure of:

- Speed Sounds lesson
- Word reading and decoding practice
- Storybook reading with comprehension
- Spelling linked to the sound knowledge the children have been taught

This consistent structure supports confidence, independence and mastery.

## 4. Tutoring and Early Intervention

We are committed to ensuring that no child falls behind. Children who need additional support receive:

- Daily 1:1 or small-group tutoring using RWI Fast Track or targeted intervention materials.
- Short, focused 'time on the sounds' sessions that reinforce key sounds, blending or fluency skills.
- Regular review to ensure tutoring is effective and responsive.
- Support that is delivered by trained staff who understand the RWI approach.

When necessary, tutoring continues into KS2 for pupils who still require phonics support.

## 5. Assessment

Assessment is integral to our phonics provision. We use:

- **Half-termly RWI assessments** to track progress and regroup children.
- **Ongoing formative assessment** during lessons to identify misconceptions or gaps.
- **Reading fluency checks** to monitor pace, accuracy and expression.
- **Additional assessments** for children with SEND or those at risk of falling behind.

Assessment outcomes inform:

- Group placement
- Tutoring needs
- Planning and next steps
- Communication with parents and carers
- Transition information for the next year group

## 6. Planning

Planning follows the RWI programme structure and ensures:

- Consistency across all groups and year teams
- Clear progression of sounds, words and texts
- Opportunities for children to apply phonics in writing
- Integration of vocabulary, comprehension and fluency
- Adaptations for children with additional needs

Teachers supplement RWI with wider reading and writing opportunities across the curriculum.

## 7. Staff CPD

High-quality teaching is central to our success. Staff receive:

- **Regular coaching** from the Reading Leader to refine practice and maintain fidelity to the programme.
- **Development Days** delivered by RWI trainers to deepen subject knowledge and strengthen consistency.
- **Team meetings and practice sessions** to rehearse routines, share strategies and reflect on impact.

## 8. Parent and Carer Support

We recognise the vital role families play in early reading. We support parents and carers through:

- Workshops and information sessions on phonics and early reading.
- Videos, guides and resources to help with sound pronunciation and blending.
- Regular communication about children’s reading progress.
- Sharing RWI storybooks and Book Bag Books matched to each child’s reading stage.
- Encouraging daily reading at home and celebrating reading achievements.

Our approach is inclusive, accessible and supportive for all families.

## 9. Reading for Pleasure

While phonics provides the technical skills for reading, we also nurture a lifelong love of books. We promote reading for pleasure through:

- Daily story time in every class
- A diverse, inclusive range of texts that reflect our community and the wider world
- Library visits and author events
- Reading corners that invite curiosity and comfort
- Opportunities for children to choose books freely
- Celebrations such as World Book Day, book swaps and reading challenges

Reading for pleasure is woven through our curriculum and school culture.

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