



Rawmarsh Ryecroft **Infant School**

Reading Policy

Reviewed: September 2025

Next Review Due: September 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Reading. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the English National Curriculum, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others.

Intent

Curriculum Definition

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, our curriculum aims for all pupils to speak, read and write fluently and confidently and be ready for the next phase of their education.

Reading is taught daily, with teachers and other members of staff using the following approaches.

- Focused, daily 'Read, Write Inc' phonics sessions in ability groups.
- RWInc Comprehension sessions
- Individual reading – Children reading one to one with an adult
- One to one RWInc Phonics Interventions
- Group Phonics interventions
- Reading Fluency Programs
- Reading Comprehension sessions
- Shared reading
- Story Times

Aims for the Teaching of Reading

At Rawmarsh Ryecroft Infant School we aim:-

- To successfully teach phonics with fidelity to our chosen programme, providing children with the skills required to decode and read.
- To raise standards in reading through high quality teaching and learning of phonics and reading.
- To develop skills for pupils to read easily, fluently and with good understanding.
- To provide a stimulating and challenging literate environment with a wide range of texts to engage and motivate children.
- To make reading in our school the highest priority, challenging and overcoming potential barriers.
- To have excellent relationships between adults and children and for children to see adults as readers
- To promote a culture which encourages interest in reading and expects all children to be successful.
- To encourage children to read widely and often, for both pleasure and information.
- To ensure pupils acquire a wide range of vocabulary.

Implementation

Teaching and Learning

Reading consists of two dimensions:

- word reading and decoding
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is our primary approach in the early teaching of reading for children when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. This supports both children's further reading and writing development.

Planning the Reading Curriculum

Teachers in the Foundation Stage use 'EYFS Statutory Framework' document and in Key Stage 1, the National Curriculum to aid planning, using the yearly group objectives. Teachers in KS1 also work towards the Teacher Assessment Framework for the end of KS1.

Weekly Phonics and Reading Comprehension Planning - This is completed prior to the start of the week for the whole week, building on from prior learning and assessment. Assessment outcomes to inform next the next lesson and this will reflect in planning adaptations. Staff use Reciprocal Reading structures and the 3 and 5 day RWInc lesson plan formats to support.

Grouping

In RWI all pupils are streamed into ability groups according to children's attainment and progress. This enables pupils of all abilities to work at an appropriate pace, consolidate skills and develop their full potential. Pupil who require additional support take part in 1-1 RWInc or group phonics sessions to strengthen their decoding, fluency and develop understanding. In KS1 pupils are grouped according to their ability for comprehension sessions. All groups are fluid and are rearranged according to assessment outcomes.

Language and Oracy In The Reading Curriculum

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

Reading at Home and Support From School

Ryecroft appreciate the value of reading at home with parents and carers and understand the impact of frequent support. School incentivises reading with rewards and uses home-school reading diaries to ensure parents know what children have been working on with staff at school and how to support further. Initially, children will take home letter cards which mirror the RWInc process of learning and blending sounds, before moving to short sentences and then Red RWInc Books. Once reading text, children take home 3 books each week:

- 1) RWInc Scheme Book
- 2) RWInc Book Bag Book
- 3) Reading for Enjoyment Book.

School encourages children to read the RWInc texts 3 times building fluency, comprehension and their 'story teller voice'

On entry to school, staff meet with parents to explain how children learn to read within school and how they can support them further at home. Special events are planned within our school calendar to promote and raise the

profile of reading. Staff are always available to discuss any issues with parents and our school website 'signposts' further information.

Reading for Enjoyment

All children take home a Reading for Enjoyment text which are carefully selected to suit the age and stage of our children. These books are to be shared with families at home and can be either read by the children or read to them dependent on the individual. This supports our aim to foster a love of books and stories in all our children

Impact

Monitoring and Assessment/ Moderation

The English subject leaders, alongside the assessment lead, is responsible for ensuring that reading assessment is rigorous and reliable. Reading assessment is moderated externally at KS1 and EYFS by peers in other settings and internally by school to ensure judgements are accurate and inline with national expectations. RWInc is assessed by an experienced team and children are grouped to ensure individual needs are met.

At Ryecroft the assessment of Reading consists of:-

- RWI groupings are regularly reviewed (half termly) ensuring that pupils are appropriately placed.
- Children who have completed the RWInc scheme are assessed using PM benchmarking.
- Each child has an individual reading record card. Teacher's / other staff members complete the 'Teacher Assessment Focus Record' in the back of the card and ask questions linked to the content domains.
- Home school diaries are used for communication between school and home on next steps for learning and progress.
- At the end of each term the class teacher will highlight TAF progression
- At three assessment points through the year, children in Y1 and Y2 are assessed against expected standards for their age based on RWInc and reading comprehension outcomes. This information is entered on the EMAG.

Other forms of reading assessment:-

- Foundation Stage entry / exit profiles
- Foundation Stage Observation file
- Foundation Stage Moderation Evidence file
- Key Stage 1 Assessment Materials
- Teachers' own on-going assessments
- Daily formative assessment
- Reading assessment records
- Pupils work
- NTA Assessment papers

Ongoing marking and feedback by teachers and teaching assistants is provided for children in reading lessons. Misconceptions are challenged and opportunities for children to improve their learning are provided. Children who need additional support within a lesson are supported immediately.

Assessment results are recorded using the EMAG System. This information on attainment and progress is analysed by staff and discussed with SLT at Pupil Progress Meetings to support the delegation of interventions. They are used to determine rates of progress against average expectations and are used to set percentage and numerical targets.

Assessment in reading is shared formally with parents at meetings held three times per year. Records of Achievement contain a Reading section with a broad target for the next year.

Inclusion

Ryecroft Infant School is an inclusive school and ensures policy and procedure are in place to promote this. Children experiencing difficulties in developing their reading skills will be set specific targets on a Gateway To Learning plan which will be reviewed each term. Children, including the lowest 20%, will receive additional adult support, either 1-1 or in a small group. Children making accelerated progress will be identified and when possible, will receive additional

support and work on differentiated tasks at their level. All children have equal access to reading activities regardless of race, gender or ability. All activities will be planned in such a way as to appeal to all and careful consideration is given to the learning materials provided, ensuring all people are represented and stereotypes avoided.

Health and Safety

Learning to read can take many forms and children may undertake more creative activities that involve baking and collage. Care should be exercised when children are using scissors and tools during a lesson. Any potential dangers should be discussed with the children. When using food, all hygiene rules should be clearly observed and all adult helpers must be conversant with the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.

EYFS

The reading curriculum for the Foundation Stage is as set out in the EYFS document. This is under the headings 'Word Reading and Comprehension'. Children begin their RWInc learning from their second week in school and this teaching of phonics is our primary approach to early reading. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. The curriculum in the EYFS underpins all future learning. Our curriculum provides for the development of language, communication, reading and writing through a supportive, stimulating environment and through excellent teaching. Language and communication provides opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully. Reading and writing provides opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. Children in the EYFS have equal access to all resources within school to support their learning.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.

Links to other Policies

This policy is closely linked and should be read in line with our Phonics, Writing and Handwriting Policies.