



# **Reading Policy**

**June 2025**

**Review date: September 2026**

## **Early Reading and Read Write Inc.**

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. In order to move Barwick and Stoford's phonics teaching forwards it has been necessary to implement a clear and consistent inclusive teaching scheme. Read Write Inc is a literacy programme that helps children learn synthetic phonics.

The scheme includes a phonics, reading and writing focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

Teaching and Learning style

Read Write Inc is based on the 5 Ps.

- Praise – Children learn quickly in a positive climate.
- Pace – Good pace is essential to the lesson.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme.

It is the energy, enthusiasm and passion that teachers put into the lesson, which brings the teaching and learning to life.

- Participation – A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

### **Aims of this policy**

- To have clear expectations around the teaching and learning of phonics at Barwick and Stoford Primary School
- To raise standards of phonic knowledge by the end of Year 1
- To raise standards of reading and writing by the end of KS1
- To ensure consistency of approach to our phonics teaching
- To allow new staff to quickly familiarise themselves with the expectations of teaching phonics in KS1

### **Rationale**

In order to meet the criteria, set out in the new DfE framework (2023), we needed to develop a more consistent approach to the teaching of phonics and expectations. The

scheme includes both phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development. This then supports children with their decoding skills in preparation for them to be ready to learn inference skills and become effective comprehenders.

For children at Barwick and Stoford we follow a Read Write Inc approach to meet the children's phonics needs.

The Aims of Read Write Inc

The Read Write Inc programme will teach children to:

- Apply the skill of blending phonemes to read words
- Segment words in their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonics patterns
- Read texts and words that are within their phonic capabilities as early as possible.

Teaching of Read Write Inc will:

- Be pitched at the correct level for the child, ensuring every child is sufficiently challenged whilst able to make clear progress
- Excite and stimulate children through active learning in which they enjoy achieving and progressing
- Focus on phonics and reading and incorporate writing where appropriate
- Encourage consistency of teaching and learning across the school
- Be pacy and based around a positive learning climate
- Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

### **Planning**

Planning for Read Write Inc is completed with support from the handbooks taking into account the individual needs for each group. The planning identifies the phonics, ditties or story books and activities for the session targeted at the current attainment of the children. Lessons follow set routines, ensuring consistency across groups.

### **Assessment**

Children are assessed throughout every lesson through teacher observation. Teachers assess how children:

- Recognise and say the sounds
- Read the green and red words
- Decode the ditty/story
- Comprehend the story

Formal assessment will take place at the end of each term during the Progress check week.

Pre AR readers should also complete the Early Star Reader test online once a term to track progress.

### **Provision**

Provision varies slightly between year groups and phases, depending on the age range and needs of specific children. Children will follow aspects of the Read Write Inc programme, which meet their early reading needs. Aspects of an inference approach to reading are also included within the READ WRITE INC sessions, e.g. clarification of words, visualising words and building up a picture of the text together.

### **EYFS**

In the EYFS children receive a daily 30 minute Read Write Inc session. Children are grouped according to attainment to make sure teaching and learning is at the correct level for their current achievement. Groups may contain a mixture of EYFS, Year 1 and Year 2 children. As soon as children have a thorough understanding of decoding words these children will then access the AR scheme (see below) This is for the Year 1 children in preparation for their phonics screening check and Year 2 children who still need additional support with this. Key Stage 2 Children identified as being below the expected level of attainment for phonics and reading will receive additional support through Read Write Inc intervention sessions. These will take place at the same time as whole school phonics and reading. Digraph and trigraph supports will be used by these children when needed in the classroom.

### **SEND Pupils**

SEND pupils are fully involved in the Read Write Inc sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place at other times; this will be identified by teachers in discussions with the SENDCo.

Children requiring extra support in UKS2 can access the Read Write Inc Fresh Start approach.

### **Additional support**

There may be some children who are identified as needing a boost to their phonics knowledge. These children will be identified by the reading teacher and sessions will be delivered by support staff in class, the timings are at the teacher's discretion.

### **Monitoring and Review**

The Literacy Leader will:

- Assess all children at the end of the summer term to ensure that children are placed in the correct groups to start in September
- Collate data from end of term assessments to monitor progress of all groups.
- Monitor progress of the children by hearing the children read, interviews with pupils and monitoring of assessments.
- Conduct 'Drop ins' on all Read Write Inc groups to ensure consistency, give advice and check that all children are in the correct groups.

### **Expected Progression**

- EYFS- Read Write Inc Set 1 and 2 sounds and words (Red Ditties to Pink Level books)
- Year One - Read Write Inc Set 2 and 3 sounds and words (Pink to Grey level books)
- Year Two – moving off the Read Write Inc programme and moving to The Spelling Book scheme and AR.. For some children the phonics approach to reading is not always the best approach and other strategies and programmes will need to be used in order to effectively support these children as a reader.

As a reading school our children take home books that are phonetically decodable from the Read Write Inc book bag scheme as well as other phonetically decodable at their level. The children use Read Write Inc books within the session and take home a range of different scribed books which include the trigraphs, digraphs they have been taught within their Read Write Inc sessions.

We want to ignite a love of reading in our children and believe that children need to have the opportunity to apply their early reading skills taught by using a variety of fiction and non-fiction texts. Staff use the Read Write Inc groupings/assessments to ensure the books the children take home match their phonics phase so children can decode these books easily.

Children will also take home a Love of Reading book to SHARE with their parents. The children will not be expected to read this book independently. This scheme is designed to encourage children to enjoy books, broaden vocabulary and foster a love a reading.

## **Accelerated Reader Policy**

Accelerated Reader Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise. AR is supported by scientifically based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels.

### **Intent**

We aim to enable our children to:

- Personalise and guide independent reading practice.
- Develop lifelong readers and learners.
- Have access to a wide variety of accessible texts that cover both fiction and non-fiction.

### **Implementation The 5 steps to reading success**

It's all about practise. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

- Determine reading level. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Set practice goals. Teachers support children to set individualised reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
- Personalised practice. Personalised reading practice means students read books of interest at their own reading level. AR Book Finder makes it easy to find the perfect book.

- Students take an AR quiz. AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles. Students use their 1:1 device to complete these.
- Receive instant feedback. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention.

The following guidelines will govern the AR Program at Barwick and Stoford Primary School:

- Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books.
- All students must log in using their own passwords and key in their own answers.
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment.
- Students must maintain an 85% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level. However, teachers will maintain a degree of 'flex' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets..
- Best performing/ most improved students in KS2 to will be celebrated during the weekly Celebration Assembly.
- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment.

### **Inclusion**

All Key Stage 2 children are fully involved in the Accelerated Reader programme. Those children who are working with a lower ZPD for their age, will work with a TA during these sessions who will support access to the text and in turn support the acquisition of reading skills.

### **Reading Comprehension**

This area of learning to read comes from the National Curriculum. A step-by-step framework that transforms the teaching of reading in the primary education phase. Practical, accessible and transformational, maximises reading results and increase reading engagement. Over a two or three week writing unit, the children are able to learn, digest, deconstruct and analyse a text. This system is used from EYFS to Year

6. Whole class and small groups practice verbally answering questions relating to a text and then move on to constructing written answers. Following the reading progression Small Steps document, the children are able to learn inference skills, examine vocabulary and craft answers to extended comprehension questions. Reading Comprehension will have a dedicated English lesson once a week as well as extra time allowed during Library time to consolidate the skills. The VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) framework should be used to ensure practise of all areas of Reading comprehension from EYFS to Year 6.

UKS2 should be using past SATS papers as Reading Comprehension texts. These should relate to their current learning as many texts are available. This ensures practice of targeted questioning and the ability for the children to practice test technique in addition to consolidating learning in other subjects.

KS1 and LKS2 should be using quality texts that are reading level appropriate. In addition, other materials may be sourced in order to practice all types of questions available.

### **Impact**

Reading miles for each child are increased and reading for pleasure is respected within the school environment. Children have access to texts that are age and stage appropriate to develop their reading skills and comprehension ability. Teachers have an in-depth knowledge of their children in terms of their strengths and weaknesses, their reading ability and their understanding of what they are reading. Reading is personalised to the individual child and targets / interventions can be set appropriately.

### **Monitoring and Review -The Reading Lead:**

- Ensures that all Key Stage 2 pupils are accessing reading lessons.
- Monitors Accelerated Reader and checks that pupils are reading at the right level.
- Attends up-date meetings when they occur and reports to the Key Stage 2 teachers.
- Speaks with the Head teacher regarding attainment and a 1-1 “hot list” of pupils needing further support.
- Is responsible for reporting to the governors about the quality of the implementation of accelerated reader and the impact on standards.
- Children practice during the NFER termly assessments to apply their skills and knowledge in a practical way. Results are tracked and discussed. ‘Hot List’ children are given relevant interventions to fill gaps.

