Reading Policy

Hillborough Infant and Nursery School

Owned and Written by: J. Russel, Reading Lead Writing Lead	**Date:** June 2026
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Aims

This policy outlines the teaching and learning of phonics and early reading skills at Hillborough Infant School. The objective of this policy is to give direction to staff with regard to teaching children early reading skills.

At Hillborough we use the Read, Write Inc (RWI) programme to get children off to a confident start with their literacy and language. RWI is a teaching method based on phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling.

Evidence suggests that fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode. Read, Write Inc also supports children's ability to read high frequency, common exception words as well as teaching the skills required for effective comprehension of a text including vocabulary knowledge, reading fluency and inference and deduction skills. The 'Get Writing' part of each lesson also supports children's spelling, punctuation and grammar skills.

2. Read Write Inc

Using RWI, we aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading.

A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read Write Inc lessons children will:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using 'Fred Talk' (sounding words out) to start, then as they progress without 'Fred Talk'
- read books featuring sounds they know and non-decodable words they have been taught show that they comprehend the stories by answering questions learn to write the letters/letter groups which represent 70+ sounds.
- learn to spell words by saying the sounds in 'Fred Talk' write simple and complex sentences

Organisation

Groupings

Pupils work within ability groups across EYFS and Key Stage One. Ability groups are organised using ongoing assessments carried out every half term. The reading leader will group the children in light of the outcomes of the individual assessments. Lower attaining children will be placed into small groups, where possible. Struggling readers and those at risk of falling behind are taught by the most skilled members of staff. When pupils have completed the Read Write Inc programme they start the Read Write Inc comprehension programme to embed their word reading skills and teach them spelling, grammar and comprehension skills.

Parental

Involvement

Parents meetings are held during the Autumn term of EYFS to introduce parents to RWI, and the way in which we teach their children to read. We regularly send home portal videos for parents to share with their children. Termly parents' meetings are held to inform parents of what their children should be learning at that point in the year.

Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics.
These interventions follow a set structure based on the RWI 1:1 Interventions set out in the RWI Handbook. Reading Leaders specify which children require which interventions based on half termly analysis of RWI assessments.

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning. If children are working at pre-key stage standards they will be accessing a group focusing on communication and language and storytelling.

3. Reading for Pleasure

At Hillborough Infant and Nursery school we understand the importance of fostering a love of reading in all our children and the benefits it had on children's mental health as well as academic outcomes.

Talk Through Stories

At Hillborough Infant and Nursery school, we teach story times and foster a love of reading through a structured programme of Talk Through Stories. Talk Through Stories is a Ruth

Miskin programme that uses many elements of Read Write Inc that our pupils are already familiar with.

We follow a two-week timetable for Talk Through Stories. In week one pupils are read high-quality, diverse picture books that they come to know very well and love. Week two has a vocabulary focused in which pupils are taught tier two vocabulary and are encouraged to use these new words in new contexts.

Library

At Hllborough Infant and Nursery school we have an amazing library full of a wide range of books from fiction, non-fiction, poetry, plays and big books. All classes have the opportunity to visit the library weekly and pupils are allowed to choose a book home to share with their families.

4. Assessment

In addition to half termly Read Write Inc assessments, pupils are assessed four times a year by class teachers. Key Stage One assess against the Teacher Assessment Frameworks and EYFS assess against the programmes of study and development matters.

At the end of Reception, all pupils are assessed against the Early Learning Goals at either Emerging or Expected.

5. Monitoring, Review and CPD

The Reading Leader monitors the teaching and learning of early reading skills through lesson visits and analysis of half termly assessments.

Staff training for Read, Write Inc includes:

- Coaching sessions and modelled teaching from the Reading Leader
- Whole school Read, Write Inc Development Days
- Full RWI training for each new member of staff
- Access to online RWI training materials including model lessons
- Provision of RWI Handbooks with lesson plans
- Dedicated staff meeting times

6. Responsibilities

Reading Leader:

- Organise half termly RWI assessments and group children accordingly
- Assign teaching staff to groups
- 'Drop in' on RWI groups to give advice on teaching and to informally check that pupils are in the correct groups
- Offer coaching sessions to staff to ensure the set routines in the handbook are being followed correctly
- Where necessary model lessons

- Liaise with the head teacher regarding groupings, teaching spaces and other pertinent matters
- Organise regular development days with for the school to improve practise and keep up to date
- Ensure staff have adequate level of training in place- this may be formal or informal
- Audit resources, ordering any new ones required
- Ensure staff have access to the correct planning for their group (provided by the handbook) Headteacher:
- Work with the Reading Leader to be kept informed of matters regarding groupings, teaching spaces and other pertinent matters
- Challenge and support the Reading Leader on the progress of all pupils Reading Teachers:
- Follow the planning as set out in handbooks
- Use the Ruth Miskin portal as a first place to look for support
- Ensure they have all necessary resources to teach their group
- Liaise with the Reading Lead where a pupil is either working above or below the group level.

7. Monitoring/Review Period

This policy will be reviewed every two years by the Reading Leader or sooner where