Misterton Primary and Nursery School

Reading and Phonics Policy

2026-2027



PHILOSOPHY

At Misterton Primary and Nursery School, we believe that reading is the key to unlocking learning, opportunity and future success. We are committed to ensuring that every child becomes a confident, fluent and enthusiastic reader who develops a lifelong love of books and reading.

We recognise that reading is fundamental to pupils' academic achievement, personal development and future life chances. Through high-quality teaching, a language-rich environment and a rigorous approach to phonics and reading, we aim to develop skilled readers who can access the full curriculum and participate fully in society.

Our approach is underpinned by the Department for Education Reading Framework, the National Curriculum for English, the Early Years Foundation Stage Framework and the Read Write Inc. systematic synthetic phonics programme. Reading is prioritised across the school and forms the foundation of successful learning.

OUR SCHOOL VALUES THROUGH READING

At Misterton Primary and Nursery School, reading helps children live our school values of Take Care and Be Exceptional.

Take Care

Through reading, children learn to:

- Care for themselves by becoming confident and independent learners.
- Care for others by understanding different people and experiences.
- Care for their learning by developing positive reading habits.
- Care for their community by sharing ideas and stories.

Be Exceptional

Through reading, children are encouraged to:

- Always try their best.
- Learn new vocabulary and knowledge.
- Challenge themselves with new books and texts.
- Become confident readers and communicators.

Reading helps all children grow as learners and supports them in living our school values every day.

INTENT

Our reading curriculum is designed to ensure that all pupils:

- Learn to decode accurately through systematic synthetic phonics.
- Develop automaticity and reading fluency.
- Become confident readers who read with accuracy, pace, expression and understanding.
- Build strong vocabulary and language comprehension.
- Read a wide range of high-quality fiction, non-fiction and poetry.
- Develop positive attitudes towards reading.
- Gain the knowledge and cultural capital needed for future success.
- Become lifelong readers.

We recognise the two interconnected strands of reading identified within the Reading Framework and the Simple View of Reading:

Word Reading

Children learn to decode accurately and develop reading fluency through systematic phonics teaching, repeated reading and regular practice.

Language Comprehension

Children develop understanding through rich vocabulary instruction, discussion, storytelling, questioning, reading comprehension lessons and exposure to high-quality texts.

Both strands are explicitly taught and developed throughout the curriculum.

IMPLEMENTATION

Nursery Provision

In Nursery, children develop the foundations for future reading success through a language-rich curriculum.

Children are supported to develop:

- High-quality speaking and listening skills.
- Vocabulary and communication.
- Nursery rhyme knowledge.
- Story comprehension.

- Listening and attention skills.
- Oral blending and sound discrimination.
- A love of stories, books and rhymes.

Children engage daily with stories, songs, rhymes, conversations and carefully planned language experiences that prepare them for formal phonics teaching in Reception.

Reception

Phonics teaching begins as soon as the children join Reception through the Read Write Inc. programme.

Children receive daily phonics sessions which include:

- Learning Set 1 Speed Sounds.
- Oral blending.
- Segmenting and blending for reading and spelling.
- Letter formation.
- Reading simple words and captions.
- Development of early fluency.
- Enjoyment and confidence in reading.

Children are provided with regular opportunities to apply their developing phonics knowledge throughout the learning environment.

Key Stage One

Children participate in daily Read Write Inc. lessons.

Lessons include:

- Review of previously taught sounds.
- Teaching new sounds.
- Oral rehearsal.
- Word reading.
- Sentence reading.
- Reading comprehension activities.
- Partner discussion.
- Vocabulary development.
- Writing linked to reading.

Pupils are taught in groups matched closely to their phonics knowledge and reading ability.

Regular assessment ensures that children remain in appropriately matched groups and make strong progress.

Key Stage Two

Any pupil who has not yet developed secure decoding and reading fluency continues to receive phonics teaching and intervention.

This may include:

- Read Write Inc. intervention groups.
- One-to-one tutoring.
- Small-group support.
- Additional reading practice.

The school maintains high expectations and ensures that no child is left behind in learning to read.

READING FLUENCY

Reading fluency is a key priority at Misterton Primary and Nursery School.Fluent readers can focus their attention on meaning because word recognition is accurate and automatic.

Teachers explicitly teach fluency through:

- Teacher modelling.
- Echo reading.
- Choral reading.
- Partner reading.
- Repeated reading.
- Performance reading.
- Poetry recitation.
- Reader's theatre.

Children are taught to develop:

- Accuracy.
- Automaticity.
- Appropriate pace.
- Prosody and expression.
- Deep understanding of the text.

Regular fluency practice during whole class reading enables pupils to become confident and expressive readers who read with understanding.

READING COMPREHENSION

Reading comprehension is taught explicitly across the curriculum.

Children are supported to:

- Retrieve information.
- Make predictions.
- Summarise ideas.
- Infer meanings.
- Explain vocabulary choices.
- Analyse author's intent.
- Compare texts.

Pupils encounter a broad range of high-quality literature, non-fiction and poetry to develop both knowledge and understanding.

READING CULTURE AT MISTERTON

At Misterton Primary and Nursery School, we are committed to creating a rich reading culture where books, stories and language are celebrated across the school.

Children experience:

- Daily class story time.
- Carefully selected class quality texts.
- National Nursery Rhyme and Poetry Week.
- World Book Day celebrations.
- Book and Biscuits, Spooky Stories and Summer Stories
- Author and poet studies.
- Reading recommendations from staff and pupils.
- Opportunities to visit the Misterton Community Library.
- Reading displays and book promotion events.
- Parent reading workshops and information sessions.
- Reading celebrations and achievement recognition.

Staff actively model positive attitudes towards reading and regularly share books that inspire and engage pupils.

ORACY, LANGUAGE AND VOCABULARY DEVELOPMENT

We recognise that spoken language is the foundation of reading and writing success.

Vocabulary development and oracy are promoted through:

- Explicit vocabulary instruction.
- High-quality texts.
- Structured discussion.
- Partner talk.
- Storytelling.
- Drama and role play.
- Oral rehearsal before writing.
- Debate and presentation opportunities.
- Poetry performance.
- Curriculum enrichment experiences.

Children are encouraged to use ambitious vocabulary and articulate their ideas confidently across the curriculum.

HOME READING

Parents and carers are important partners in developing successful readers.

Children take home books that are:

- Closely matched to their phonic knowledge.
- Appropriate to their level of fluency.
- Designed to promote confidence and success.

Alongside decodable reading books, children are encouraged to enjoy sharing a wide variety of stories, poetry and information books with their families.

The school provides guidance, workshops and regular communication to support reading at home.

ASSESSMENT

Assessment is used to ensure that teaching is responsive and effective.

Assessment includes:

- Ongoing teacher assessment.
- RWI assessments.

- Half-termly grouping assessments.
- Reading fluency checks.
- Phonics Screening Check preparation.
- End of Key Stage assessments.

Assessment information is used to identify pupils requiring additional support and intervention.

INCLUSION and SEND

All children are entitled to high-quality reading instruction.

Children with Special Educational Needs and Disabilities are supported through:

- Appropriate grouping.
- Precision teaching.
- Additional reading practice.
- Targeted intervention.
- Personalised support.

High expectations are maintained for all learners. Any barriers to reading success are identified and addressed promptly.

MONITORING AND EVALUATION

The quality of reading and phonics teaching is monitored through:

- Lesson visits.
- Coaching and professional development.
- Pupil voice.
- Work scrutiny.
- Assessment analysis.
- Phonics and reading audits.

Monitoring ensures consistency, fidelity to the programme and continual improvement.

ROLE OF THE READING LEADER

The Reading Leader leads reading and phonics across the school to help all children become confident and successful readers.

The Reading Leader:

- Leads reading and phonics across the school.
- Ensures **Read Write Inc.** is taught consistently.

- Organises reading and phonics assessments.
- Checks pupils' progress and identifies those who need extra support.
- Supports staff through coaching and training.
- Monitors reading through lesson visits, pupil voice and work scrutiny.
- Promotes a love of reading across the school.
- Works with parents and carers to support reading at home and share information about children's reading progress.
- Reports to the Headteacher and Governors on reading outcomes and next steps.
- Works with Governors to help monitor the impact of reading and phonics across the school.

IMPACT

Our reading and phonics curriculum helps children become confident, fluent and enthusiastic readers. Through high-quality teaching and a consistent approach to reading and phonics, children develop the skills they need to be successful learners.

As a result:

- Children learn to read accurately and confidently.
- Pupils become fluent readers who understand and enjoy what they read.
- Children develop strong vocabulary and communication skills.
- Pupils make good progress from their starting points, including disadvantaged pupils and pupils with SEND.
- Children develop positive reading habits and read for pleasure.
- Pupils are well prepared for the next stage of their education.

We regularly review the impact of our reading provision through assessment, pupil voice, lesson visits, work scrutiny and statutory outcomes, including the Year 1 Phonics Screening Check. This information helps us celebrate success, identify next steps and continually improve outcomes for all pupils.

Policy written by: **C. Jones**

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