

# Early Reading Policy

## Document Summary

<b>Document Owner:</b>	Jen Claridge
<b>Link Governor:</b>	Andrew Norman
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<b>Model Policy?</b>	No
<b>Statutory Policy?</b>	No
<b>On School Website?</b>	Yes

**FYI: Version control should be used for all formal documents and managed as:-**

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

## Amendment History

Version	Amendment Date	Author	Amendment Summary
V0.1	09.12.25	Jen Claridge	New Policy
V1.0	13.01.26	Ruth Owen	Updated following governor approval

**Reading intent:**

At Frampton CofE Primary, our aim is to create a community of accomplished, life-long readers by providing an ethos and environment that excites, enthuses and inspires children to read. Using a strategic approach, we will develop a genuine passion for reading and classrooms full of rich discussion about books and reading. Children will encounter relatable characters and diverse perspectives allowing them to gain insights into others' lives, connect to the wider community, build a healthy self-identity and develop their ability to think critically. Ultimately, we are striving to ensure that children leave our school as passionate, fluent and confident readers.

**Phonics and Early reading in reception and key stage 1:**

At Frampton, we aim to provide effective phonics and early reading provision from the start of Reception to ensure that children enter Key Stage 2 reading with fluency, providing them with the ability to confidently access the whole-school-curriculum and harness a love of reading. Teachers aim to quickly identify children's gaps in learning and put in place effective keep-up to ensure that no child is left behind on their journey to reading.

**Phonics:**

For this reason, we teach reading through the validated systematic-synthetic-phonics programme, Little Wandle Letters and Sounds Revised. Phonics teaching begins in Reception and follows the Little Wandle Letters and Sounds revised progression, ensuring children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. As a result, all our children are able to tackle any unfamiliar words as they read. At Frampton, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

We teach phonics for 20 minutes a day. In Reception, we build from 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday we review the week's teaching to help children become fluent readers.

We value reading as a crucial life skill and by the time the children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. We equip our readers with the tools to tackle unfamiliar vocabulary and encourage them to see themselves as readers for both pleasure and purpose.

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. We use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds revised assessments and book

matching grids. Lessons are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice group has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on 3 key reading skills:

1. Decoding
2. Prosody - teaching children to read with understanding and expression.
3. Comprehension - teaching children to understand the text.

In Reception these sessions start as soon as possible. Children who are not yet decoding have daily additional blending practice in small groups, so they learn to blend and begin to read books. In Year 2, we continue to teach reading in this way for any children that have not yet completed the phonics programme. Following the three reads these books are then taken home for pupils to read to their guardians.

**Assessment:**

Ongoing and summative assessment is an important part of the programme to ensure that all pupils receive the extra practice they need to keep up. Assessment for learning is used daily within class to identify children needing keep-up support and weekly in the review lessons to assess gaps which are needed to be addressed immediately.

Summative assessment for Reception and Year 1 is used every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. The reading lead analyses the data and meets with class teachers to discuss and plan keep-up sessions which are then run by a trained member of staff. Pupils are reassessed after three weeks or sooner so that keep-up can be adapted ensuring pupil's make accelerated progress.

Fluency assessments measure children's reading accuracy and reading speed in a short one-minute assessment. They are used in Year 1, when children are reading Phase 5 set 3, 4 and 5 books. The aim of these assessments is to determine whether children are ready to exit the programme. For Year 1 children, this is when they read the final fluency assessment at 60-70+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations.

In Year 2, pupils who have not yet completed the Little Wandle programme continue to have targeted keep-up sessions alongside reading lessons. All pupils also spend the first five weeks of the Autumn term revising the phonics

teaching from year 1 before moving onto the Little Wandle spelling programme. Here the emphasis moves away from decoding and word reading to spelling.