



# Reading Policy

This policy was agreed in Jan 2026 and will be reviewed in Jan 2028

Chair of Governors

Date

Headteacher

Date

## **Reading Curriculum Statement**

(EYFS & KS1 – Mixed Class, using Read Write Inc)

## **Intent**

At the Peak Federation, we believe that learning to read is the most important thing our children will do. Our aim is for all children in EYFS and KS1 to become confident, fluent readers who develop a lifelong love of stories, language and books.

Through Read Write Inc (Bamford) and Little Wandle (Grindleford) and our wider reading curriculum, we intend that children will:

- Develop strong phonics knowledge and the ability to decode accurately and speedily.
- Build fluency, prosody and comprehension from the earliest stages.
- Develop a rich vocabulary through high-quality texts shared daily.
- Enjoy books and stories as part of our school culture, fostering curiosity, imagination and empathy.
- Experience a reading curriculum that is accessible for mixed-age classes, with clear progression for every child.
- Close any gaps quickly through targeted intervention so every child has the best possible start.
- See themselves as readers who can succeed and who take pride in their progress.

## **Implementation**

Reading is taught through a consistent and systematic approach, with Read Write Inc/ Little Wandle at the core of our early reading provision.

## **Phonics & Early Reading (RWI)**

- Children are assessed and grouped by phonics stage, not age, allowing mixed EYFS/KS1 learning to work effectively.
- Daily Read Write Inc/Little Wandle sessions are delivered with fidelity to the programme, ensuring fast-paced, engaging and structured teaching.
- Children learn letter sounds, blending, segmenting and irregular words through the scheme's progression.
- Children read matched decodable RWI/LW Storybooks to secure accuracy, fluency and confidence.
- Regular 1:1 or small-group tutoring supports any children not keeping up.

## **Reading for Pleasure**

- Daily story time exposes children to high-quality picture books, traditional tales and poetry.
- Adults model fluent reading and language-rich discussion.
- A welcoming book area and access to texts across the classroom promote independent book choice.
- We celebrate authors, reading weeks, paired reading and library visits to create a positive reading culture.

### **Whole-Class Comprehension & Language Development**

For emerging readers:

- Oral storytelling, vocabulary teaching and discussion skills develop comprehension before fluent reading.

For more confident readers within the mixed-age class:

- Group and whole-class sessions explore characters, inference, prediction and vocabulary through accessible texts.
- Children are encouraged to articulate their ideas, justify opinions and engage in book talk.

### **Assessment**

- Termly reading assessments (and more frequent checks for rapid progress monitors).
- Ongoing teacher assessment of fluency, decoding, comprehension and vocabulary.
- Tracking ensures children move through groups appropriately and early intervention is provided.

### **Impact**

By the end of KS1, our children will:

- Be confident in using phonics to decode unfamiliar words.
- Read fluently, with expression and understanding, appropriate to their stage.
- Enjoy books, talk about stories and choose to read independently.
- Have a growing vocabulary and understanding of story structure.

- Be ready for KS2 with a strong foundation in reading, having securely completed RWI or moved beyond into greater-depth comprehension work.

### **We measure impact through:**

- Accelerated progress through phonics groups.
- Fluency checks and comprehension outcomes.
- Children's confidence, motivation and engagement with reading.
- End-of-year and statutory data for EYFS and KS1.
- Pupil voice demonstrating a love of reading.

### **Roles & Responsibilities**

- **Reading Lead:** Oversees planning for reading across EYFS and KS1, ensures high-quality texts and resources are available, monitors assessment, and promotes the principles of early reading and phonics.
- **Class Teachers:** Teach daily phonics and reading sessions, model good reading habits, support children in making choices about books, and give feedback to help them progress.
- **Senior Leaders/Governors:** Make sure reading is a priority in the school development plan, provide funding for books and training, and review the impact of reading provision.
- **Review Frequency:** The reading policy and curriculum are reviewed every two years, using national guidance and school priorities to check progress and plan improvements.