



Early Reading & Phonics

Guidance Reviewed: September 2025

Review Due: September 2026

‘Growing lifelong learners.’

Our vision is to provide an inspiring education that sets all children up with the knowledge, skills and motivation needed to become learners for life – in the classroom and beyond. We recognise that children join our diverse school community with unique and varied life experiences, interests and skills creating an opportunity for a vibrant and exciting learning journey for all. Through ensuring children feel included, respected, safe and secure; with their achievements and contributions recognised, all children will become caring, responsible future citizens that the community are proud of.

Curriculum Intent

At Moston Fields Primary School we want children to develop a life-long love of learning, including a positive attitude towards reading. We believe in fostering a learning environment where imagination and creativity can be fuelled. At Moston Fields Primary, our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme. Through this rigorous programme, we ensure pupils develop the skills and knowledge needed to develop as confident readers. We ensure that reading is prioritised to allow pupils to access the full curriculum offer and that a rigorous approach to phonics and reading develops fluency, confidence and enjoyment. We aim to ensure that all children will:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic skills and knowledge
- Read common exception words on sight
- Understand what they have read and be able to join in with discussions
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Use clear, legible handwriting

Our implementation

RWI is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start programme.

Pupils are taught to work with partners effectively, to explain and consolidate what they are learning. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

In the Early Years at Moston Fields, children are immersed in high quality texts during shared and independent learning time. This print rich environment lays the foundations for a strong start when children are introduced to Read Write Inc.

Teaching

The teaching of Read Write Inc. is:

- Pitched at the correct level for every child, ensuring children are sufficiently challenge whilst being able to make progress. This is also known as the 'Goldilocks Spot' – not too easy and not too hard.
- Exciting and stimulating, regardless of year group.
- Based on the '5 Ps'
 - Praise – children learn quickly in a positive environment
 - Pace – a brisk, energetic pace is maintained to keep children on task, ensuring that no time is wasted
 - Purpose – every part of the lesson has a clear objective
 - Passion – teachers bring enthusiasm and passion to their lessons such makes learning exciting
 - Participation – all children are actively involved in all parts of the lesson.
- Taught by a team of Read Write Inc, reading teachers, which ensures consistency.

Nursery

In Nursery, children are introduced to Fred the Frog, our RWI character. They play oral blending games and are shown the picture side of the speed sound cards regularly. By Summer term, children will begin to learn initial sounds in daily 5-10 minute lessons.

Reception

In Reception, children learn the alphabetic code. The children rapidly learn sounds and the letter, or letters, they need to represent them. This is achieved through the use of simple rhymes, which allows children to process the knowledge effectively. Set 1 sounds are taught first, followed by Set 2 and Set 3. Children learn 'pure' pronunciation, where 'uh' is not added to the end of the sounds, as this is central to phonic teaching and the ability to recognise sounds in words and the ability to use sounds when writing. Children magnetic boards to help with blending words and they write graphemes (letters) linked to phonemes (sounds) daily. Where appropriate, depending on assessment outcomes, children will begin to read books which are linked to their phonic ability. Re-reading and discussing the books with the teacher, and adults at home, supports their increasing fluent decoding. Alongside this, teachers read high quality texts daily to the children.

Key Stage 1

Children continue to work in homogenous groups, based on the outcomes from assessments. They are taught daily in lessons, focusing on speed sound, decoding and blending words, writing sounds and words (including speedy green and red words) reading storybooks and developing comprehension skills.

Our aim is for children to complete the phonics programme as quickly as possible. The sooner they complete the programme, the sooner they will be able to choose books that pique their interest.

Key Stage 2

Specific RWI groups in KS2 take the form of intervention, based on regular assessments carried out by the reading leader and reading tutor, for those children who did not meet end of KS1 expectations in reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way. Similarly, to the RWI programme, Fresh start pupils are frequently assessed, and progress is reviewed on a half termly basis.

SEND

Read Write Inc is designed to be inclusive for all pupils, regardless of their need. In order for all children to receive the same offer of carefully, targeted phonics, some pupils are taught in smaller groups, or one-to-one, at their challenge point. RWI is a repetitive programme, which helps strengthen memory and reduce cognitive load.

Intervention

Some pupils have daily one-to-one tutoring, in addition to their group session, which is catered towards their individual need. The need for intervention is highlighted through half termly assessment and through formative assessment (during the lessons), where children are not making expected progress in their group.

Assessment and monitoring

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Parents and Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Reading Books

It is crucially important that children read phonetically decodable books linked to the phonics scheme they are taught in school. Ofsted recognise and prioritise this in their inspection framework. We send home RWI "Book Bag Books" linked to their precise colour grouping on the RWI programme. We expect that children are Regular Readers who read at least 3 times per week. We change reading books weekly in line with the planning cycle children are following in their groups. Parents are encouraged to sign their child's reading diary to indicate each time they have read their reading book at home, to ensure that every child is a Regular Reader.