

Lawnside Academy Reading and Early Phonics Policy

1. Introduction

At Lawnside Academy, reading is the foundation of our curriculum. We believe that the ability to read fluently, confidently and with understanding is the key that unlocks learning across all subjects. Our approach ensures that every child—regardless of background, need or starting point—becomes a successful reader.

We teach early reading through Read Write Inc. (RWI), a validated systematic synthetic phonics (SSP) programme. This ensures fidelity, consistency and progression from the moment children join us. Our aim is that all children learn to read quickly so they can access a broad, rich curriculum and develop a lifelong love of reading.

2. Intent

Our reading curriculum aims to ensure that all pupils:

- Learn to read with accuracy, fluency and comprehension.
- Develop secure phonic knowledge and apply it confidently to reading and writing.
- Read widely across fiction, non-fiction, poetry and diverse texts.
- Build vocabulary and language comprehension through high-quality literature.
- Develop positive reading habits and a love of books.
- Are supported swiftly if they fall behind, so they keep up rather than catch up.

Reading is prioritised across the school and is central to our curriculum design.

3. Implementation

3.1 Systematic Synthetic Phonics (Early Reading)

- We follow Read Write Inc. with complete fidelity.
- Phonics is taught daily, with pace and precision.
- Children are grouped by stage, not age, based on half-termly assessments.
- Pure sounds are taught consistently across the school.
- Children learn to blend sounds to read words and segment to spell.
- Red words (common exception words) are taught explicitly.
- Children read books that are fully decodable and matched to their phonic knowledge.
- Staff receive regular training and coaching to ensure high-quality delivery.

3.2 Reading Practice Sessions

Children read RWI Storybooks or Book Bag Books three times per week, focusing on:

1. Decoding
2. Prosody (expression)
3. Comprehension

This structure ensures fluency and understanding.

3.3 Reading Beyond Phonics (KS2 and Fluent Readers)

Once children complete the RWI programme, they move to whole-class reading lessons that:

- Teach vocabulary explicitly.
- Develop comprehension through high-quality texts.
- Model expert reading.
- Include retrieval, inference, prediction, summarising and authorial intent.
- Use rich, challenging texts beyond pupils' independent reading level.

Reading is woven throughout the curriculum, with subject-specific vocabulary taught explicitly.

4. Inclusion and Support

We are committed to ensuring that every child becomes a reader.

- Children who fall behind are identified quickly through ongoing assessment.
- Daily keep-up interventions are delivered by trained staff.
- Interventions match the RWI sequence and do not replace core teaching.
- SEND pupils access phonics and reading at their level, with adaptations where needed.
- Additional strategies recommended by external agencies are implemented when appropriate.

5. Assessment

Assessment is integral to our approach.

- Daily: Teachers assess children's reading and phonics within lessons.
- Half-termly: Formal RWI assessments determine groupings and progress.
- Termly: Fluent readers complete comprehension assessments to track progress.
- Ongoing: Reading records, book band checks and teacher observations inform next steps.

Assessment ensures that teaching is responsive and that no child is left behind.

6. Reading for Pleasure

We aim to develop enthusiastic, motivated readers who read for enjoyment.

Our provision includes:

- Daily story time in every class.
- Reading corners that promote book choice and independence.
- Author visits, reading events and World Book Day celebrations.
- Paired reading and reading ambassadors.
- Opportunities for children to recommend books to peers.

We value all forms of reading, including comics, magazines and digital texts.

7. Home Reading

- Children take home books matched to their phonics stage.
- Families are encouraged to read daily with their child.

- Staff monitor home reading and follow up where support is needed.
- Additional reading opportunities are provided for children who do not read regularly at home.

8. Leadership and Monitoring

The Reading Leader:

- Oversees the implementation of RWI and reading across the school.
- Conducts regular coaching, training and fidelity checks.
- Monitors teaching through lesson visits, book looks and pupil voice.
- Analyses assessment data to identify trends and next steps.
- Ensures staff have the resources and training needed.
- Works with SLT to evaluate the impact of reading provision.

Governors receive updates on reading outcomes and priorities.

9. Impact

By the end of their time at Lawnside Academy, pupils:

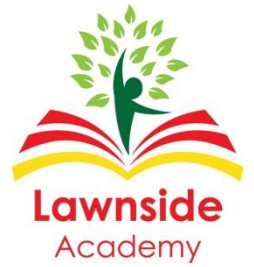
- Read fluently and confidently.
- Use reading to access the full curriculum.
- Demonstrate strong comprehension and vocabulary.
- Show enjoyment and enthusiasm for reading.
- Are well-prepared for the next stage of their education.

We measure impact through:

- Phonics screening outcomes.
- RWI assessment progress.
- Reading age data.
- Pupil voice.
- Work scrutiny.
- Lesson observations.

10. Review of Policy

This policy will be reviewed every two years, or sooner if required due to curriculum changes or school development priorities.



Version	Date	Author	Note on revision(s)	Date ratified by governors	Review date
1.	April 2020	L. Blackford	New policy written for adoption.	07.05.2020	
2	April 2022	L. Blackford	Adapted to reflect current practice.		Sep 25
3	January 2026	L. Blackford	Policy reviewed to reflect current practices and expansion to primary.	February 2026	September 2029