



Early Reading & RWI Policy

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1. Early Reading at Islamia Primary School

At Islamia Primary School, we believe that books open doors to new and exciting worlds - places where friendships are formed, adventures unfold, and lifelong learning begins. Reading lies at the heart of our curriculum, and it is our firm intention that every child becomes a confident, fluent reader who enjoys reading for both pleasure and purpose.



2. Intent:

At Islamia, our intent is to ensure that all children become confident, fluent readers who develop a lifelong love of reading. We recognise that high-quality phonics teaching is the foundation for reading and spelling success. Our systematic, synthetic phonics teaching is designed to ensure all pupils progress rapidly in decoding skills, enabling them to read with increasing accuracy, fluency, and comprehension.

“Reading is the key to unlocking the rest of the curriculum. A child who reads fluently and confidently is able to access a world of knowledge.” (The Reading Framework – DfE, 2023)

We are committed to ensuring:

- All children, regardless of background or ability, have access to a consistent, rigorous approach to phonics teaching from the outset of their school journey.
- Phonics is taught with fidelity to a structured programme, enabling pupils to build secure knowledge of the alphabetic code.
- Children are provided with reading books that are closely matched to their phonics knowledge, promoting success and motivation.
- Early identification and intervention are in place to support children at risk of falling behind.
- We foster a language-rich environment that nurtures speaking and listening skills, vocabulary development, and a positive reading culture both in school and at home.

Through this approach, we aim to ensure every child becomes a skilled reader who can access all areas of the curriculum and take joy in books and stories.

Many of our pupils are learning English as an additional language (EAL) and come from linguistically and culturally diverse backgrounds. Our approach to reading reflects this, ensuring equity, inclusion, and high expectations for all.

Children need both good language comprehension and good word reading to become good readers.

Simple View of Reading:

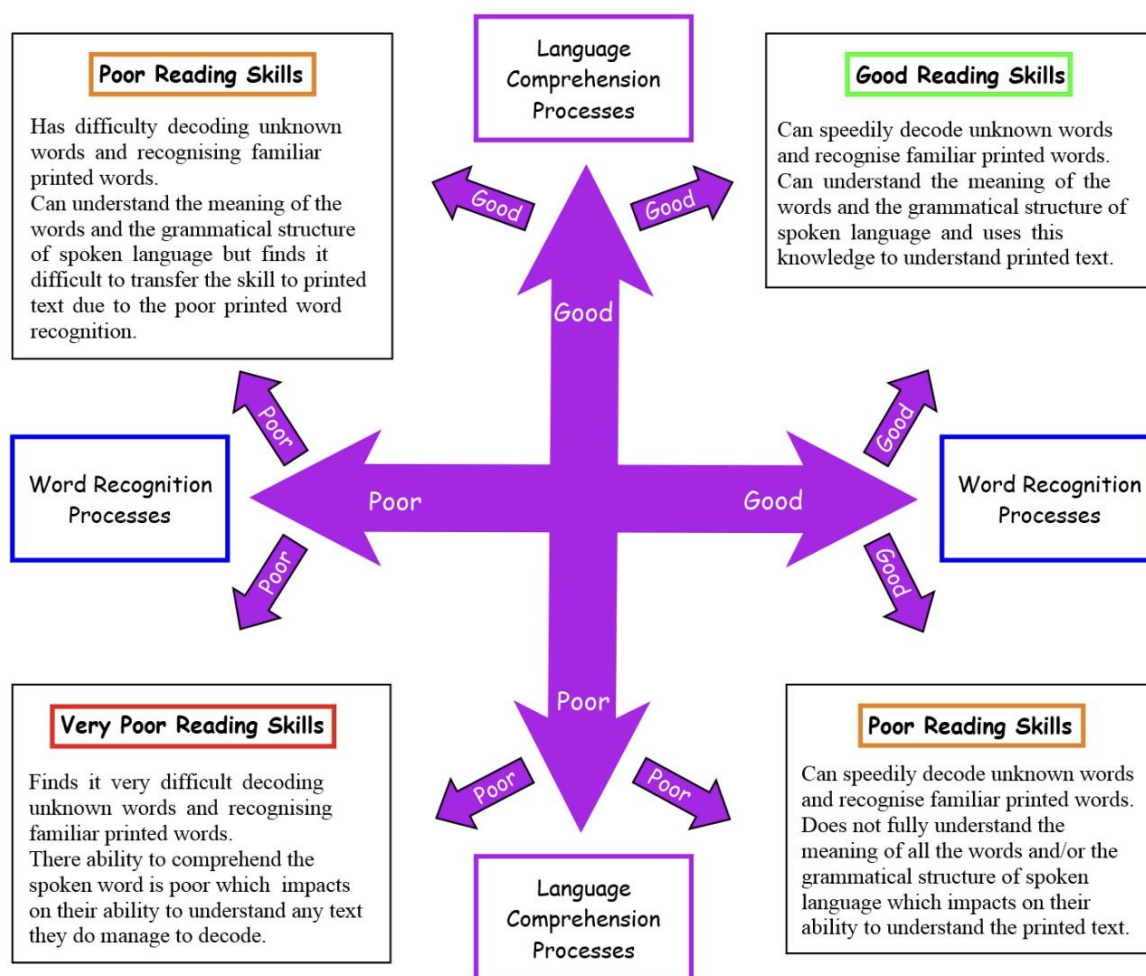


Figure 1: The knowledge of a good reader

Implications of the model for beginner readers:

“Word reading and language comprehension require different sorts of teaching. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words ‘at a glance’ and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading as well as through their listening.” (Reading Assessment Framework, DfE)



3. Synthetic Systematic Phonics Scheme

Read Write Inc. (RWI), the UK's leading synthetic phonics programme, is used at Islamia Primary School, to provide a structured, consistent approach to early reading.



Through Read Write Inc., we create foundations for readers for life, equipped not only to succeed academically but to engage fully with the world around them. From the very start of their journey with us, children are supported to develop a love of reading. They are immersed in high-quality texts and benefit from a consistent, systematic approach to the teaching of phonics. To build these essential early reading skills, we use the Ruth Miskin Read Write Inc. (RWI) phonics programme.

Children are given decodable reading books that are carefully matched to the sounds they are learning. These books are read with adults in school and sent home for practice to build fluency and confidence. This partnership between school and home ensures that children receive the right level of challenge and support, helping them to make rapid progress in their reading journey.



4. Key Principles:

The delivery of RWI is underpinned by several key principles that are adhered to across all sessions:

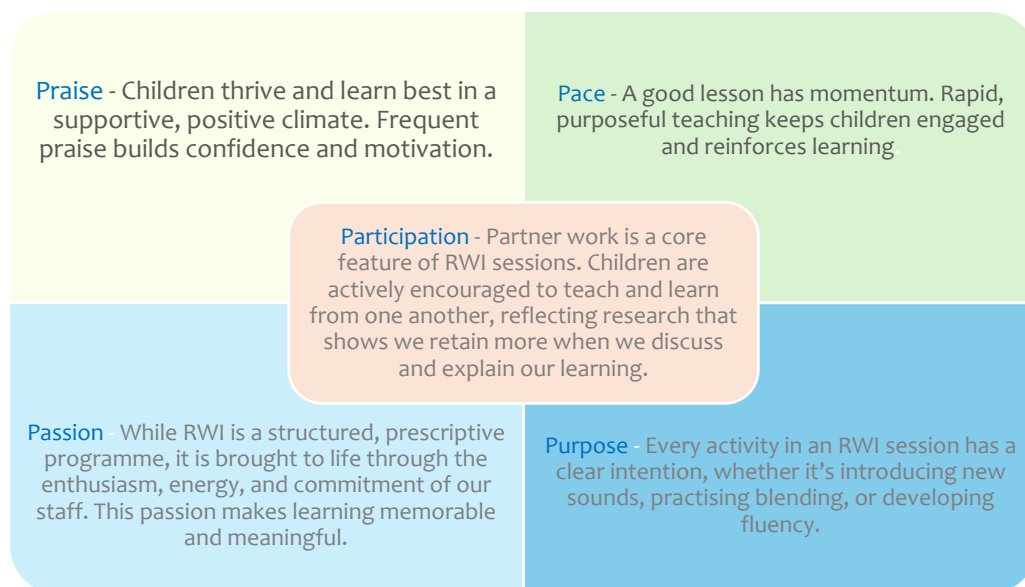


Figure 2: The 5 Principles

Continuity and pace of the RWI programme are critical in accelerating pupils' progress in early reading. High expectations, consistent delivery, and fully engaged learners ensure that all children make strong, sustained progress, particularly those with English as an additional language (EAL) or those at risk of falling behind.

To promote effective routines and maximise learning time, silent signals are used as a key classroom management tool. This helps embed expectations, maintain focus, and create a smooth, fast-paced learning environment.



5. Implementation:

Planning:

Planning for Read Write Inc., is completed with support from the handbooks and training videos, on the Read Write Inc. online portal, taking into account the individual needs for each group of learners.



Teaching:

At Islamia Primary School, Read Write Inc. phonics sessions are delivered from Reception through to Year 2 as part of our systematic early reading strategy. Phonics sessions take place four times a week for 30 minutes at the same time for all pupils in Reception and KS1, following a consistent format that ensures all children experience a balanced progression of sound knowledge, blending, fluency, and comprehension. The teaching of (RWI) phonics is consistent and carefully structured across all ability groups. A clear, progressive format is followed, ensuring that every pupil receives high-quality instruction tailored to their current reading stage.

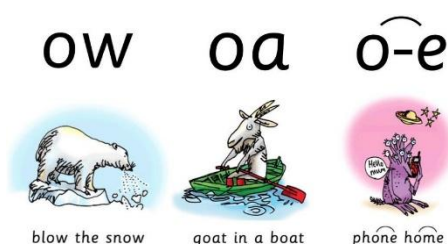


Book matching: Pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. This is so that, early on, they experience success and gain confidence that they are readers.

In taught sessions, pupils learn to:

- Apply the skill of blending phonemes to read words
- Segment words into their constituent phonemes to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

For the lowest 20% readers, tuition will also be taking place, to ensure pupils are able to catch up with their peers. In Key Stage 2, children who are working below age-related expectations continue to receive targeted phonics instruction alongside other reading strategies, in small intervention groups.



Through RWI sessions, the aim is that pupils will be able to:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts.
- learn to read words using 'Fred Talk' (sounding words out) to start, then as they progress without 'Fred Talk'.
- read stories featuring words they have learned to sound out.
- show that they comprehend the stories by answering questions.
- learn to write the letters/letter groups which represent 70+ sounds.
- learn to spell words by saying the sounds in 'Fred Talk'.
- write sentences.

Parental engagement:

To reinforce learning beyond the classroom:

- Children take home decodable reading books (RWI Book Bag Books) that are closely matched to the sounds they are learning in school. This promotes fluency, automaticity, and confidence.
- In addition, all children are encouraged to borrow a 'reading for pleasure' book from the class library to enjoy at home with their families, nurturing a love of reading and broadening vocabulary through rich and varied texts.

This dual approach - systematic phonics paired with reading for enjoyment - ensures that pupils become lifelong readers who read both for purpose and for pleasure.

A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.



6. Assessment

How data informs teaching, interventions, and curriculum adaptations

Within the Read Write Inc. programme, assessment data is central to ensuring pupils are taught at the right level and make rapid progress. Baseline assessments are carried out (using paper assessments) at the beginning of each new academic year. Formative assessment is used to assess throughout every lesson, including when partner work is used.

Summative assessment outcomes inform:

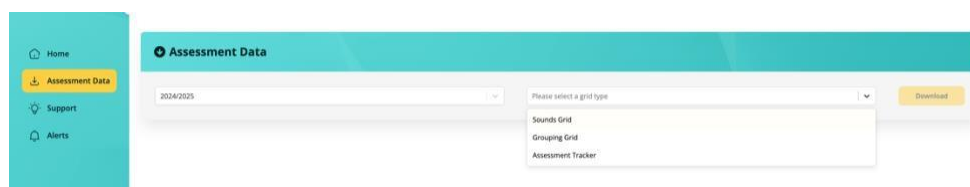
- **Grouping:** Children are assessed every 6–8 weeks using RWI’s standardised assessments, on their online portal, and regrouped accordingly. Pupils are placed into homogeneous groups where they can work at an appropriate pace, ensuring lessons are neither too challenging nor too easy.
- **Targeted Teaching:** Assessment highlights which sounds or reading skills pupils have not yet secured (e.g., Set 1 sounds, blending fluency, or comprehension). Teachers use this information to adapt teaching sequences and provide additional practice where needed.
- **Curriculum Pacing:** Cohort-level trends (e.g. consistent gaps in Set 2 sounds) may prompt whole-class revision sessions or increased focus on blending and fluency in daily lessons.
- **Intervention Planning:** Pupils falling behind are identified quickly and interventions mapped in. This could be for individual or groups.

Only designated Reading Leads can conduct RWI assessments to ensure consistency and reliability.

Using the online assessment portal, pupils are assessed in the following areas (dependent on group and prior assessment):

Section 1: Sound knowledge
Section 2: Oral blending and Reading words using ‘Special Friends, Fred Talk
Section 3: Speedy Reading (Green to Grey groups only)
Section 4: Fluency Passages (Yellow to Grey groups only)

Assessment Data:



All assessment data automatically populates the Sounds Grid, Grouping Grid and Assessment Tracker. These can be downloaded as Excel analysis documents each half-term or for previous years.

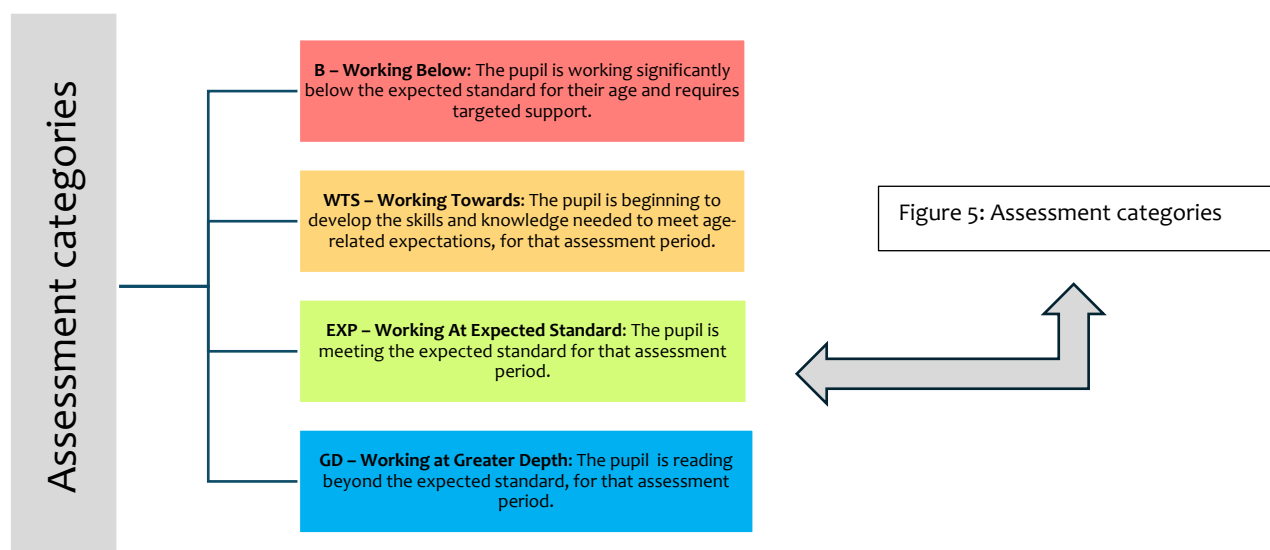
The sound grid is automatically populated with the sounds each pupil knows and their total number of known sounds (available on the school portal). This allows staff analyse the sounds gaps for each pupil to inform daily group teaching and extra practice. Staff are expected to use this grid for revision in their RWI groups as well as class teachers in classes.

Figure 3: Sounds Grid

The Reading Leader is responsible for collating information from assessments to create a tracking and grouping grid (available in RWI assessment folder). This grid is adapted to include staffing, and where necessary shows groups that have to be combined (grouping with staffing grid). It also identifies pupils with SEN and additional needs so that their progress can be monitored.

Figure 4: Groupings Grid

Pupils are categorised as the following.



After each assessment point, The Reading Leads analyse and colour code pupils according to whether they have made progress or not on the new Grouping Grid. It is expected that the Reading Lead investigates narratives for those pupils who have not made progress (e.g. attendance, additional needs, other factors).

Key - child		
Maryam	Gone back	
Maryam	Same	
Maryam	next group	
Maryam	More than 1 group	
NVA	Non-verbal Assessment	

Figure 6: Key for colour codes and Non-Verbal Assessments

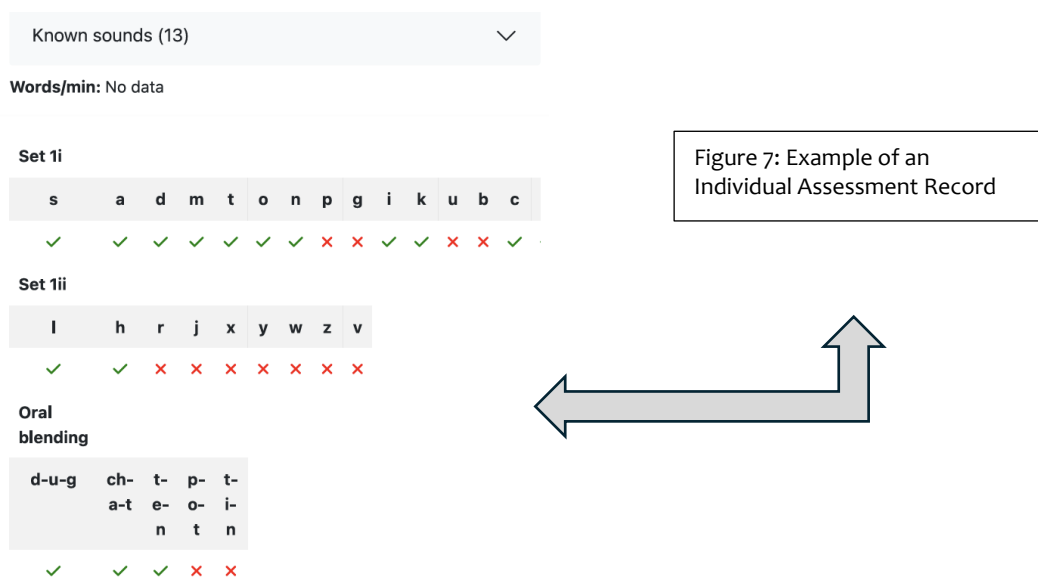
Use of data to identify gaps and support pupil progress:

RWI's regular assessments clearly show each child's phonic knowledge, reading accuracy, fluency, and comprehension development. This allows staff to:

- Pinpoint specific gaps, such as confusion between similar sounds, struggles with blending, or weak sight word recall.
- Monitor fluency through timed speed sound grids and storybook reading checks to assess how quickly and accurately pupils decode.
- Implement immediate catch-up interventions for any child who is not keeping pace with their group.
- Use data to inform reading book allocation, ensuring each pupil receives books that exactly match their secure phonics level, supporting confidence and independence.

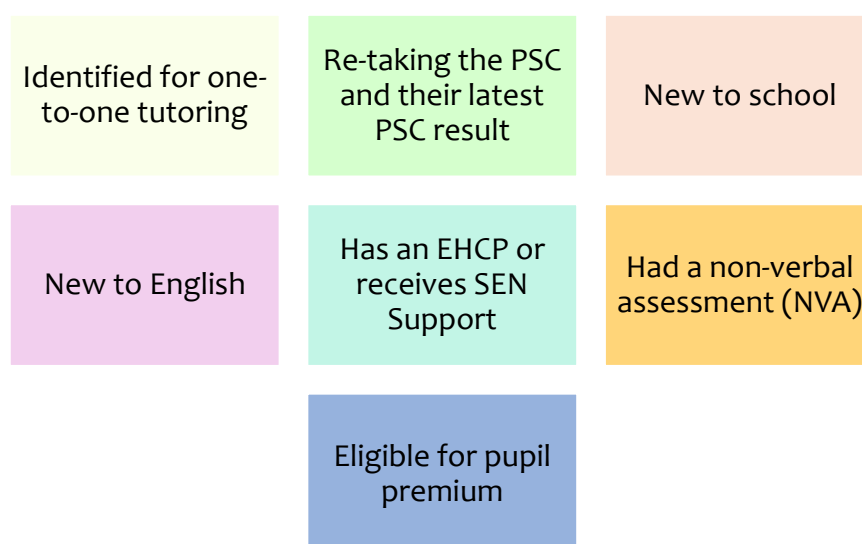
Systems and tools used for tracking: Individual Progress Record

All assessed pupils have an individual assessment record. Staff are expected to use these to identify gaps in learning and inform future planning and targeted revision for individuals and groups.



Systems and tools used for tracking: Assessment tracker:

The assessment tracker is used to track **individual pupil progress** through the Read Write Inc. Phonics programme. Each half-term, the online system automatically adds the assessment date in the column to show the assessment result for each pupil. Children marked for daily one-to-one tutoring this half term will also appear on a separate tab. The assessment tracker also records useful information from the pupil's assessment profile. It shows information about a pupil regarding the following:





7. Expectation of Progress

The expected progress is mapped out for pupils in Reception to Year 2 by RWInc as the following:

	Reception children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read 16 single-letter Set 1 sounds	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all 25 Set 1 single- letter sounds Blend sounds into words orally	Read 52 sounds (first 5 Set 3 sounds) Read Pink Storybooks	Read Grey Storybooks
End of Spring 1	Read all 25 Set 1 single- letter sounds Blend sounds to read words Read short Ditty stories	Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read 31 sounds (Set 1 Special Friends) Read Red Storybooks	Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension
End of Summer 1	Read 35 sounds (4 double consonants) Read Green Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension
End of Summer term	Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	Access RWI Comprehension

This is used to assess which pupils are making progress on the school's tracking system. Pupil progress is discussed regularly in team meetings, and any child not making sufficient progress is flagged for further review or additional support.



8. Inclusion

“All pupils need the same knowledge of the alphabetic code to become independent readers and spellers. Extensive research shows how important teaching systematic synthetic phonics (SSP) is until children can decode automatically.

SSP represents a body of knowledge needed for word reading (and spelling). Without the knowledge they build through being taught SSP, pupils will struggle to read unfamiliar words.

This is true for all pupils who are learning to read, including those with SEND. Broadly speaking, it will only be those pupils with severe cognitive difficulties that cannot be taught the alphabetic code.”
(Ofsted Blog March 2023)

For pupils with SEND, it is important to make strong connections to new learning. It is this connection that forms the first memory. Practise and repetition then strengthen this. Those with learning needs may take longer to achieve functional literacy. All pupils will need to master the alphabetic codes, segmenting and blending before moving to the next phase of reading.

The Read Write Inc. scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning.

Read Write Inc. lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children’s phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided.

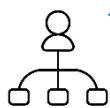


9. Monitoring, Review and CPD

The Reading Leader monitors the teaching and learning of teaching of Read, Write Inc. and early reading skills through lesson visits and analysis of half termly phonics assessments.

Staff training for Read, Write Inc. includes:

- Coaching sessions and modelled teaching from Reading Leaders.
- Whole school Read, Write Inc. Development Days.
- Training for each new member of staff.
- Access to online RWI training materials including model lessons.
- Bespoke training: Individual pathways created on the school portal.



10. Responsibilities of Reading Leads

It is the responsibility of the Reading Leader to:

- Organise half termly RWI assessments and group children accordingly.
- Assign teaching staff to groups.
- Share Assessment data with the Senior Leadership Team.
- Conduct learning walks for RWI, to give advice on teaching and to informally check that pupils are in the correct groups.
- Ensure staff have adequate level of training in place (e.g. new staff).
- Offer coaching sessions to staff to ensure the set routines and expectations are being followed correctly and where necessary model lessons.
- Liaise with the Curriculum Lead regarding groupings, teaching spaces and other pertinent matters.
- Organise regular development days, with the Curriculum Lead, to improve practice and keep up-to-date.
- Implement actions from Development Day.
- Audit resources, ordering any new ones required.
- Ensure staff have access to the correct planning for their group, assign logins and signpost to relevant section of school portal.
- The KS2 English Lead will lead on interventions and assessment for KS2 pupils on RWI programme.



11. Resources

The following resources are required for effective teaching of Read, Write Inc. :

- Fred (soft frog toy for younger children)
- Speed sound cards (A4 and smaller) set 1, 2 and/or 3
- Red words
- Green words
- Story books
- Story green words
- Story red words
- Get writing! Booklets
- IWB slide shows to go with story booklets – or printed equivalent
- Speed sounds chart
- School online portal - Handbook (provides all planning for all colour groups)



12. Sources & linked policies:

Sources:

Read, Write Inc. – Resources on School Portal of Read Write Inc. Website

DfE – Reading Assessment Framework (updated 2023)

DfE – Blog

Linked Policies

Assessment Policy

SEND Policy