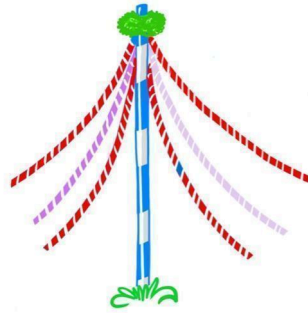


Maypole School



READING POLICY

2026-2027

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1. INTRODUCTION AND AIMS

The school aims to ensure that:

- There is a clear strategic approach and method to the delivery of reading which is inclusive of our phonics approach
- There is a clear reading approach that is adopted by each school site
- Reading is prioritised and embedded into the timetable daily
- Our pupils become confident, fluent and motivated readers

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on the following legislation and Department for Education (DfE) guidance:

- The reading framework:
https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf

3. ROLES AND RESPONSIBILITIES

- **Executive Headteacher:** Creation and maintaining of the policy and the oversight of its implementation.
- **Senior Leadership Team:** Implementation of this policy through the creation and coordination of each pupil's timetable as it relates to reading.
- **Intervention Lead:** Conduct targeted pieces of work with specific pupils to provide them with the skills to become fluent readers.
- **Class Teachers:** Promote a 'love of reading' through role-modelling, reading for pleasure, guided reading, class trips to the library etc.
- **Teaching Assistants:** Provide 1:1 time with the pupils and work on developing their confidence and fluency with reading.
- **Parents/Carers:** To engage with reading at home with your child as much as possible. For example, reading to them each night before they go to bed and setting aside time at least once a week for them to read to you.

4. READ, WRITE INC.

Maypole school we has chosen to follow the Read Write Inc. (RWI) approach, developed by Ruth Miskin. It is a highly structured and systematic programme for the teaching of early reading and writing. It is firmly rooted in evidence-based practice and aligns with national expectations for high-quality phonics instruction.

RWI provides a clear, progressive framework for the teaching of phonics, ensuring that all pupils are taught the essential skills of decoding, blending, and segmenting in a consistent and cumulative manner.

The programme is underpinned by the principle that *every child can learn to read*, and it is designed to support rapid progress, which is especially appropriate for our school as many of our pupils are behind in their reading levels when they first join Maypole.

A key strength of the RWI approach is its emphasis on **consistency and fidelity**. All staff will use the same language, routines, and teaching strategies, which reduces cognitive load for pupils and promotes confidence and automaticity.

Regular assessment is integral to RWI, allowing teaching to be precisely matched to pupils' current reading abilities.

In addition to phonics, RWI explicitly develops **reading fluency, comprehension, spelling, and writing**. Pupils are taught to apply their phonics knowledge within meaningful reading and writing contexts, supporting the transition from learning to read to reading to learn.

Overall, the Read Write Inc. approach supports equity, high expectations, and rapid progress in literacy. Its structured, inclusive, and research-informed design makes it an effective whole-school approach for raising standards in reading and writing and for ensuring that all pupils develop the skills necessary to become confident, fluent readers and writers.

5. Reading with our Special Educational Needs (SEN) pupils

Our pupils are usually behind in their reading due to the sometimes-disjointed education that they have experienced, prior to joining Maypole. We recognise that although they may not have had a positive experience with reading in the past we want and will work really hard to change that.

Through our positive relationships, incentives and working with the pupils' interests, we will help them to engage with reading and develop a real love and pleasure for reading. We adapt our sessions to maximise engagement and help them progress with their fluency.

6. Putting Read, Write Inc. and our Reading approach into practice

- **Toe by Toe.** Is an informal assessment that is easy for all of our SEN pupils to access and gives us an indicator of what the pupil's reading age is chronologically. This assessment takes place at the start and end of the year (or within the first half-term of when they join). This is a paper-based assessment where the pupils must read as many words as they can from the sheet provided. This test is completed annually. This reading test does not take place for pupils who are non-verbal.
- **Ruth Miskin, Baseline assessment.** Takes place each half-term and allows us to see what reading group/level the pupil should be working on. There is a different version presented for our pupils who are non-verbal.
- **Targeted approach.** If pupils are 2 or more years behind where they 'should be' (refer to Appendix 1+2) then they will have 3 sessions a week with one of our Intervention Leads. This is reviewed each half-term when creating the timetables.
- **Intervention Lead Sessions.** Work is usually conducted 1:1 or in some small cases with 2 pupils. The work specifically focuses on reading and supporting the pupil to acquire the skills required to go to the next level and become more fluent.
- **Half-termly reviews.** Due to the targeted sessions, 1:1 work and support provided, the pupils will be assessed half-termly to review the progress that they are making which will influence the timetabling, support required etc. This will be recorded on our Reading Assessment spreadsheet.

- **End of year reports.** If a pupil has attended sessions with an intervention lead, then a small commentary of what has been worked on and your child's engagement will be included in their end of year school report.

7. Format of the Intervention Lead Sessions

There are appropriate reading and writing books for each colour/ level that the pupil is working on.

Each school site will have their own Read, Write inc. resources.

The structure of the sessions is not rigid because all of our students are different, and our approach has to be inclusive of this. So, what may work for some may not work for others, although we should not be looking to stray too far from the below in terms of the session and how it is delivered.

The Intervention Lead sessions will involve the following:

- Speed sounds (Either set 1, 2 or 3)
- Play a phonics related game (to encourage the use and correction of sounds)
- Speed words (Green and Red) *Red words are not used until the pupil has reached the colour pink
- Storybooks, read in order. First read- By the Intervention Lead. Second and Third read- Pupil led. Then the pupil will be ready to go onto the next book.
- Writing Activity book, usually complete one page
- Sentence on the board (Create a sentence, break it down, sound it out, dots underneath and identify 'best friends')
- 5x minute fun activity

8. Reading for Pleasure and Guided Reading

Guided reading should be taking place as a 1:1 activity with the teacher whilst the other pupils complete reading for pleasure, supported by the Teaching assistants. This should take place twice a week. The purpose of these sessions is to promote a love of reading for the pupils in addition to ensuring that their de-coding, comprehension and reading ability is appropriate to their level.

There will be two sessions a week where the teacher will read a book to the class that is slightly beyond what the children can currently access to help extend their vocabulary and develop their language through discussion. There will be some loose discussions, but the main purpose of this session is for the pupils to work on their listening skills and extend their vocabulary.

Once a week there should be the opportunity for the pupils to read a whole class text which is in place to support the comprehension of the text that they have been reading/listening to.

- 2x Sessions a week - 1:1 guided reading with the teacher/ reading for pleasure individually with the TA's (up to 20 minutes)
- 2x Whole class- teacher reading. (up to 20 minutes)

- 1x Whole class comprehension (up to 20 minutes)

9. Reading materials that can be used for any of the sessions

- Library books
- Books from the school
- Books that a pupil brings from home
- Newspapers
- Audiobooks with subtitles

10. Approach to reading with our pupils who are non-verbal

Our approach to reading with our non-verbal pupils is rooted in the Ruth Miskin phonics programme, which we have carefully adapted to meet the individual needs of our learners. The programme is segmented into smaller, manageable parts and delivered over a longer period of time to allow for repetition, consolidation and deeper understanding.

Our phonics sessions are structured around four key elements: Revisit Previous Sound, Say, Read and Write.

During the “Say” element, children are encouraged to imitate mouth movements through clear adult modelling, alongside practical exercises that mirror the physical formation of sounds, such as blowing bubbles or pursing lips to support oral motor development.

In the “Read” element, pupils demonstrate their understanding of sounds and words by matching pictures to the sounds or words spoken by the adult, enabling them to show comprehension in a way that suits their communication needs. Each element of the session is carefully tailored to the individual child and systematically evaluated to ensure we are using the most effective strategies to support progress and engagement in reading.

During guided reading sessions, we adopt a whole-class reading approach, selecting thematic stories that have been carefully chosen to enrich the children’s learning through language development and exposure to traditional tales. Across the week, pupils participate in four guided reading sessions: three whole-class sessions and one focused comprehension session. In the comprehension session, children demonstrate their understanding in a range of practical and accessible ways, such as matching pictures to key events in the story, creating a model of a character from the book, or sequencing images to retell the narrative. This structured and immersive approach ensures that all pupils can meaningfully engage with stories and develop their understanding of language, narrative and key concepts.

11. Library visits and how we promote reading within the school

Each school site will complete, at least 1 termly trip to the local library. This takes place for the children to explore a local resource which contains multiple a whole host of various books/ material that they can access for free.

How reading is promoted at Maypole

- In each school we have book corners or areas where we try and showcase a range of different books that the pupils can access and choose from.
- We always have a reading display to help encourage a ‘love of reading’ which usually includes staff involvement and is updated at least annually.

- Word of the week
- Keywords explicitly taught and on display
- Trips
- Reading competitions throughout the academic year
- Reading Aware- Pupils will go to the Intervention Lead and give them a quick summary of the book. Commendations earned will be added to their money/rewards at the end of each half-term.
 - Bronze- 2 books = 2 commendations
 - Silver- 5 books = 5 commendations
 - Gold- 10 books = 10 commendations
- Celebrations e.g. World Book Day
- Exploring different genres, authors, types of writing in English
- Reading is embedded across the curriculum and is not a stand-alone session in the timetable

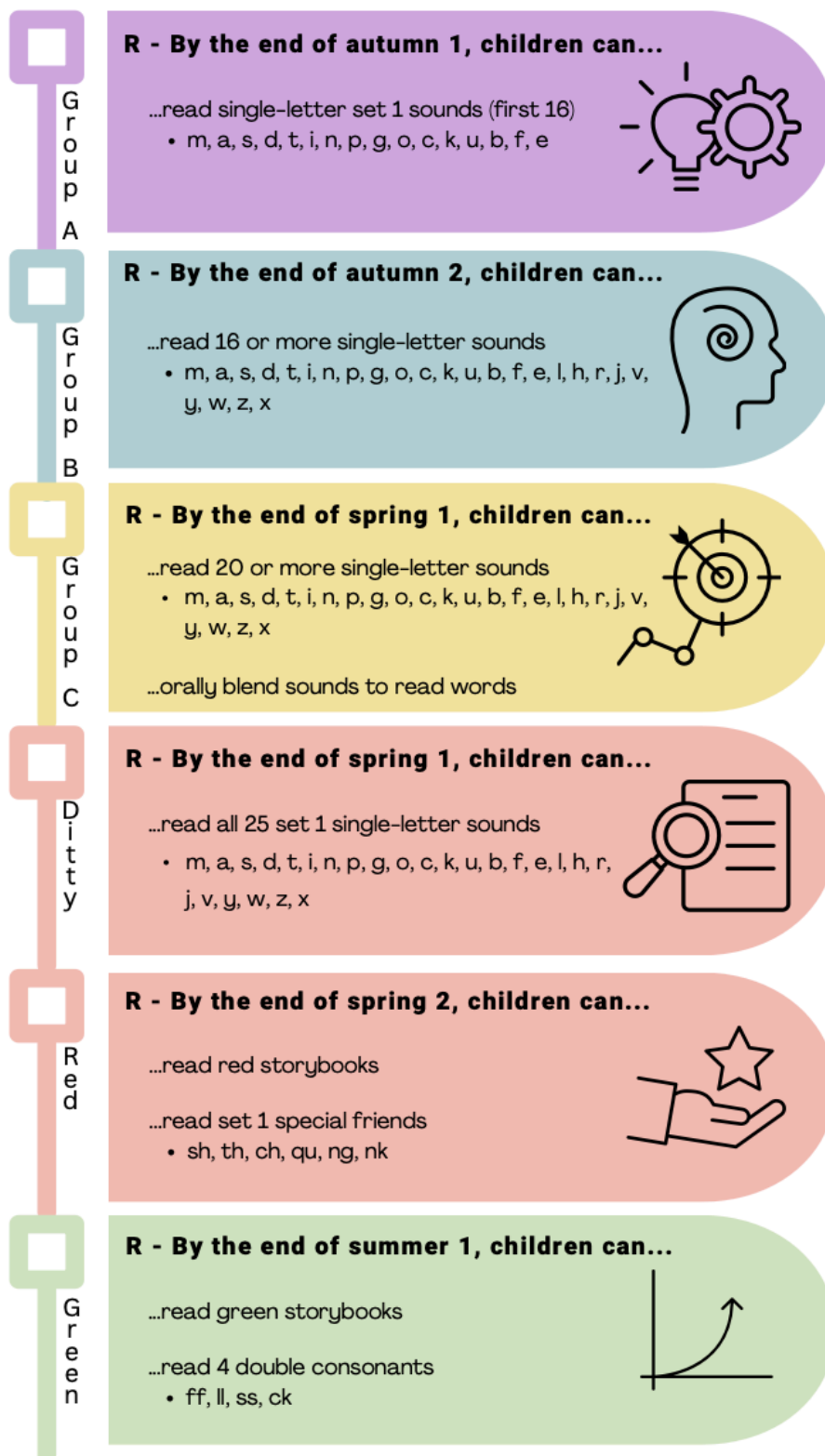
We want to encourage all of our pupils to engage and learn the key skills needed in order to them become fluent readers. Beyond this we want them to enjoy and develop a love for reading in order to help them develop as young individuals and broaden their horizons.

- **Appendix 1 – SEE NEXT PAGE**

EXPECTATIONS OF PHONIC PROGRESS

FOR A NEUROTYPICAL CHILD

R = reception



Appendix 2

*Typically what is expected for a neurotypical child.

Group A	Reception level
Group B	Reception level
Group C	Reception level
Ditty	Reception level
Red Group	Reception level
Green Group	Reception level
Purple Group	Year 1 level
Pink Group	Year 1 level
Orange Group	Year 1 level
Yellow Group	Year 1 level
Blue Group	Year 2 level
Grey Group	Year 2 level