



Mylnhurst

Preparatory School and Nursery

 Mylnhurst
Campus Group

MOTIVATE. ENGAGE. INSPIRE.



Policy Document
Mylnhurst School & EYFS

Early Reading Policy

Publication Date: May 2024

Review Date: September 2026



Contents:

1. Rationale
2. Aims
3. Read, Write Inc.
4. Nursery
5. Reception
6. Prep 1
7. Prep 2
8. Assessment

Rationale:

At Mylnhurst we believe reading underpins all other aspects of learning and is of vital importance. Instilling a love of reading early, gives a child a head start on expanding their vocabulary and building independence and self-confidence. Reading books and stories with children is important for language and literacy development. Shared book reading is a perfect opportunity to develop knowledge about the world, empathy and shared understanding. Creating warm and shared meaningful experiences with books from the earliest age matters.

Aims:

At Mylnhurst we aim to:

- develop a love of books
- develop pupils' reading through systematic, synthetic phonics teaching, shared reading, individual reading and library access so that children will learn to read widely, fluently, frequently and with good understanding and pleasure.
- involve parents in improving their child's reading by encouraging daily reading at home, home-share diaries and phonics practise.
- ensure that reading will have a high priority in school, promoting a good model of reading with expression, enjoyment and understanding, through daily shared reading.
- enable them to have the opportunity to have a high quality text read to them every day in school.
- give the children an extensive experience of literature from a wide range of sources
- enable children to become accurate, fluent readers
- enable children to appreciate, understand and respond to a variety of texts (including non fiction and non literary texts)
- help the children to develop a range of reading strategies.



Read, Write Inc.

At Mylnhurst we use the Read Write Inc. (RWI) Phonics programme to ensure a consistent, and systematic approach to early reading and writing. RWI is designed to give all children the best start in reading by teaching them to decode words accurately and fluently through daily phonics lessons. The programme enables pupils to develop strong phonemic awareness, build vocabulary, and gain confidence in reading comprehension. Through engaging and carefully structured sessions, children learn to read sounds, blend them into words, and apply their phonics knowledge to writing. Regular assessment and targeted support ensure every child makes progress, allowing them to become enthusiastic, capable readers from the very beginning of their school journey.

Nursery

- Provide a rich, print-filled environment with accessible, high-quality books in all areas of the setting.
- Create inviting reading corners that encourage quiet reading and shared storytelling.
- Incorporate daily group and one-to-one story sessions led by adults.
- Use a variety of stories, poems, rhymes, non-fiction texts, and culturally diverse books.
- Use songs, rhymes, and games to develop listening skills and awareness of sounds, rhythm, and rhyme.
- Introduce early phonics concepts in a playful and developmentally appropriate way through the Read, Write, Inc. scheme.
- Teachers model a love of reading through enthusiastic storytelling and shared reading.
- Adults use open-ended questions and discussion to build comprehension and critical thinking.
- Teachers observe and respond to children's interests to make reading experiences meaningful.
- Share reading strategies and recommend books with parents.
- Celebrate events such as World Book Day.
- Provide books that reflect a wide range of cultures, languages, and family structures.
- Ensure children with EAL or additional needs are supported with appropriate resources and approaches (e.g., dual-language books, visual aids).
- Use observations to assess children's engagement with books and early literacy skills.
- Track progress through learning journals or early years profiles.
- Adjust provision and planning based on children's interests and developmental needs.



Reception

All children participate in daily Read Write Inc. phonics lessons.

Children begin by:

- Learning each individual sound (phoneme).
- Practising correct letter formation (grapheme).

Once all initial sounds are taught:

- Children are assessed every half term.
- Groups are reorganised based on assessment outcomes to ensure appropriate support and challenge.

Children are taught to read and spell 'Red Tricky Words'.

- These words are sent home to practise.
- Children are tested in school on reading and spelling of these words.

Classrooms include a dedicated reading area with a variety of books accessible for children to read independently.

Each child reads regularly with an adult, and these sessions are recorded in individual reading records.

Reading books are sent home twice a week to encourage regular reading practice.

As children develop reading fluency and confidence, they are given the opportunity to take home multiple books to support increased reading volume and enjoyment



Prep 1

All children take part in daily Read Write Inc. lessons to develop their phonic skills throughout the year.

Children are assessed every half term and regrouped based on progress, starting after they have learned all initial sounds.

At the end of the year, all children complete the National Phonics Screening Check.

Each classroom has a reading area where children can freely access books for enjoyment.

Classes have a timetabled library slot offering shared and individual reading opportunities.

Children can borrow books from the library to take home and share with their families.

All children have the opportunity to choose and share a class story or picture book with their peers.

Teachers hear children read daily, including:

- 1:1 reading (with notes recorded in reading records)
- Group reading
- Reading during Read Write Inc. sessions
- Reading their own written work
- Reading books are sent home as needed, with children allowed to take home more than one book at a time

Based on teacher assessment, children may progress onto the Accelerated Reader scheme when ready.



Prep 2

By Prep 2, most children will have consolidated their phonics knowledge and will be reading fluently.

Children are encouraged to read daily and can change their reading books as needed.

After completing the Star Test, children begin the Accelerated Reader Scheme.

- The test assigns each child a ZPD (Zone of Proximal Development), guiding them to books that match their optimal reading level.
- After finishing a book, children complete a short quiz to assess comprehension before choosing a new book.
- Home reading is also supported-children may take a quiz at school on books read at home.

Each classroom has a dedicated reading area where children can:

- Read independently
- Share books with friends

Children have opportunities to read stories aloud to the class, if they wish.

A weekly library session is provided, during which children can:

- Browse and read books independently
- Share stories with peers
- Listen to a whole class story
- Take part in group reading sessions
- Borrow books to read at home with their families

Teachers listen to children read daily through various formats, including:

- 1:1 reading, with feedback recorded in reading record books
- Group reading activities
- Comprehension tasks and quizzes
- Reading and reviewing their own written work



Children complete a weekly comprehension paper, either:

- Independently
- In small groups
- 1:1 with a teacher
- These may be done on paper or digitally

All children are encouraged to read their written work aloud to check for:

- Spelling
- Sense and clarity
- Correct punctuation

Assessment

In Reception and Prep 1, children are assessed in early reading skills on a half termly basis. These assessments inform planning and allow for flexible, fluid grouping to ensure targeted and responsive teaching. In Prep 2, children who are still accessing the Read Write Inc. phonics programme continue to be assessed each half term to monitor progress and adjust their appropriate reading range as needed. Prep 2 children who have transitioned to the Accelerated Reader programme complete a STAR Reading assessment each term to track reading comprehension and identify a suitable book range that supports their ongoing development. In all year groups, ongoing teacher assessment supports these formal processes by providing a continuous picture of each child's development and learning needs.



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