



Intent	Implementation	Impact
<p>We recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority.</p> <p>Our vision is that pupils quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read unknown words, as well as reading sight words. This ensures that pupils become confident, fluent readers, who show a good understanding of what they have read.</p> <p>Our pupils have opportunity to hear and read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking.</p>	<p>Early reading begins in Nursery where the adults promote a love of reading and listening to stories alongside laying the foundations of their phonics learning journey. We teach pupils to read effectively and quickly, using a high-quality systematic synthetic phonics programme.- Read Write Inc The programme includes the teaching of synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. The programme is followed with rigour and fidelity so that pupils are taught consistently to use phonics as the route to reading unknown words. The pace of the phonics programme is maintained through high quality teaching and same day intervention (including pupils in KS2 who are still on the programme), so that pupils become confident, fluent and independent readers.</p> <p>We ensure pupil's reading books show a cumulative progression in phonics knowledge that match the grapheme-phoneme correspondences they know to support decoding skills, building fluency.</p>	<p>The impact of our systematic teaching of phonics is that pupils are fluent and confident readers by the end of KS1. They are able to use their reading skills as a key tool to support themselves in independent reading across the curriculum and to use knowledge, skills and understanding of reading to support themselves with learning across the curriculum.</p>

How children with additional needs are supported

Regular (half-termly) assessment identifies children who are not making expected progress. Gaps in phonics knowledge are identified. In RWI lessons children work in groups based on their needs. Daily interventions for children who are identified as not making progress to plug these gaps in EYFS/KS1 and KS2

How more able children are challenged

Regular assessment identifies children who making more than expected progress and groups them accordingly so they learn new sounds.

The focus in my subject this year is:

Interventions for the bottom 20%, especially those children still on the RWI programme in KS2 (working alongside the SENCo) using the phonics tutoring resources and training videos.

Monitoring plans for my subject this year are:

Learning walk January 2025
RWI consultant coaching (to be arranged)
Monitor assessment results half termly, especially bottom 20%

Previous improvements and impact

Investment heavily in RWI portal to support training and receive development days from RWI consultant and training days for Early Reading Lead. Staff have up to date knowledge and training and have received 1:1 coaching from consultant – 100% based PSC in 2024
Introduced Parents information sessions so parents can support reading more confidently at home.

Current improvements

Sharing RWI virtual classroom videos with parents weekly, so they can support their children at home.
Training for Headteacher new to Read Write Inc

Ideas for future Improvements

Y1 parents Phonics screening information session
Sc to keep up to date with any changes to the RWI programme and feed back to staff.
Regularly collect staff feed back on areas they feel they need support in and provide learning pathways on the portal

Pupil Voice

“I think I’m getting really good at reading now” Y3 child

“I can write the word “cat” now” R child

Data/Outcomes

Reception 2024 – 80% of children achieved Reading ELG

Y1 Phonics Screening Results 2024 100% working at expected level
Y1 Phonics Screening Results 2023 72.7% working at expected level

See Statutory Assessment Results sheet 2024 for information on Y2 retakes for 2023 and 2025