



Intent – What we offer and what we aim to do...

At Grazeley, knowledgeable staff deliver daily phonics sessions to our early readers using RWI, a high quality, well-structured and systematic phonics scheme.

We ensure children quickly and confidently learn to decode. Children read linked, closely matched books to build on their current phonic knowledge.

Staff assess regularly and ensure children are taught in a 'stage not age' approach, implementing targeted support to accelerate children's progress.

We support children to infer, comprehend, deduce and build vocabulary knowledge. Children become confident, enthusiastic readers who read for pleasure.



Implementation - How do we achieve our aims?

Making a strong start - EYFS

Following 'Making a Strong Start' guidance, children begin phonics from the very beginning of their school journey, engaging in whole class speed sound lessons, before being assessed into groups. Tracking sounds retained ensures teaching and intervention is targeted, right from the start.

A systematic approach

Phonics is prioritised and resources directed to this area as we know early reading is the bedrock of children's academic development. RWI follows a systematic structure, using consistent language, actions and resources to progressively build children's reading skills and accelerate progress.

Robust Assessment

Daily AfL and monitoring occurs to identify teachable gaps and intervention needed. All children are formally assessed every half term, with children who are new to school, near the beginning of the scheme and those noted to be making accelerated progress, assessed more regularly so to not stall learning.

Appropriate reading material

Children only read books containing sounds we know they can access. New or trickier words are explicitly taught to ensure children are successful. Books are read multiple times so children are confident and become an expert on this text and are sent home with a linked text to apply and practise their skills.

Support from home

Home adults are encouraged to attend workshops to learn about RWI and how they can better support their children. 'Share at home' books give further opportunities to nurture a love of reading and parents are encouraged to read regularly with children, communicating through a 'Reading Record'.

Interventions

KS1 'Fast Track Tutoring' and 'Fresh Start' sessions in KS2, are done in the afternoons to ensure no child is left behind, and children in need of extra support make rapid progress. Online videos, pinny time and home reading sheets are also used to support children with sound retention and speedy reading.



Impact - How will we know we have achieved our aims?

Progression and expectations



At the end of EYFS, children are expected to:

- Read all single letter and special friends in Set 1
 - Begin to read Set 2 sounds
 - Blend sounds into words orally
- Read green/purple books using their phonic knowledge and strategies taught
- Recount simple, familiar stories and key events
 - Answer simple questions about the text

At the end of Y1, children are expected to:

- Read all sounds in Set 1,2 and 3, including additional graphemes
- Read blue books using their phonic knowledge
- Read most words accurately without blending
- Develop fluency and pace, approximately 60 wpm
- Answer questions on what they have read using the text to explain and make predications

At the end of Y2, children are expected to:

- Read all sounds in Set 1,2 and 3, including additional graphemes
- Accessing Master Reader sessions instead of RWI
- Develop fluency and pace, approximately 90 wpm
- Answer questions on what they have read using the text to explain, make predications and deduce and infer information from the text
 - Read from a range of genres and make links



Our outcomes

Through high quality training and regular CPD opportunities, we have built a staff of highly trained and knowledgeable practitioners, ensuring children get the best possible start to their early reading journey.

Through operating a 'keep up, not catch up' approach and using quality first teaching alongside targeted intervention, the majority of our children make at least expected progress to become fluent readers by the end of KS1.

Children feel successful in reading and are more motivated to read because of this. They love to read and enjoy exploring different genres, giving interested and articulate answers when comprehending what they have read.

Due to our prioritisation, and quality teaching of phonics, Grazeley Primary achieves good, above national average, Phonics Screening Check results - 90% at 2024 with the same targeted for 2025.