



Widmer End Community Combined School and Pre-School

Intent

At Widmer End School, our vision is ensuring that all of our children become fluent and confident readers by the end of Key Stage Two. We have a passion for reading and we are committed to developing children into enthusiastic readers themselves. For the teaching of reading, we implement the reading scheme Read Write Inc. The fast-paced, rigorous and structured phonics programme teaches our children explicit reading skills of decoding and blending, spelling and comprehension. We are a school that is committed to ensuring every child can read, regardless of their needs, abilities and background. We want every child to develop the pleasure of reading and to be able to understand the complex world in which they live by being able to read.

Implementation

To ensure that the teaching and learning of Phonics is of a high quality and to enable our children to become the most effective readers, as teachers we:

- Teach daily phonics lessons in the Early Years Foundation Stage and Key Stage One. Our priority at Widmer End School is for children to read fluently. To achieve this, we make a strong start in Reception, teaching daily phonics from week 2.
- Teach phonics in Pre School from the start of the Summer Term. The pre-teaching of reading skills and exposure of sounds ensures children are ready to begin Phonics lessons in the next academic year.
- Teach daily phonics lessons are delivered to Lower Key Stage Two, for children who are not at the expected level of reading and to build on children's fluency.
- Provide Fresh Start lessons for children three times a week in Upper Key Stage Two where necessary, for readers who need to accelerate their fluency to keep up with their peers.
- Provide high quality teaching of phonics lessons. All phonics teachers have a clear understanding of what needs to be taught each lesson and what reading outcomes must be achieved in order to progress to the next colour book band. All teachers have completed RWI training and have regular development days and feedback from the RWI professional team. This allows them to develop their teaching practice and gain confidence in the teaching of phonics.
- Complete regular summative assessments. Each child is formally assessed every half term. However, informal assessments and conversations between group teachers are also had daily. Children are then grouped based on their phonics progress and knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each child.
- Give children opportunities beyond phonics lessons to use their phonics knowledge across the curriculum.



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- Provide timely interventions for those children who are working below their expected reading age. So that our children 'keep up' and not 'catch up', children attend early morning or afternoon interventions for additional support with their sound recall and sound blending. Children who are in the bottom 20% of reading for their age are given 1:1 daily Fast Track Tutoring sessions by a trained RWI teacher.
- Model reading to the children. This will ensure that all children are consistently exposed to the best practice of reading. High quality teaching and learning reflects the children's own ability and progression of reading. Children will feel more confident at every step of each phonics phase, building on previously learned sounds and exposure to more sounds.
- Read aloud to the children and discuss picture books with similar themes similar to those in Storybooks. This allows for children to build up background knowledge ready for the next storybook and progress with their segmenting and blending skills. Providing children with RWI books correlating to their Phonic knowledge, this ensures that children utilise their knowledge of sounds and their skills of blending and apply this to their own reading so that they can read independently.

Impact

The attainment and progression of phonics reading is measured using statutory assessments such as the end of EYFS profile and Key Stage One assessments, and the Year 1 Phonics Screening check. Teachers track children's reading attainment through RWI half-termly assessments, formative assessments in lessons and ongoing monitoring.

In 2025, 86% of pupils met the expected standard in the Year 1 phonics screening check, which is above the national average of 81%. In 2024, 83% of pupils met the expected standard in the Year 1 phonics screening check, which is above the national average of 81%. For pupils who did not meet the standard in Year 1 in 2024, 100% went on to pass the check in Year 2, demonstrating the effectiveness of our intervention programmes.

Our commitment to early intervention ensures that gaps are identified and addressed quickly. Half-termly assessments allow us to track progress closely and adjust groupings to ensure every child makes good progress.

Pupil voice demonstrates that children are confident readers who enjoy reading and phonics examples and "enjoy being able to read books quickly", for example. Teachers report that children confidently apply their phonics knowledge across the curriculum in subjects such as reading extracts in cross curricular subjects.

Our rigorous approach to phonics teaching ensures that all children, regardless of their starting points or needs, develop into fluent, confident readers who can access the wider curriculum and read for pleasure.