



Staining CofE Primary School

Vision for English: Phonics and Early reading

Our School Drivers: Explore the World, Thrive in Life & Make a Difference



At Staining Church of England Primary School, English (Phonics and Early Reading) is central to nurturing a caring, respectful and inclusive school community. Rooted in our core values – Aim High, Be Kind, Show Respect, Work Hard, and Teamwork.

At Staining Primary School, we believe that phonics and early reading are the foundations for becoming confident, independent readers. Our vision is for every child to develop secure decoding skills and reading fluency, building the confidence and enjoyment needed to become enthusiastic lifelong readers.

Phonics begins in EYFS through the Read Write Inc. (RWI) programme, where children develop secure knowledge of sounds and apply this to decode words and texts. As their skills develop, children build increasing fluency, vocabulary and comprehension through high-quality reading experiences.

We encourage independence, curiosity and enjoyment, ensuring all pupils leave Staining as confident, capable readers who read for both purpose and pleasure.

September 2026

Subject Leader - Emily Gaskell



Purpose of Study

Phonics and early reading at Staining develop children's ability to decode, read fluently and understand texts. Through daily, systematic teaching, children develop secure knowledge of sounds and words, building the confidence and skills needed to become enthusiastic, independent readers.

Curriculum Alignment

Our Phonics and Early Reading curriculum is fully aligned with our whole-school curriculum principles.

Learn to Wonder - Explore the World

Reading opens the door to new experiences, ideas and knowledge. Children develop the skills to access stories, information and experiences that broaden their understanding of themselves and the world around them.

Grow in Wisdom - Thrive in Life

Children develop secure decoding and fluency skills that enable them to read with increasing accuracy, confidence and independence. They learn to use reading as a tool for learning and enjoyment.

Shine Like Stars - Make a Difference

Children develop a lifelong love of reading and the confidence to choose, share and discuss books. Reading enables children to communicate, develop empathy and engage meaningfully with others.

The Staining Entitlement in Phonics and Early Reading

Every child at Staining will experience:

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- Daily systematic phonics teaching from the beginning of Reception.
- RWI phonics teaching through Reception, Year 1 and, where required, Year 2.
- Phonics teaching in groups matched to children's needs and progress.
- Regular assessment and regrouping to ensure teaching meets children's needs.
- Explicit teaching of phonics, decoding, reading and early spelling skills.
- Targeted phonics intervention where additional support is needed.
- Carefully matched reading books sent home weekly.
- Regular opportunities to read and enjoy books in school and at home.
- Daily story time to develop comprehension, vocabulary and a love of reading.
- Opportunities for families to engage with and support phonics and early reading.

How Knowledge is Built in Phonics and Early reading

Our phonics curriculum follows the progression of the Read Write Inc. programme, building children's knowledge from individual sounds to increasingly complex words and fluent reading.

EYFS: Phonics begins immediately, with children introduced to the sounds and reading routines of the RWI programme. Children develop their sound knowledge and begin applying sounds to read words.

Year 1: Children continue to develop and secure their sound knowledge, applying this to increasingly complex words and developing reading fluency. Children complete the RWI programme according to their individual progress.

Year 2: Children who have not yet completed the RWI programme continue to receive daily phonics teaching. Children who have completed the programme continue to develop their reading fluency, comprehension and enjoyment of reading in guided reading.

Learning Knowledge - Learn to Wonder

Children learn phonics through:

- A consistent structure and routines based on the Read Write Inc. programme.
- Explicit teaching and modelling of sounds, blending, decoding and reading strategies.
- Opportunities to apply phonics knowledge through carefully matched RWI texts.
- Opportunities to practise reading with increasing independence and fluency.
- Regular opportunities to develop vocabulary and comprehension through shared reading and story time.
- Opportunities to apply phonics knowledge throughout continuous provision and the outdoor learning environment.
- Creative approaches, including actions and movement, to support engagement, understanding and recall.



Securing Knowledge - Grow in Wisdom

We check children are securing phonics knowledge by:

- Assessing children every half term using the RWI assessment tool to identify what has been secured and what requires further teaching.
- Using assessment to inform teaching and groupings, with children regrouped where appropriate as their phonics knowledge develops.
- Monitoring children's progress through the RWI programme and adapting teaching accordingly.
- Providing additional practice and intervention where gaps in phonics knowledge or early reading skills are identified.
- Using the Year 1 Phonics Screening Check as an additional assessment of children's decoding skills.

Remembering Knowledge - Shine Like Stars

We ensure children remember phonics knowledge by:

- Revisiting previously taught sounds and words regularly.
- Providing repeated opportunities to practise blending, decoding and reading words.
- Using carefully matched RWI reading books to reinforce taught sounds and develop fluency.
- Re-reading familiar texts to reinforce previously taught sounds and develop reading fluency.
- Supporting children to recall sounds and words quickly and apply them automatically when reading.

Supporting Knowledge - So Every Child Can Shine Like Stars

If children struggle to secure or remember phonics knowledge, we:

- Targeted phonics interventions are provided for children who require additional support. These follow the RWI approach and focus on addressing identified gaps in children's phonics knowledge and early reading skills.
- Additional practice materials, such as flashcards and reading words, are provided for home use where appropriate to reinforce learning and support children in practising specific areas of need.
- Teachers revisit and reinforce sounds and words that children have not yet secured.
- Progress is monitored through regular assessment.

Children who have not completed the RWI programme by the end of Year 2 continue to receive targeted phonics and early reading support in Key Stage 2. Assessment is used to identify gaps in phonics knowledge and early reading skills, and appropriate interventions are provided to address



these gaps. Support follows the principles and routines of the RWI programme. Where appropriate, teachers use their professional judgement to determine when a child has developed the knowledge, reading skills and fluency needed to move beyond the RWI programme, recognising that children develop reading skills in different ways and at different rates.

Curriculum Drivers in Phonics and Early reading

Vision	Curriculum Driver	Entitlement
Learn to Wonder	Explore the world	Children use reading to discover new ideas, stories, knowledge and experiences.
Grow in Wisdom	Thrive in Life	Children develop secure decoding and fluency so they can read confidently and independently.
Shine like Stars	Make a difference	Children develop a love of reading and use books to understand, connect with and contribute to the world around them.

By the time children leave Staining, they will be:

Fluent - able to read accurately, smoothly and with appropriate expression.

Confident - able to approach unfamiliar texts with confidence and use their reading skills independently.

Knowledgeable - able to draw on secure phonics knowledge and a growing vocabulary to understand what they read.

Curious - eager to explore different books, authors, genres and ideas.

Reflective - able to discuss, respond to and think critically about what they read.

Enthusiastic - able to read for both purpose and pleasure and demonstrate a lifelong love of books.