



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

LOVED, LISTENED TO, CHALLENGED, INSPIRED

Phonics Subject Story

Curriculum Intent



The National Curriculum for Phonics aims to ensure:

- All pupils in Early Years Foundation Stage (EYFS) and key stage one (KS1) are given the best opportunity to achieve expected progress, or more, in reading.
- The creation of an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful, confident readers, who develop a life-long love of reading.
- Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

At St Richard Reynolds Catholic Primary School, we want children to learn to read fluently, accurately and confidently. We know that reading is the key that unlocks the whole curriculum and enables them to access their learning. Therefore, the ability to decode efficiently is essential. We also want children to see reading not only as a task set by teachers in school as part of the curriculum but as an activity which provides pleasure and escapism.



We passionately believe that, with the right support, all children can and will learn to read. Therefore, for all children to be successful, we have adopted the Read Write Inc (RWI) synthetic phonics programme. This is a scheme, developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. It aims to teach our children the core skills of segmenting and blending and start them on their 'reading journey'.

Curriculum Implementation

At St Richard Reynolds Catholic Primary School, phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. Using the RWI programme of study, we are able to teach in a way that follows best research, which indicates that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. According to the Department for Education (DfE), almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently, confidently and read for enjoyment too.

Within the daily RWI sessions children will be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills.

In EYFS, they are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' the new words they hear or see.

In KS1 we continue to develop children's phonics knowledge through the RWI scheme. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also with spelling and they are able to develop skills which are transferable to their Literacy. In Year 1 there is a greater emphasis on the reading of the sounds, whereas in Year 2 this progresses by using the graphemes more in spelling.

The RWI sessions across EYFS and KS1 are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them.

Children are grouped for daily reading sessions using RWI phonic based reading books. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement.

Phonics is also embedded across the curriculum and the children are encouraged to use phonics to support them in a range of work. Phonics is displayed in each classroom across the school. Children are encouraged to use these to support their writing in all lessons across the curriculum.

All children are assessed using the RWI assessments test at the end of each half term and then placed in a group that is matched to their ability. We are constantly informally assessing the children to make sure that they are at a place where they are accessing books at an appropriate level. If needed, children receive additional support to help them on their journey to becoming a confident reader. The assessment identifies the children's progress so far, as well as their targets. The final Year 1 Phonics Screening test, takes place in June. The check is designed to confirm whether individual children have learned sufficient

phonic decoding and blending skills to an appropriate standard. The test consists of 40 words - a combination of 20 real words and 20 pseudo or 'nonsense' words that the child reads 1:1 with their teacher. This is carried out by a member of staff with whom the children are familiar. Children who do not pass this test in Year 1 will be re-assessed in Year 2, in the same manner. The results of this are reported to parents in the summer term.

We invite parents to phonics workshops and training sessions throughout the year, designed to give them the tools to support their child's reading and encourage their child's development of phonics. Home reading books are also phonics based, ensuring continuity, and these match individual reading levels. Reading books are changed on a weekly basis.

Curriculum Impact

Through the teaching of systematic phonics, our aim is for all pupils, including the weakest readers, to make sufficient progress to meet or exceed age-related expectations. Children will become fluent readers by the end of Key Stage One. This way, children can focus on developing their confidence and comprehension as they move through the school. We aim, as a school, to expose our children to a wide range of stories, poems, rhymes and non-fiction texts and give them the skills to help them to engage in a love of literature and an enjoyment of reading for their own pleasure and the learning opportunities reading brings.

Curriculum Outcomes

Percentage of pupils meeting the expected standard	Phonics Screening Check								
	SRCC			Richmond			National		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
	100%	100%	100%	88%	89%	TBC	80%	80%	TBC

If you were to walk into phonics lessons at St Richard Reynolds, you would see:

- High quality texts accessible to all learners
- Differentiated reading comprehensions linked to texts
- Opportunities to develop reading skills through the learning environment e.g. reading corners
- All pupils engaged, challenged and resilient
- Pupils exposed to new vocabulary
- Opportunities for learners to consolidate skills through recording answers and group/partner discussions

Pupil Voice

What do you enjoy about phonics?

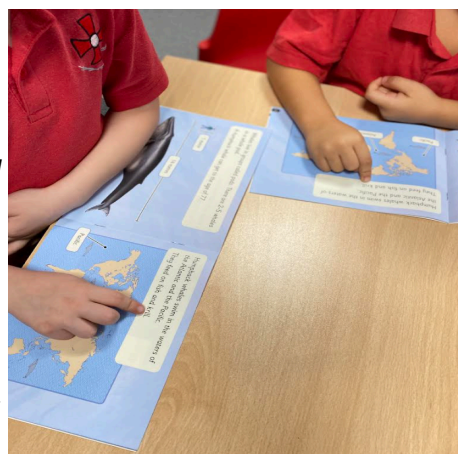
EYFS: *I like doing my sounds every day.*

Key Stage 1 (Year 2): *I like the non-fiction books we read in phonics. I'm good at spotting the sounds we are learning in them.*

What helps you to improve in phonics?

EYFS: *Fred fingers help me sound out my letters.*

Key Stage 1 (Year 1): *I use the phonics wall and choose words I can use in my writing with the same sound we are learning.*

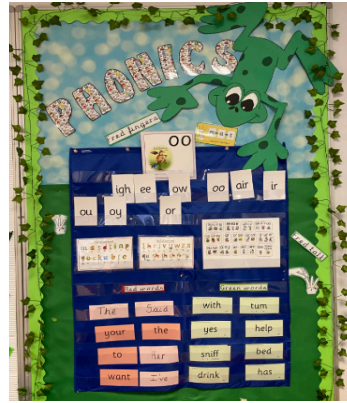


Outstanding examples of learning

Outstanding examples of learning outcomes and English at St Richard Reynolds:



Targeted groups that are tracked half termly



Supportive learning environments



A well resourced Systematic Synthetic Phonics

Recent Successes

- Effective tracking system and Interventions to close the gap
- Creating a robust CPD phonics programme for staff
- A well resourced Systematic Synthetic Phonics (SSP) Programme
- Phonics and catch-up reading interventions matching SSP
- 100% achieved in phonics screening 2026

Next Priorities

- Maintain an excellent standard of phonics teaching across EYFS and KS1 with full fidelity to the SSP programme
- Deliver ongoing, high-quality CPD for all staff, including coaching, modelling, and instructional feedback
- Ensure consistent lesson structure, pace, and progression across all phonics sessions
- Ensure the first 20% of readers receive daily, rapid intervention to close gaps quickly
- Provide accessible resources and guidance to strengthen home-school phonics consistency
- Engage with trust networks to share best practice and remain research-informed