



## Discover Rapid...

Are you looking for an intervention solution for your struggling learners?

Rapid is the complete intervention solution for struggling learners working below age-related expectations, and children with special educational needs.

- Thousands of schools up and down the country use Rapid to help their struggling and disadvantaged children, in mainstream and those with SEND catch up in learning.
- Based on proven pedagogies, Rapid has been shown over and over to hugely improve children's confidence and accelerate learning – often **doubling, tripling, and even quadrupling their rate of progress!**
- **The ideal solution for your learners' intervention needs,** Rapid combines colourful characters, dyslexia-friendly fonts, and digital technology to help each pupil take the small but important steps they need to make progress.

In the Rapid Family, you can find a range intervention solutions:





# Rapid and the Ofsted Inspection Framework<sup>1</sup>

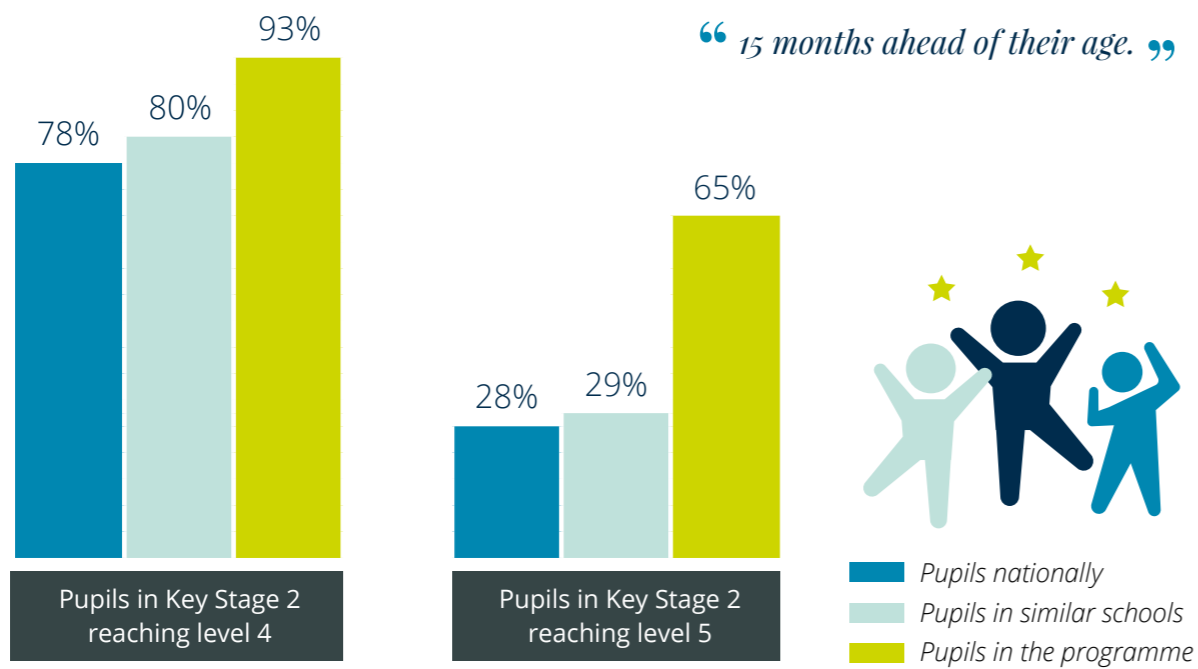
Discover more about Rapid in relation to the Ofsted Inspection Framework.

Ofsted Reference	Ofsted Inspection Framework	Rapid Family
P. 8	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.	The ideal solution for your learners' intervention needs, Rapid combines colourful characters, dyslexia-friendly fonts, and digital technology to help each pupil take the small but important steps they need to make progress.
P. 8	The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.	Rapid has been designed by leading experts who have years of experience in helping struggling learners and children with special educational needs. In addition to expert pedagogy, huge care has gone into the design of all elements of the four Rapid programmes. Whether digital or print, Rapid gives you dyslexia-friendly fonts and cool-factor design that hooks children in. Both the design and topics are geared towards older children even when the content is at a younger level, so that children don't feel excluded from the mainstream.
P. 8	Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.	Our intervention resources all form part of the Rapid family – Rapid Reading, Rapid Phonics, Rapid Writing and Rapid Maths.

Ofsted Reference	Ofsted Inspection Framework	Rapid Family
P. 8	Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	Based on proven pedagogies, Rapid has been shown over and over to hugely improve children's confidence and accelerate learning – often doubling, tripling, and even quadrupling their rate of progress!
P. 8	Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	Sound Discovery is the synthetic phonics programme on which Rapid Phonics is based. Schools found Sound Discovery easy to use. Teachers highlighted the clear, manageable lesson structure and the simplicity of the resources. Learning support and teaching assistants also found the materials straightforward to use. One learning support assistant commented that the manual was "simple and clear".
P. 8	A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.	As Rapid Phonics is designed as an intervention to fill the gaps for children in Year 2 to Year 6, the programme can work in conjunction with other phonics programmes you might use for initial phonics teaching prior to and up until the end of Year 1. For learners who don't pass the Phonics Screening Check, Rapid is a great next step to continue their journey in learning to read.



Ofsted Reference	Ofsted Inspection Framework	Rapid Family
P. 8, 9	Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests.	<p>An independent study by the National Foundation for Educational Research (NFER) showed that children using Rapid Reading make more than twice the normal rate of progress. A Rapid Reading trial in Worcestershire outstripped even that, with over 50% of children making four times the expected progress in reading accuracy.</p> <p>The effectiveness of Sound Discovery (the synthetic phonics programme on which Rapid Phonics is based) was researched across 950 children in 56 schools. Results showed that reading and writing SATs levels well above the national average — Children who had used Sound Discovery throughout primary school achieved above the national average in KS1 and KS2 tests:</p>



Ofsted Reference	Ofsted Inspection Framework	Rapid Family
P. 9	Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	<p>In the Sound Discovery research, teachers and pupils highlighted it's motivating and enjoyable nature. For example, one child commented: "It has helped me with my sounds and spelling and it's fun!". The headteacher at one school noted the way in which reluctant readers and writers moved from saying, "no' or 'I can't' ... to 'I can' and 'Can we do some more during playtime?'.</p> <p>In 2014, Wyndham Primary Academy in Derby received an Outstanding Ofsted rating after previously being placed as a primary school needing special measures. They used Rapid to raise attainment and here's what pupils had to say in their own words: "Rapid Reading makes you a higher level. I like all the books!" (Rapid Reading and Phonics) and "I am more confident now. I like doing the homework!" (Rapid Maths).</p>
P. 10	Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.	<p>Staff at the St Nicholas C of E Middle School in Worcestershire undertook a two-day Rapid training, after which they all felt far more at ease with the technology, and began to integrate it much more in their reading catch-up sessions. The training gave them the knowledge and confidence to use the Rapid printed books and eBooks using best practice, ensuring good progress for all their struggling readers. One of the Special Needs Educational Teaching Assistants that participated said: 'I would recommend the training to other schools. It gives you a clearer view of how to use the books correctly – and shows you the benefit of not cutting corners.'</p> <p>After the training, all children made progress above what was expected, and one made nearly 5 times the expected progress. All made more than double the expected progress in reading comprehension.</p>

# Rapid and the Reading Framework 2023<sup>2</sup>

Discover more about Rapid Reading and Rapid Phonics in relation to the Reading Framework.

Reading Framework Reference	Reading Framework	Rapid
P. 8	Reading offers important emotional benefits, enabling pupils, through listening to and talking about stories, to talk about their ideas and feelings and to lose themselves in books.	Feedback from a Rapid Reading trial at a school in Worcestershire showed positive benefits on pupils: "His overall ability has improved and his willingness to read is much better. He is much happier to read and shows enjoyment in it." – Parent, St. Oswald's Primary, Worcestershire.
P. 21	A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations and discussion, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.	Feedback from a trial of Rapid Reading across 12 schools by The National Foundation for Educational Research (NFER) found many teachers and teaching assistants were impressed with the impact on pupils' confidence and their socialising skills. It was felt that being able to take facts back to class and share them with others and talk about the jokes was a valued aspect of the books.
P. 25	Sharing and discussing pictures in non-fiction books offers opportunities to broaden children's experiences beyond the immediate and the local. For example, books about space, other countries, animals, exploration, and courageous people from a range of occupations and ethnic backgrounds are rich sources of vocabulary and knowledge.	Rapid Reading comprises fiction and non-fiction books as well as plays and poetry with a variety of engaging topics, from animals to space travel, to hook in even the most reluctant readers. Each Rapid text has been developed to ensure that pupils make steady progress in their reading.

Reading Framework Reference	Reading Framework	Rapid
P. 59	Individual records of progress are vital, particularly for those who are at risk of not meeting the expected standard of the phonics screening check and failing to learn to read, as well as for older pupils who are not proficient in word reading.	Rapid Phonics makes catch-up sessions quick, memorable and fun from Year 1 to Year 6. Rapid Phonics has been proven to work – even for children who have struggled on other phonics programmes. It's also perfect for children who need to retake their phonics check. For both Rapid Phonics and Reading, handbooks and teaching guides provide means to review and record individual progress.
P. 64	Some pupils benefit from repeating activities in small groups to increase their fluency. On other days pupils might choose to read and reread joke books or silly poems aloud to each other. They may also benefit from reading aloud the same texts at home and building up their reading miles.	Whole-class guided reading sessions can support target pupils at an appropriate level of challenge, using flexible groupings to reflect movement in pupil progress.  Rapid Reading allows the allocation of eBooks for home practice and to keep track of progress via the reporting tool.
P. 65	Teachers provide pupils with a wide range of familiar poetry, stories and non-fiction books to read in school and at home.	Children consolidate skills through supported independent practice at school and, if possible, at home. Fluency is built through fine steps and reinforcement of each piece of learning before they move on.
P. 75	It is vital that pupils are assessed carefully and reassessed frequently so they can access the programme (for intervention) at a point where they can make the fastest progress.	Ongoing assessment helps keep children at the right level for them and move them on at exactly the right pace – Rapid includes tools to help you do this effectively and consistently.
P. 75	School leaders and special educational needs coordinators must take responsibility for ensuring all pupils make rapid progress.	Teachers and teaching assistants are supported with Teaching Guides that contain guided reading lesson notes, ideas for speaking and listening, and follow-up activities to extend children's comprehension, spelling and writing skills.

Reading Framework Reference	Reading Framework	Rapid
P. 75	To continue to develop pupils' language and vocabulary, and to encourage a love of reading, teachers should make sure that they listen to and discuss the same texts that their peers listen to in story time and book club time.	Rapid Reading books have been designed to be used by struggling readers without feeling differentiated from the rest of their peers. Whether digital or print, Rapid provides dyslexia-friendly fonts and a cool-factor design that hooks children in. Both the design and topics are geared towards older children even when the content is at a younger level, so that children don't feel excluded from the mainstream.
P. 86	Teachers should provide books that are likely to give the most pleasure, so that all pupils feel encouraged to put in the reading miles before they read more challenging books independently: sets of short, popular easy-read page-turners, hi-lo books..., joke books, irreverent books – anything that helps to establish the reading habit.	Results from trialing Rapid Reading across 12 schools by the NFER showed the way the books were presented was valued by most schools. This included the mixture of cartoons with real-life images, short paragraphs of text and colourful images. Schools also liked the length of the books, which they felt were motivational and helped improve pupil confidence because pupils were able to finish a book.
P. 109, 110	Careful text choice is crucial for teaching reading successfully, especially if the texts are to engage pupils, perhaps emotionally, cognitively or because pupils are invested in the characters and their situations. Simply finding text extracts online is unlikely to fulfil these aspects of motivation.	When it comes to helping struggling readers, sparking their interest and keeping it fun is a big part of the battle. Rapid Reading is a fantastic collection of finely levelled fiction and non-fiction books, and eBooks, covering a variety of topics and themes that children will love. The dyslexia-friendly design is also perfect for helping dyslexic children to read.

# Visit our website to find the right Rapid intervention solution for your school:

<http://www.pearsonprimary.co.uk/rapid>

<sup>1</sup><https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>

<sup>2</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1186732/The\\_reading\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf)

<https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>

