

Case Study

“Read Write Inc. Phonics has been transformative”

We spoke to Helen Homes, Reading Leader, at St George’s Catholic Voluntary Academy.

“Many of our children come from a deprived area and enter school with a low baseline. Some children have never held a pencil or seen print in books. It is our mission to support all children and their parents, particularly in literacy, so they have a strong foundation for the rest of the curriculum. We have seen dramatic improvements since taking on *Read Write Inc. Phonics* in 2014, illustrated in part by our Phonics Screening Check results.

“We organise daily one-to-one tutoring for all children who need extra help. Some children have just dipped below where they need to be and others need more long-term help. *Read Write Inc.* enables us to easily identify gaps in children’s phonic knowledge and to address them quickly.

“Read Write Inc. Phonics has been transformative. We have introduced the weekly practice sessions and coaching cycle into other subjects too. We film each other and analyse our teaching in a collaborative and supportive environment.

“The training and support Ruth Miskin Training provide are fabulous. I know that at any point I can contact our Consultant Trainer. The way we approach Development Days is amazing – we work together. We use *Read Write Inc.* because it works – the collaboration with the Consultant Trainer, the way we identify gaps in slow progress

School Name: St George’s Catholic Voluntary Academy

Location: Derby

EAL: 22%

Free school meals: 17%

Pupils on roll: 342

Age range: 4 - 11

readers, the continual coaching cycle and access to the latest research and programme developments all make the programme excellent. The detailed handbook reduces teacher preparation time. The programme is not difficult to implement and teach – have the training, invest in resources and all you need is enthusiastic teachers to inject the magic into the children’s learning.

“The children love Read Write Inc. lessons. One boy in Year 4 was struggling to keep up. He had a “I can’t do this” attitude and believed he would never learn to read. Thanks to the structured nature of the programme, he started to decode accurately and his attitude changed dramatically.

The books children read are at their level. Everything in the books they are reading is decodable, and children are excited by the progression. The parent of one of our children with SEN is over the moon! She comes into school and tells us “my child can read!”. It’s lovely to hear.”

Year	National PSC Average	Derby PSC Average	School PSC Average
2013	69%	59%	49%
2014	74%	64%	61%
2015	77%	70%	68%
2016	81%	78%	84%
2017	81%	80%	88%