

“The progress our children have made is staggering.”

We spoke to Verity Lambert (Assistant Principal, Reading Leader, ARP Lead) about teaching *Read Write Inc. Phonics* in the ARP.

“Our ARP caters for 20 children on the autism spectrum. Some children are non-verbal, others have comprehension issues.

“We have three teachers and six TAs. We implemented *Read Write Inc. Phonics* in September 2016 after years of excellent results in the mainstream school.

“We adapted the programme with the help of our Consultant Trainer to suit children’s individual needs. Every group has their own visual timetable to help them understand the structure of the session.

“Our students have various challenges to overcome – some are non-verbal; all struggle with fine motor skills; concentration is an issue for others. Sometimes we use props to teach the sounds to help children relate the sounds to real life.

“Reading with a partner can be challenging, so we give children their own individual books. Simple changes do not alter the programme, but they make it accessible in the ARP.

“In some cases, children practise reading sounds for longer, while other children have an accelerated programme. Sometimes it will take months for sounds to embed, and then months to progress to blending, but it does happen.

“The children in our ARP love *Read Write Inc.* They look forward to reading and doing their assessments with me – ‘reading with Ms Lammy’ is a bit of a treat, and now we cannot get them out of the reading corner!

“We use the behaviour management techniques across the school – mainstream and ARP. The stop sign is used at the end of playtimes and in the lunch hall and Turn To Your Partner in assemblies. For the pupils in the ARP this is particularly reassuring, as they understand

School Name: **Harris Primary Academy Merton**
Additionally Resourced Provision (ARP)

Location: **Merton, London**

these concepts when accessing the mainstream classes. The structure of *Read Write Inc.* ensures that they know what is coming – they feel secure.

“I took a very involved approach to implementing *Read Write Inc. Phonics* in the ARP. I believe this helped the staff to feel supported and confident teaching the programme, especially when they saw results after half a term.

“Last October, all children were assessed as needing *Read Write Inc. Phonics*. At the end of the summer term, one third of children had completed the programme. Nine children knew no sounds in October, and apart from one who has severe barriers to learning, all are now reading.

“Honestly, the progress our children have made is staggering. Children who could not have even sat the Phonics Screening Check in 2016 passed in 2017. All of our Year 2 pupils in the ARP completed the SATs for reading and two achieved at age expected, with the other just below. It wouldn’t have happened without *Read Write Inc.*”

