

“By the end of summer term, 91% of Reception children in our seven schools were reading simple decodable stories. They are ready to access the Year 1 curriculum with confidence.”

Gina Donaldson, trust-wide Reading Leader

Ruth Miskin Training began working with seven primary schools in the Rainbow Trust in April 2021. Gina Donaldson tells us about the trust’s approach to teaching phonics and early reading.

Reading success for every child

Teaching Read Write Inc. Phonics (RWI) means all our children learn to read regardless of their background or circumstances. To guarantee this success, we provide targeted, daily tuition for any child requiring extra support. In 2022, despite the challenges of the past two years, our trust phonics screening check average was 84%. We predict that in 2023, based on our Reception data, our average will be in the mid-nineties.



Children are fully engaged in lessons

We have seen huge improvements in children’s learning behaviours. RWI techniques such as the stop signal, ‘turn to your partner’, and ‘my turn, your turn’, means children are fully engaged in their learning. We now embed these techniques in all lessons across the trust.

Weekly coaching leads to confident teaching

Each school’s reading leader provides a weekly practice session and side-by-side coaching for their RWI team. Our staff are knowledgeable and confident. The coaching model has particularly empowered our learning support assistants to become teachers of reading.

Reception children ready for Year 1

Teaching RWI has significantly improved our Early Years data and the readiness of our children for Key Stage 1. The RWI approach has supported us with developing the Early Years Foundation Stage reforms; we now have clear, consistent teaching of vocabulary and early reading. A greater percentage of our children enter Year 1 on track in their reading journey.

Half-termly data meetings with supportive trainer

Our RMT consultant trainer is a constant support and the driving force behind our vision of every child leaving Key Stage 1 as a confident reader. Half-termly data meetings help us identify patterns in assessment data and set the actions required to ensure the best progress for every child.

