

*“Our children have a secure reading foundation with Read Write Inc. Phonics. This reaps huge rewards across the curriculum and shows in our Key Stage 2 results.”*

We talked to Anna Illife, trust reading lead.

### Investing in training motivates staff

We organise annual training as a trust to keep us up to date and motivated as a team. New teachers have face-to-face training where possible. The online subscription helps new staff who join mid-year and supply teachers get up to speed quickly with Read Write Inc. (RWI) teaching.

Training films are concise, purposeful and perfect for refreshing knowledge and in-action films help teachers practise before teaching. We use the films weekly to ensure we all teach with purpose and enthusiasm.



### A strong start in Reception for disadvantaged children

Teaching RWI with fidelity means our children make a confident start in Reception. Any updates from Ruth Miskin Training (RMT) are put into action quickly and tutoring helps us close gaps for children from disadvantaged backgrounds.

### Trust information

**Cornwall Education Learning Trust**  
Central Cornwall

**Number of primary academies:** 9

**Phonics screening check (PSC)**

**2019:** 84%

**2022:** 86%

**PSC 2022 for disadvantaged pupils:** 72%  
(national average 62%)

We assess informally as well as half-termly so children are taught at the right challenge point. Children are moved on quickly if they need to be. Most children truly do keep up. If they need extra support, we provide it. Our early learning goal in reading as a trust is above national average.

### Protected time for tutoring

We have a noticeboard near our Key Stage 1 classrooms. If a teacher notices a child struggling with a sound, they add a note with the child's initials and the sound they need to practise that day. We step in speedily in our schools!

After our half-termly progress meetings, we timetable tutoring. The time is protected, including during the challenges of the pandemic. Nothing is more important than teaching children to read. In my school for example, a teacher is employed every afternoon to provide tutoring and in Reception the class teachers tutor. In other schools, it might be our most experienced teaching assistants.

## Teaching struggling readers in Key Stage 2

We teach RWI in Year 3 to new arrival children and to the minority impacted by lost learning due to the pandemic. In one of our schools, 13 (of 64) Year 3 children started RWI at the beginning of the year; five completed the programme by January and five by March.

We teach Fresh Start to children who need to catch up in Years 5 and 6. These children either join late or have special educational needs.

In my school, five of the six children who were taught Fresh Start in 2021/2022 met expected levels at the end of Year 6. We were delighted! This year 91% of our Key Stage 2 children reached expectation; we put this down to the strong start they had with RWI in Reception.

All Key Stage 2 teachers know about the RWI approach to teaching spelling; children use the complex chart when making spelling choices.

## From phonics to fluency

We track and analyse both children's phonic knowledge and fluency as part of the RWI programme. Fluency training films and resources on the portal help us and impact both reading data and children's enjoyment of reading.

## Consistent, positive behaviour routines

Learning dispositions were affected by recent school closures; we've worked hard to settle our youngest children and ensure they are happy and confident in RWI lessons. The silent behaviour signals mean children are not overloaded with unnecessary instruction. Expectations are clear within schools and across the trust.

## Setting actions as a team from half-termly data

I analyse the data every half term and set actions as a trust with headteachers and our RMT trainer. We follow this with reading leader training where we discuss and plan actions together for specific groups of children. If the focus is 'starting strong in Reception' for example, we include Reception teachers in the meeting too.

## Parents

Sharing the virtual classroom films with parents and carers, particularly in the lead up to the PSC, has been a gamechanger for us. The films consolidate what and how children have been taught and guide families to the exact sounds and words their child needs to practise. Parents appreciate this clarity and feel included in their child's learning.

## Staff are excited by children's progress

Dedicated staff are excited by the progress children make. The reception teacher regularly comes into my room to declare: 'You won't believe the progress this child has made!'

There were happy tears when we saw our PSC results this year, particularly for our disadvantaged children.



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