

“We are thrilled that, in spite of the challenges of the last two and a half years, 91% of children passed the phonics screening check (PSC) in 2022.”

Consistently high results

After opening in 2017, we implemented Read Write Inc. Phonics (RWI) along with training and ongoing support from Ruth Miskin Training (RMT). In the first year, 100% of Year 1 children passed the PSC and phonics results have continued to be consistently high. RMT’s relentless focus on identifying children at risk means we tailor our teaching and intervention to ensure all children make great progress.



Over the past five years, 0 to 18% of children were at age-related expectations on entry to EYFS. Despite this, by the end of summer term 2022, 85% of Reception children were reading simple decodable books. A significant number of children arrived with little or no English in the summer term and will continue to be targeted for extra support in Year 1. Background and needs are not a barrier to progress in our school.

Ofsted praised high-quality phonics teaching

Ofsted praised the high quality of our phonics teaching and the high levels of expertise of our subject leaders. They recognised that school leaders view phonics teaching as of paramount importance and that children at risk of falling behind are quickly identified and receive rapid support. They also noted that teachers closely match children’s reading books with their phonics knowledge.

School information

Tara Evans, Reading Lead

Pupils on roll: 722

% children on FSM: 40%

% children with EAL: 34%

Ofsted date: October 2021

Ofsted rating: Outstanding

PSC results: 2019 - 96%, 2022 - 91%, 2023 – 85%

First trained by RMT: 2017

All staff are fully trained

All members of staff teaching phonics attend training at the beginning of each academic year. This ensures consistency from the beginning. All staff feel confident and motivated to teach RWI lessons and have a performance tracker, filled in weekly with a success and a next step. As reading leader, I provide links to films via the online subscription that will have the most impact on teachers’ phonics teaching. Staff practise and receive coaching during weekly one-to-one sessions.

Online films provide excellent model of teaching

The films provide a clear model of excellence. Some staff use them to micro-script sections of the phonics lesson. We also use films such as ‘hold a sentence’ or ‘think about the story’ for Key Stage 2 staff who may need extra support with modelling and scaffolding.

The subscription films are an invaluable part of our induction for new staff too. This sets them off on a really strong start to teaching phonics.

Increased participation and talk

We use the RWI routines such as ‘my turn, your turn’, ‘turn to your partner’ and the silent stop signal across the academy. This ensures consistency, increases participation in the classroom and has a positive impact on our culture and behaviour. The focus on

reducing unnecessary teacher talk maximizes learning time and keeps children on task. Lessons are predictable for children. This creates a safe environment so they can focus on the learning.



Children love RWI lessons

Children love the predictability of the lessons and reminding their phonics teachers what is coming next. They like taking home the books they have read in lessons to share confidently with their families or carers. As noted by Ofsted, teachers ensure that children have a literacy-rich learning environment and that older pupils are highly motivated to read.

Invest in the most up-to-date professional development

RWI Phonics has been brilliant for our staff and children. Investing time in the most up-to-date professional development for phonics teachers, including the online films, is paramount to its success.

Rigorous assessment to identify 'spotlight' children

Six-weekly assessment informs our flexible, homogeneous groupings. We identify 'spotlight' children from the data. These children are placed in the centre of the teacher's 'V of vision' during RWI lessons so the teacher can focus on their engagement.

The data also helps us to identify the lowest attaining 20% of children. who receive daily one-to-one tutoring, tailored to close their specific phonics gaps and accelerate progress.

Protected time for one-to-one tutoring

We safeguard time in our timetable for one-to-one tutoring. Members of support staff lead whole-class teaching during specific times and class teachers deliver one-to-one tutoring. Teachers use the tutoring films for their own practice to ensure interventions are high quality. Our children gain confidence and make excellent progress.

RWI resources save time

Having the RWI resources saves so much of teachers' time. Phonics teachers are able to set up quickly and are then able to focus on tailoring their teaching to the needs of their group.

