

“Tutors have grown in confidence and teach to each child’s challenge point. 100% of tutored children make progress in their phonic knowledge.”

Tutoring is a core part of the Read Write Inc. (RWI) programme; it’s part of how we ensure all children, including those with special educational needs and those new to English, make the best possible progress in learning to read.

We talked to trust reading lead Tammy Pickering about how they prioritise tutoring for their slowest progress children.

Extra training for tutors and reading leaders

We want our tutors to grow their expertise and confidence, feel part of a team and invest in the progress of the children they work with; to believe they really can teach every child to read.

In the summer term 2022, reading leaders and one or two tutors from each school had additional training and practised the steps for each stage of the fast-track tutoring programme.



Each school has regular development days with our trainer. She has an accurate overview of phonic teaching and progress across all the primaries in our trust. Reading leaders have paired up and attend each other’s development days for additional professional development too.

Trust information

The Constellation Trust
Kingston upon Hull

Number of primary schools in trust: 7

Date started working with RMT: October 2021

Phonics screening check (PSC)

2023: 89%

2022: 84%

2019: 80%

Commitment to tutoring

As a trust, we have committed to protect time every day for tutors to work with at least three children each from Year 1 and Year 2. Each child has 15 minutes tutoring in addition to their daily RWI lesson. Protecting this time has been challenging, especially in our smaller schools where staffing is limited and tutors are often required to cover classes. Our headteachers are fully onboard with the importance of protecting tutoring time for our most vulnerable pupils and can clearly see the impact.

Essential practice with the online portal

The portal has been an invaluable tool in providing tutors with high quality professional development. Reading leaders create bespoke pathways for staff and work with the tutors to practise the teaching steps needed for the specific needs of each child.

Encouragement and support from the trainer

We share a detailed record of progress and discuss each child regularly with our consultant trainer. If progress stalls, we first practise tutoring steps then work with the tutor and child together to ensure success. Reading leaders attend these sessions too.

Expert reading leaders

One reading leader, Becki, said: 'The support and training I've received from our trainer helps me quickly identify children who are falling behind, pinpoint challenge points and agree the next steps to enable rapid progress. I'm confident to coach and support tutors now and see the positive impact of daily, protected one-to-one tutoring time.'

Tutored children make speedy progress

In September 2021, child A in Year 2 knew the first 30 sounds and a few vowel graphemes. He began tutoring in April 2022. He loved his tutoring sessions and began to engage positively in his RWI lessons too. He passed his PSC recheck in Year 2; was assessed at grey books in July; and has now completed the programme.

Child B started Year 1 reading CVC words. Following high quality daily RWI lessons and tutoring, he passed the Year 1 PSC with flying colours.

Engaged parents

We encourage parents of tutored children to support their child by using the virtual classroom at home.

