



Blue Coat CE Infant School

Read Write Inc. evaluation
Blue Coat C.E. (A) Infant School, Hanch Place, Walsall,
WS1 3AF

Headteacher: Mrs Janet Davies

RWI manager: Mrs Jenny Garratt

1. Children's knowledge of sound-grapheme correspondences:

Before we began the programme this was limited. We took too much time to teach sounds. Teaching was often aimed at the middle ability within our mixed ability classes. Now children are moving quickly and competently through the programme. Reception children have a wide knowledge of sound – grapheme correspondences which means they are decoding and comprehending at a much earlier stage than previously.

2. Children's ability to sound blend for word reading:

'Fred Talk' has been a great help in teaching our children how to sound blend. In classrooms across the school, many children's voices can be heard - "Fred talk it". It has become an automatic response for children to say the pure sounds in the word, at speed, until they are able to read the whole word.

3. Children's ability to read Read Write Inc. texts:

The children have surprised themselves as well as their teachers! Because they are so familiar with the graphemes in the text, they find that they are able to decode with greater confidence and accuracy. They are empowered by the fact that this is an interesting, often amusing story that they CAN read.

4. Children's ability to segment words for spelling:

The vast improvement in children's spelling has wowed staff at this school. With the aid of 'sound fingers', children are able to discriminate sounds, they then draw on their knowledge of sound-grapheme choices to write the word. They may make the wrong grapheme choice occasionally, however it is a phonetically accurate one.

5. Children's willingness to write:

The children love the picture strips that accompany the storybooks. For the less confident children it is their chance to shine as they can retell a story that they know well. The more confident children use phrases directly from the text which often include ambitious language.

6. Impact on children with SEN:

Our SEN children have benefited from small group focused teaching. Not making progress is not an option. As soon as staff are aware that the child is struggling within their group, they ensure that the child receives extra support in the afternoon. This continues until the child has overcome their difficulties.





7. Children's general confidence in lessons:

The children are grouped homogeneously and therefore the days of individual children feeling they are not 'good enough' within their group are over. Children know they are grouped in this way so that they can achieve their objectives, targeted specifically to their needs. They all take part because they know their responses are valued.

8. Teachers' confidence in teaching children to read and write:

Many teachers I'm sure will tell you that they don't remember ever being taught them selves, how to 'teach' reading. There are so many different approaches and philosophies and one is left wondering which is the best way. The great success we have had with Read Write Inc. within our school has assured us that this is the way. Teachers are confident because they can see results, measure results and know that they are moving their group on every day.

9. TAs' confidence in teaching children to read and write:

One of the many benefits of the programme is that it has highlighted teaching assistants who are doing a fantastic job within our school. The structure of the programme means that TAs have developed in confidence as they have become more and more expert in their field. Parents do not differentiate between TAs and teachers.

10. Effective use of TAs:

We have always prided ourselves on using TAs effectively – no cleaning paint pots here! However, Read Write Inc. has improved our use of this valuable support. TAs have a new independence and accountability as they plan for and teach their group rather than support. They have certainly risen to the challenge and have expressed greater job satisfaction as a result.

They are an essential part of the team.

11. Positive behaviour management – impact of partner work and stop signal:

The many positive principles of the programme have had an impact on the life of the school as a whole. Partner work has increased pupil to pupil and pupil to teacher communication. Children have become more responsible for their learning and that of their partner. They have learnt to be supportive and constructive and are rarely critical or judgmental.

We use 'celebrations' as a means of expressing how positive we feel about each other. The stop signal and 1,2,3 signal are simple yet highly effective ways of ensuring everyone is focused – and it cuts down on teacher talk too, which is always a good thing!

Children are fired up about reading! Children's behaviour (although good before) is now excellent. Now that they can all read, they all behave well too.

