



**Name of school Clara Grant, Tower Hamlets  
(Beacon School)**

Pre and post Read Write Inc. teaching

**Children's knowledge of sound-grapheme correspondences**

Excellent, due to repetition and revision built into the programme. The children are able to consolidate their learning through the text they work on and by re-reading the text at home.

**Children's ability to sound blend for word reading**

Very good and getting better. They now tackle more difficult words with confidence. As the children work on the text you are able to reinforce the meanings of the vocabulary they are now able to read.

**Children's ability to read Read Write Inc.**

The children are able to tackle the text with confidence and they are successful. They have just the right amount of challenge for the children to move forward. At Stage 2 in particular they are able to decode quickly therefore leaving you time to concentrate on higher order skills.

**Children's ability to segment words for spelling**

We have seen a marked improvement in the children's confidence to write phonetically. They are able to have a go and produce spellings with phonetically plausible or correct spellings.

**Children's willingness to write**

Children from the age of 4 are able to write words with confidence and they find it fun. The range of genres at Stage 2 allows the children to write for a range of purposes.

**Impact on children with SEN**

The programme allows you to work at a pace suitable for the children and allows for a lot of repetition. The children do a variety of tasks and they are linked which supports their progress and their confidence. They work with an adult every day, at their level which has been particularly supportive to children's learning.

**Children's general confidence in lessons**

Children have now grown in confidence, as they are able to revise previous work regularly and are taught to read every day. The techniques for reading and spelling words allow them independence that in turn helps their confidence.

**Teachers' confidence in teaching children to read and write**

This has always been high but it is good to be involved with new initiatives to pick up new ideas and to refine practice to become more efficient. Whereas before you met an ability group for one or two sessions of guided reading now they get to see them everyday for an hour which is more efficient.

**TAs' confidence in teaching children to read and write**

The TAs are now very empowered and feel they are making excellent progress over the time they are with them. They are supported and receive feedback on their teaching skills.

**Effective use of TAs**

It has been an excellent use of TA's time and talents as all the staff is trained. As the children are grouped by reading ability a trained adult meets their needs on a daily basis.

**Positive behaviour management**





As the school already had 'Talk Partners' in place, Read Write Inc. partner work was ideal to continue the good practice. This is excellent for raising standards in oracy and ensuring everyone is actively participating in a lesson.

