Impact Report

A summary of teachers’ experiences of Read Write Inc. Literacy and Language and Read Write Inc. Spelling

The perfect partners for all of your literacy teaching in Years 2 to 6
Introduction

Read Write Inc. Literacy and Language is a lively literacy programme which inspires children to explore, question and challenge a range of engaging texts. It teaches comprehension, writing and grammar, and can be used alongside Read Write Inc. Spelling. A programme which combines an exciting online ‘Spelling Planet’ with fun writing activities to embed outstanding spelling skills. Together the programmes cover all of the 2014 National Curriculum literacy requirements for Years 2 to 6, accelerating children’s progress and supporting them with the 2016 National Curriculum tests.

Both programmes use the proven Read Write Inc. teaching approach which is underpinned by sustained professional development from Ruth Miskin Training. Each training day is tailored to the needs of your school. Trainers also work with teachers on development days and use practical masterclasses, observation, coaching and face-to-face feedback to build teachers’ confidence, and in turn, raise standards and results throughout your school.

This short report shows the impact that Read Write Inc. Literacy and Language and Read Write Inc. Spelling are having in schools across the UK. The results are taken from a survey of over 200 teachers who are currently using at least one of these programmes and summarises their experiences.

Resources

Teachers find the Read Write Inc. programmes to be highly effective in their schools. Over 90% of teachers rate the teaching and pupil resources of Read Write Inc. Literacy and Language and Spelling as effective. Many of the teachers commented on the user-friendliness of the resources, especially with regards to implementation of the 2014 National Curriculum.

How effective do you think the Read Write Inc. Literacy and Language resources are?

Teacher resources

90% of teachers rate teacher resources as effective

Pupil resources

91% of teachers rate pupil resources as effective

TOTAL RESPONSES: 82
Percentages show effective to extremely effective responses

How effective do you think the Read Write Inc. Spelling resources are?

Teacher resources

89% of teachers rate teacher resources as effective

Pupil resources

92% of teachers rate pupil resources as effective

TOTAL RESPONSES: 115
Percentages show effective to extremely effective responses

RESOURCES: www.oxfordprimary.co.uk/readwriteinc • 01536 452610
TRAINING: www.ruthmiskin.com • 01275 331230
Teachers have seen a significant impact on their children’s language and discussion skills since teaching Literacy and Language. In turn, this has had a very positive impact on their children’s level of comprehension and quality of writing. Many teachers commented on how the resources and training have supported this development.

Teachers commented on how the consistent approach in Read Write Inc. Spelling gives children confidence when approaching new spellings.

**How much progress have your pupils made since teaching with Read Write Inc. Literacy and Language?**

**READING**
- 11% extremely good progress
- 25% very good progress
- 44% good progress
- 14% some progress

**WRITING**
- 7% extremely good progress
- 10% very good progress
- 15% good progress
- 21% some progress

**DISCUSSION**
- 11% extremely good progress
- 29% very good progress
- 46% good progress
- 13% some progress

**TOTAL RESPONSES:**
- Reading ................................................................. 69
- Writing .................................................................. 71
- Speaking and listening ......................................... 70
- Discussion ............................................................ 70

Percentages show some progress to extremely good progress responses.

**How much impact has the use of Read Write Inc. Literacy and Language had on your pupils in the following areas?**

**READING FOR PLEASURE**
- 14% extremely good progress
- 36% very good progress
- 36% good progress
- 14% some progress

**LEARNING FROM PEERS (PARTNER WORK)**
- 22% extremely good progress
- 42% very good progress
- 24% positive impact
- 8% some impact

**TOTAL RESPONSES:**
- Reading for pleasure ............................................ 70
- Learning from peers ............................................. 74

Percentages show some impact to extremely positive impact.

**How much progress have your pupils made since teaching with Read Write Inc. Spelling?**

**READING FOR PLEASURE**
- 7% extremely good progress
- 20% very good progress
- 43% good progress
- 16% some progress
- 0% little progress

**TOTAL RESPONSES:** 95

LITERACY AND LANGUAGE ILLUSTRATION, YEAR 4, UNIT 3

**How much of an Impact has the use of Read Write Inc. Spelling had on your pupils’ confidence when spelling?**

- 12% extremely positive impact
- 29% very positive impact
- 40% positive impact
- 15% some impact
- 3% little impact

**TOTAL RESPONSES:** 99

**How much impact has the use of Read Write Inc. Spelling had on your pupils’ confidence when spelling?**

- 97% overwhelmingly positive impact
- 7% extremely good progress
- 29% very good progress
- 40% positive impact
- 15% some impact
- 3% little impact

**TOTAL RESPONSES:** 99

**The pupil texts provide challenge whilst still being accessible. They introduce the children to themes which engage them in their learning, not just in literacy, but across the curriculum.**

**COMMENT ABOUT READ WRITE INC. LITERACY AND LANGUAGE FROM TEACHER SURVEY, NOVEMBER 2015**

**The children remember key rules and seem much more confident when applying spelling strategies in their writing.**

**COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHER SURVEY, NOVEMBER 2015**

**Read Write Inc. Spelling focuses on the actual spelling rule in an exciting and engaging way whereby the emphasis is placed on the child to take responsibility for their own learning which leads to a greater sense of enjoyment.**

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**COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHER SURVEY, NOVEMBER 2015**
Curriculum and pedagogies

89% of teachers felt that Literacy and Language and Spelling have been supportive in helping them teach the curriculum requirements. Teachers felt that the pedagogy is effective and there is a high level of support for planning and classroom management. In addition, many teachers fed back that the Read Write Inc. Spelling assessment has helped prepare their class for the national tests.

How effective do you think Read Write Inc. Literacy and Language is in these areas?

89% 88% 87% 88%

All of the resources are exceptionally well planned and very easy to use. They encourage paired and independent work.

Comment about Read Write Inc. Literacy and Language from Teacher Survey, November 2015

There isn’t only one thing that makes Read Write Inc. Spelling work!
1. The same routine of teaching activities makes classroom management easy.
2. The activities engage the children – they love ‘Four in a row’!
3. The ease of planning makes for happy teachers!
4. Spellings are practised ‘little and often’ in different ways which work.

Laura Skipper, Teacher and SENCO, Limbrick Wood Primary School, Coventry

Read Write Inc. Spelling gives teachers confidence in delivering the new curriculum and leaders can be sure the curriculum content is being covered.

Jeanie Broccoli, English Coordinator, Silkmore Primary Academy, Stafford

Read Write Inc. Spelling gives teachers the confidence to feel that all spelling rules in each national curriculum year have been covered.

Comment about Read Write Inc. Spelling from Teachers Survey, November 2015

There are percentages to show effective to extremely effective responses.
A huge number of teachers felt that their confidence and subject knowledge has grown since teaching with Read Write Inc. Literacy and Language and Spelling. They also felt that the programmes have offered real support for less experienced staff. Interestingly, 95% of teachers have seen an impact on their enjoyment of teaching spelling since implementing Read Write Inc. Spelling, a subject that in the past has not always been considered as fun to teach.

What impact have you noticed on the quality of teaching since using Read Write Inc. Literacy and Language?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Impact</th>
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<tbody>
<tr>
<td>83%</td>
<td>of teachers have seen a positive impact on their subject knowledge</td>
</tr>
<tr>
<td>86%</td>
<td>of teachers have seen a positive impact on their confidence</td>
</tr>
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<td>84%</td>
<td>of teachers have seen a positive impact on the quality of teaching of their less experienced staff</td>
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**Comments about Read Write Inc. Literacy and Language**

**LINDSEY WATKINS, HEAD TEACHER, MILLBROOK PRIMARY SCHOOL, NEWPORT**

The teaching strategies suggested in the training are excellent and this has led to greater consistency in standards of teaching.

**COMMENT ABOUT READ WRITE INC. LITERACY AND LANGUAGE FROM TEACHER SURVEY, NOVEMBER 2015**

The consistency of teaching technique throughout the programme across all year groups makes the Literacy and Language units easy to teach and helps children consolidate their learning.

**COMMENT ABOUT READ WRITE INC. LITERACY AND LANGUAGE FROM TEACHER SURVEY, NOVEMBER 2015**

The structured activities and online videos enable teachers to teach spelling in a fun and effective way.

JOAN CULLEN, HEAD TEACHER, SACRED HEART PRIMARY SCHOOL, LUTON

Every child has the opportunity to take part in a programme. The online resource is attractive and particularly engaging to boys but is popular with all our children.

**COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHERS SURVEY, NOVEMBER 2015**

The video explanations and demonstrations support those who are not as confident in teaching spelling rules.

**COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHERS SURVEY, NOVEMBER 2015**

The units are structured with the same activities each time so the teachers and children quickly become familiar with them. This means the focus is on the spelling rules and patterns and not activity teaching.

**COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHERS SURVEY, NOVEMBER 2015**

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**TOTAL RESPONSES:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Responses</th>
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<tbody>
<tr>
<td>Teachers’ subject knowledge</td>
<td>103</td>
</tr>
<tr>
<td>Teachers’ confidence</td>
<td>104</td>
</tr>
<tr>
<td>Teachers’ enjoyment of teaching spelling</td>
<td>105</td>
</tr>
<tr>
<td>Support for less experienced staff</td>
<td>103</td>
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Percentages show positive impact to extremely positive impact responses.

Spelling zone characters.
Teachers have seen a positive response from their children since teaching Literacy and Language and Spelling. Children have responded positively to all of the activities in both programmes, with partner work being a firm favourite. The speaking and listening skills developed during partner work has also had an impact on children’s progress — see page 4.

How much of an impact has the use of Read Write Inc. Literacy and Language had on your pupils overall attainment?

95% of teachers have seen an impact on children’s overall attainment since teaching with Literacy and Language. Many commented on how the step-by-step approach has embedded the correct skills to ensure progress.

How positive has your pupils’ response been to these elements of Read Write Inc. Literacy and Language?

89% Drama

of teachers have said that their children have responded positively to the drama activities

88% Discussion

of teachers have said that their children have responded positively to the discussion activities

89% Anthology texts

of teachers have said that their children have responded positively to the anthology texts

How positive has your pupils’ response been to these elements of Read Write Inc. Spelling?

93% 11 activities

of teachers have said that their children have responded positively to the 11 key activities

96% Partner work

of teachers have said that their children have responded positively to the partner work activities

88% Online spelling zone

of teachers have said that their children have responded positively to the online spelling zone

Percentages show positive to extremely positive responses

The Big Questions are a huge hit and are fostering a love of debate!

NICOLA MILLS, ASSISTANT HEAD TEACHER, EPPLETON ACADEMY PRIMARY SCHOOL, TYNE AND WEAR

The children LOVE their log books for writing and take such pride in them.

LEE-ANNE KNOWLES, ASSISTANT HEAD, BRIERLEY HILL PRIMARY, DUDLEY

My children love the programme and can’t wait for their Read Write Inc. spelling time every day - even Year 6!

HOLLIE BEARNE, ASSISTANT PRINCIPAL, TYWARDREATH SCHOOL, CORNWALL

The children love their spelling sessions. They hand out the books without asking.

COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHERS SURVEY, NOVEMBER 2015

“...Taking pride in their spelling logs and enjoying their daily spelling.

KERRY JONES, PRIMARY SCHOOL, CUMBRIA

We have a lovely log book for spelling and the children love it.

NADINE TURNER, PRIMARY SCHOOL, BIRMINGHAM

The children are learning the spellings in the log books.

BRIANNA BURTON, PRIMARY SCHOOL, DUDLEY

In the year that we have used Literacy and Language the children have made outstanding progress with their reading and comprehension skills.

COMMENT ABOUT READ WRITE INC. LITERACY AND LANGUAGE FROM TEACHERS SURVEY, NOVEMBER 2015

The development of skills, step-by-step, enables all learners to make good progress — particularly in developing writing skills.

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Teachers have seen a significant impact on their children’s attainment and progress since teaching Read Write Inc. Literacy and Language and Spelling. They have provided positive comments on the ease of teaching the curriculum requirements, the pedagogies and training, with 9 out of 10 teachers recommending the programmes.

I personally feel every element of the Read Write Inc. programme works and I would recommend it to every school.

COMMENT ABOUT READ WRITE INC. SPELLING FROM TEACHER SURVEY, NOVEMBER 2015

Read Write Inc. has helped raise standards in writing in our school and this has been recognised by the Local Authority.

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The teaching strategies which are suggested in the training are excellent and this has led to greater consistency in standards of teaching.

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