



LS REPORT Day of 1 of 3

Partner School: Hunslet Carr Primary School	LS Day date: 30/09/25
Headteacher: Martin Lumb Reading Leader and role in school: Nicole Ford Year 1 teacher and reading lead and Elisa Whitfield EYFS lead and reading lead	Literacy Specialist: Emma Bond

Background:

Hunslet Carr was audited in Spring 2024 and began using Read Write Inc as their SSP in September 2024. School received speed sounds training July 2024 and story book training in November 2024. January 2025 was the school's first RWI development day. Hunslet Carr is a one and a half form entry (apart from years 3 and 6 which are a two-form entry). School's phonics screening results in 2024 were 64% and we have agreed on a target of 80% for children meeting the expected standard in 2026. Phonics takes place at the same time every day for Reception, Year 1 and Year 2 (9:30-10:30).

Impact and celebrate:

- Phonics teaching made a strong start from the first full week back in both YR and KS1.
- Some strong phonics teaching observed today across the groupings. Staff are keen to develop their own professional development by watching the videos on the portal.
- Weekly coaching and practice time takes place and both reading leads have release time to be able to deliver/lead this. Both reading leads have a strong understanding of the programme and are committed in their drive to support staff and children progress.

	Baseline Data % on track	Autumn 1 data % on track	Autumn 2 PSC (2019) % on track	Spring 1 Data % on track	Spring 2 PSC (2018) % on track	Summer 1 PSC (2024) % on track	Summer 2 PSC (2025) % on track
Previous outcomes							
PSC 2024	81%						
PSC 2025	64%						
Current Data:							
YR baseline							
Y1 Baseline	17/46 (37%)						
Target Y1 (2026) Difference	80% (+16%)						

A. Teach with fidelity to an SSP Programme

Start date	Who	Focus
01/10/25	RL/ Phonics teachers	<p>Teachers and Tas (who are teaching reading) understand and teach the specific activities in the SSP programme confidently</p> <p><i>Sarah (t)</i></p> <ul style="list-style-type: none"> • When drawing the picture side for the children, ensure that the letter is drawn first before adding the details of picture. Say 't, t, tower' when drawing to make link. Ensure this remains pacy so that the attention of the children is not lost. • Look carefully at the steps from the video for 'read the sound' take time to ensure that the link is really made between the picture and the grapheme. Use the large grapheme card when doing same-same and when flipping the card between picture and grapheme. Then use the smaller card to put in the pack for the children to spot the sound. • Consider the number of cards in the speed sound pack (not too many). When putting the sound back in the pack, put the new sound closer to the front initially to allow the children to spot quickly then slightly further back each time. Allow children to spot 2 or 3 times. • Ensure data is being used to teach sound gaps to avoid re-teaching sounds that children already know. <p><i>Emma (d)</i></p> <ul style="list-style-type: none"> • Bounce the sound when showing the pictures of words with the sound: 'd d doll' • Look carefully at the steps from the video for 'read the sound' and ensure that the link is really made between the picture and the grapheme. • Use of MTYT throughout the session to model each step for the children first. • Consider the number of cards in the speed sound pack (not too many). When putting the sound back in the pack, put the new sound closer to the front initially to allow the children to spot quickly then slightly further back each time. Allow children to spot 2 or 3 times. <p><i>Donna (zz) ditty</i></p> <ul style="list-style-type: none"> • Children seated in the 'V to see' position. • Ensure that during the 'Fred Talk' part of the session that children are repeating the sounds before blending into the words. • Consider how to hold the cards to ensure that these can be read speedily and clearly seen by all. • Consistent use of the reading routine ensuring that the 'read the word' part is said too. <p><i>June(ar) green</i></p> <ul style="list-style-type: none"> • Clear use of the reading routine.

		<ul style="list-style-type: none"> • Model SF, FT RTW and allow children to read and then model FITH separately. • Ensure that enough time is taken for key parts of the session such as teaching the sound and reading the words. • Ensure 4 and 5 sound words are being included in review words.
B. Make a strong start in YR		
01/10/25		<p>Identify pupils who are falling behind, by the third week in school</p> <ul style="list-style-type: none"> • Continue to informally assess the children using the Starting String Tracker and ensure that children who are at risk of not being able to recognise 16 sounds by the end of Autumn 1 are receiving daily tuition and are having regular pinny time sessions during provision time. <p>Give all pupils practice in reading letter-sound correspondences and oral sound-blending a few times each day</p> <ul style="list-style-type: none"> • Continue with opportunities through the game to play Fred games throughout the day.
C. Ensure cumulative progression of sounds and books – are children applying their reading routine and building their fluency?		
D. Build a team of expert reading teachers – team meeting		
01/10/25		<p>Provides opportunities for teachers to receiving coaching and to practise elements of the SSP</p> <p>Practise time set up on APC planner during LS day 1 with a focus on:</p> <ul style="list-style-type: none"> • Say the sound, read the sound and blending (YR team/reading teachers with EW) • Read the word and review the words (KS1 team/reading teachers with NF) <p>Following practice time, Nicola and Elisa to monitor during coaching time and coach reading teachers as appropriate.</p> <p>Coaches reading teachers who support pupils who have fallen behind</p> <ul style="list-style-type: none"> • Nicola to provide support and coaching to June and Linzi who will be taking a lead in tutoring in the absence of Caitlyn.
E. Reach the lowest 20% pupils		
		Organises extra daily practice for pupils falling behind, following the school's SSP programme

		<ul style="list-style-type: none"> • June to begin FTT with the following children every day at 1:30 onwards: Freddie Henry, Thalia, Harrison (1:1), Bella and Matve (group), Iyla and Tilly (group), Isla H, Leanna and Nicole (group). <p>Uses the programme's SSP assessment to identify immediately pupils falling behind</p> <ul style="list-style-type: none"> • Consider splitting the ditty and red group into 2 separate groups (ditty and red). Ditty: Cal, Parker, Freddie, Georgie, Jason, Mason and Adrian. Red: Bella, Harrison, Thalia, Matve. Red to be led by Rabiya (if possible) and Ditty to be led by Donna.
Other:		