



<b>Partner School:</b>  Hunslet Carr Primary School	<b>LS Day date:</b> 12.1.2026  <b>Next LS day:</b> 3.2.2026
<b>Headteacher:</b> Martin Lumb  <b>Reading Leader:</b> Elisa Whitfield, Nicole Ford	<b>Literacy Specialist:</b> Jo Skipworth

### 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 **89%**.

### Impact and celebrate:

- The Reading Leaders both fully engaged with the LS day today and were involved in the visits and analysis. The Headteacher and Reading leaders were keen to enable the suggested next steps to be actioned promptly, some of which were actioned immediately during the visit.
- Reception and Year One have both made a strong start to the year, with some gaps plugged in all groups, and more children assessing at 'on-track' by the end of the Autumn Term.
- The team observed today were keen to develop their practice and were receptive to all feedback and advice given.
- The culture in school is positive and this enabled me to coach within sessions to model best practice.
- Weekly coaching and practice time continues to take place and is split for Reception and Year One reading teachers.

### Data Headlines:

	Baseline Data % on track (xx/xx)	Autumn 1 data % on track (xx/xx)	Autumn 2 PSC % on track (xx/xx)	Spring 1 Data % on track (xx/xx)	Spring 2 PSC % on track (xx/xx)	Summer 1 PSC % on track (xx/xx)
Previous outcomes						
PSC 2022						
PSC 2023						
PSC 2024	81%					
PSC 2025	64%					
YR 35 children	25%	49%				
Y1	37%	58%				

45 children	(17/46)	(21/45)				
Y1 PSC target	80% (37/46)	89% (40/45)				

### A. Teach with fidelity to an SSP Programme

Start date	Who	Focus
14.1.2026	Reading Leaders	<p><b>Assessments are used to organise pupils efficiently to maximise progress</b></p> <ul style="list-style-type: none"> <li>• Reading Leaders were coached by the LS to check and regroup children in reception and year 1 during the visit.</li> <li>• Reading Leaders should check and regroup every child who is not yet on-track every 1-2 weeks to ensure they are grouped correctly and taught to their challenge points.</li> <li>• Children have been regrouped as follows:-</li> <li>• <u>Reception:</u></li> <li>• 1A – Sarah</li> <li>• 1B – Abbie</li> <li>• 1C – Emma</li> <li>• Ditty – Elisa/Abbie</li> <li>• <u>Year 1:</u></li> <li>• Ditty (year 1) – Amber</li> <li>• Ditty (year 2) – Laura</li> <li>• Green/Purple – Emma JS/Aimie</li> <li>• Pink – Julia</li> <li>• Orange – Linzi</li> </ul>
14.1.2026	Reading Leaders, Reading Teachers	<p><b>Teachers and TAs (who are teaching reading) understand and teach the specific activities in the SSP programme confidently</b></p> <ul style="list-style-type: none"> <li>• All groups – Review the sounds – only include a maximum of ten sounds in the review pack. Hide the new sound 2-3 cards into the pack and repeat this so that children are exposed to the new sound multiple times.</li> </ul> <p><u>Group – 1A – Sarah</u></p> <ul style="list-style-type: none"> <li>• Follow the steps for Set 1 single letter sounds (p.34 in the Handbook.)</li> <li>• Say the sound – Introduce the sound verbally using MTYT. Hold up the Picture Sound Cards in turn. Bounce the sound at the start as you say the name of each picture and ask the children to repeat using MTYT.</li> </ul>

14.1.2026	Reading Leaders	<ul style="list-style-type: none"> <li>• <i>When drawing the picture side of the card and writing the letter, use plain paper/whiteboard and make this picture the same size as the a4 card.</i></li> <li>• <i>Write the letter - Air-write the letter using the handwriting phrase using MTYT. Repeat, writing the letter on the board. Ask children to say the phrase as they write a on paper, at tables. Always model correct letter formation.</i></li> <li>• <i>Introduce the children to the steps for Learning to Blend using magnetic boards once they know the first ten sounds (p.37 in the Handbook).</i></li> </ul> <p><u>Group – 1B – Emma</u></p> <ul style="list-style-type: none"> <li>• <i>Read the sound – copy a simple version of the picture side onto the board first and run your finger round the picture using MTYT.</i></li> <li>• <i>Write the letter on the board and run your finger round saying the sound using MTYT.</i></li> <li>• <i>Show the picture side of the A4 speed sound card first, then show the letter side.</i></li> <li>• <i>Reduce teacher talk and use silent signals so that children are focused on the new sound being taught.</i></li> </ul> <p><u>1B – Elisa</u></p> <ul style="list-style-type: none"> <li>• <i>Say the sound – finish on the corresponding small picture card (e.g. end on the vulture when teaching v, apple when teaching a).</i></li> </ul> <p><u>1C – Abbie</u></p> <ul style="list-style-type: none"> <li>• <i>Teach sound gaps in Set 1 single letter sounds (Set 1 special friends are taught in Ditty). Follow the steps for Set 1C blending.</i></li> <li>• <i>Blend orally without speed sound cards.</i></li> <li>• <i>Say the word using MTYT. Place the sound in the pocket chart and encourage the children to join in as you do this. Ask children to read the word as you point to each sound and sweep your finger under the word.</i></li> <li>• <i>Match the corresponding green word card underneath then ask the children to read the green word using FT, RTW.</i></li> <li>• <i>Repeat for 3-4 words then ask the children to read all the Green Word cards taught in this lesson using Fred Talk, read the word.</i></li> </ul> <p><b>The pace of teaching is not slowed for pupils who fall behind</b></p> <ul style="list-style-type: none"> <li>• <i>Teach year one children who are not yet on track in groups that are separate to reception children, so that they can make accelerated progress and catch-up with</i></li> </ul>
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		<p><i>their year one peers.</i></p> <ul style="list-style-type: none"> <li>• <i>Make sure children assessed as not yet on-track are always in smaller progress groups – the smaller the group, the faster the progress</i></li> <li>• <i>Ensure all staff place children in the Vision V and spotlight children are identified and positioned correctly.</i></li> </ul>
<b>B. Make a strong start in YR</b>		
14.1.2026	Reading Leaders, EYFS Teachers	<p><b>Ensure at least 20 minutes is given to teaching of phonics, reading and writing right from the start</b></p> <ul style="list-style-type: none"> <li>• <i>Children were regrouped into smaller progress groups today.</i></li> <li>• <i>Teach children to their challenge point in these groups.</i></li> <li>• <i>Set 1A – teach sound gaps and learning to blend using magnetic boards.</i></li> <li>• <i>Use magnetic letters with consistent size/formation/colours to ensure children can read each sound easily. These are available from OUP.</i></li> </ul> <p><b>Give all pupils practice in reading letter-sound correspondences and oral sound-blending a few times each day</b></p>
14.1.2026	Reading Leaders, EYFS Teachers	<ul style="list-style-type: none"> <li>• <i>Introduce afternoon speed sounds for children in reception. Teach these children in two progress groups to meet different challenge points. Use the sound gap tracker to target the sounds most children need to learn in each group.</i></li> <li>• <i>Timetable pinny time so that it is consistently delivered every day, especially for the slowest progress group.</i></li> </ul> <p><b>Give daily extra practice to pupils falling behind in a small group or individually</b></p>
14.1.2026	Reading Leaders, Tutors	<ul style="list-style-type: none"> <li>• <i>Make sure children in Set 1A are tutored on a daily basis to accelerate progress.</i></li> <li>• <i>Consider using the virtual classroom for children with a small amount of sound gaps to maximise capacity and time available.</i></li> <li>• <i>Tutor all children who cannot yet blend using the steps in the tutoring handbook (Part 2: Blending sounds into words p.19).</i></li> </ul>
<b>C. Ensure cumulative progression of sounds and books – are children applying their reading routine and building their fluency?</b>		
		<p><b>Pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school</b></p> <ul style="list-style-type: none"> <li>• <i>Not on the agenda for this visit</i></li> </ul>
<b>D. Build a team of expert reading teachers – team meeting</b>		
14.1.2026	Reading Leaders	<p><b>The Reading Lead provides opportunities for teachers to receiving coaching and to practise elements of the SSP</b></p> <ul style="list-style-type: none"> <li>• <i>Team Practice sessions are arranged for every week to</i></li> </ul>

		<p>ensure all staff are given sufficient time to practise elements of the SSP. They are split into Reception and KS1.</p> <ul style="list-style-type: none"> <li>• Team Practices planned for this half term:</li> <li>• <u>All teaching groups</u></li> <li>• Review the sounds (focus on card placement and how many cards to have in the pack).</li> <li>• <u>Reception:</u></li> <li>• Learning to blend with magnetic boards</li> <li>• Set 1C blending step.</li> <li>• <u>Key Stage One:</u></li> <li>• Review words (focus on word choices for children not yet on track word time 1.1-1.7)</li> <li>• Read the words (focus on using a tap to encourage children to read altogether).</li> <li>• Reading Leader to coach Set 1A group (learning to blend) as a priority and Ditty PCM to accelerate progress in year one.</li> </ul>
<b>E. Reach those children falling behind the pace of the programme</b>		
14.1.2026	Reading Leaders, Tutors.	<p><b>Organise extra daily practice for pupils falling behind, following the school's SSP programme.</b></p> <ul style="list-style-type: none"> <li>• Children to sit side-by-side with the tutor, with the cards on the table, to reduce distractions.</li> <li>• Follow the steps in the tutoring handbook for children learning Set 2 sounds. (p.24 Part 6: Learning Set 2 and 3 Speed Sounds).</li> <li>• If a child is not confident with a sound in the review pack, pull it out and reteach the following day.</li> <li>• Model reading two words using the reading routine - special friends, Fred talk, read the word – choose the most difficult words for this.</li> <li>• Review words from previous Set 2 lessons and Word Times 1.6 and 1.7. Also include some 1.1-1.5 high frequency words to build speed.</li> </ul>
<b>Other:</b>		

Key Development Points from LS Day 2:-

- Check and regroup children every 1-2 weeks to accelerate progress and ensure they are taught to their challenge point.
- Regroup Reception children into smaller progress groups – the smaller the group, the faster the progress.
- Group Reception and Year One separately so that the pace of teaching is not slowed for pupils who fall behind.
- Include Word time 1.1-1.7 in the review piles for children in Key Stage One to build speed so that children can move from green/purple.