Emmaus Church of England and Catholic Primary School

Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together.

Subject Lead Action Plan

2025-2026

Subject: Phonics - RWI
Subject Lead: Sarah Millington
Link Governor: Christina Sanders

Development Priority	Key Actions	Timescale	Staff involved	Success Criteria	Termly Review
What are your main priorities this year?	*What key actions will make it happen?*	*By when?*	*Which staff?*	*How will you know if you have achieved it?*	*Review priority each term*
Every member of the teaching team to aim for all children to achieve or exceed expected age related standards. All children to receive high quality teaching and support, if required, to keep up.	- Coaching, Learning walks, lesson observations, time for reflection, a supportive role from the Phonics lead. - We will ensure all of the RWI team have had training, time of observe others and support. - Support to be given immediately, when necessary, to help children to keep up. - The lowest 20% will be identified and closely monitored and supported.	Ongoing	SM SLT	- Assessments will show who is making good progress. - Evidence of support plans will be in place /Intervention file/results - Coaching observations - Learning walks - Discussions with the teaching team - Feedback from our RWI consultant on our Development day.	

	• To use our RWI development day appropriately and organise more if we need the support. • Assessments to prompt regular discussions with the Phonics lead and at Pupil Progress Meetings with SLT to ensure plans are implemented to breakdown barriers to learning.				

Development Priority	Key Actions	Timescale	Staff involved	Success Criteria	Termly Review
Ensure the teaching team deliver consistently high quality RWI lessons. Ensure the lessons have fidelity to RWI and use every opportunity for every child to practice their reading and spelling skills. Every member of the team to use the correct terminology and RWI silent signals.	• Ensure everyone knows how to ask for support and where to find support on the RWI portal. • Regularly provide support, where it is needed, for coaching and training for each member of the team.	Ongoing	SM SLT	• Assessments will show who is making good progress. • The data will identify who needs support to keep up. This is to be discussed with teachers and Fast Track tutoring to be in place with pinny time. • Evidence of support plans will be in place. • Coaching/Lesson observations/walks • Discussions with the teaching team.	
Train any new members of staff that join throughout the year with the Read Write Inc programme.	• Ensure any new members of the team receive the resources and training they require. • Speak with them regularly to help provide training links and support, when it is needed.	Ongoing	SM	• All staff to receive regular training. • Implement the support programmes suggested by our RWI consultant after data analysis.	

Development Priority	Key Actions	Timescale	Staff involved	Success Criteria	Termly Review
Support and monitor all of the teaching team who are delivering Read Write Inc. Identify which members of staff require support and put a plan in place to meet their areas of development.	• Ensure the team regularly have time for training and reflection. • Provide support with planning, resources, parent meetings and subject knowledge. • Ensure everyone knows how to access the training support online. • Make use of the termly Development Days to identify next steps for staff and put a plan in place to meet their areas of development. • Complete Staff Voice questionnaires and identify barriers, support requirements.	Ongoing	SM SLT	• All phonics groups to be making good progress. • Staff Feedback through regular interaction and staff questionnaires. • Staff reflecting on their own progress and independently accessing the resources to support their development.	
Ensure the teaching team is aware of the resources available, how to use them and where they are kept.	• Order all the recommended resources for every member of the teaching team. • Ensure everyone is consistently using the resources they need. • Organise the resources and clearly label them so everyone can access them.	Ongoing	SM	• Coaching / lesson observations demonstrate that resources are prepared and organised before the start of a lesson. • The teaching team are accessing the physical and online resources. • Staff feedback is positive.	
Assess regularly how the children are progressing, using formative and summative assessment. Ensure the success in	• Assess all children each half term and discuss the results with the RWI consultant and the teaching team. • Analyse data and identify barriers, intervention groups,	Ongoing	SM EYFS, KS1, Yr 3 Yr 4 SLT	• Assessments to be analysed and discussed with the teaching team. • Pupil progress meetings with SLT discussing the impact of the lessons and interventions.	

previous years continues in 2024-2025.	provide assistance if required with ideas for how to close the gap. • Use formative assessments to monitor every child's progress and address who needs support throughout the year. • Ensure all KS2 children who need RWI support are receiving it and being monitored.			• Fast track tutoring children who are identified to be supported. Monitoring completed every half term.	
Development Priority	**Key Actions**	**Timescale**	**Staff involved**	**Success Criteria**	**Termly Review**
Reflect upon our progress delivering RWI after every assessment period and act on the advice provided by the consultants and experienced teachers.	• Utilise the RWI consultants and their support team of experienced teachers, if support is required. • Ensure the team have time for training and reflection. • Liase with Phonics Consultant and act on feedback provided. • Identify any barriers and support staff overcoming them.	Ongoing	SM EYFS & KS1, Yr 3 Yr 4.	• Children are making good progress. Progress is consistently reflected upon, discussed and next steps are identified. • Lesson observations/learning walks demonstrate the teaching team are delivering good quality phonics lessons. • Support plans are identified and adaptions are made to ensure every child makes progress.	
Develop the learning environments so we have fidelity to RWI. Ensure the displays and resources support children's learning and	• Communicate our expectations with all staff. • Organise a learning walk with staff/SLT for the Autumn term, to discuss our learning environments, share good	Learning walk in Autumn term. Ongoing throughout the year.	SM with year group practitioners	• The phonics displays/resources demonstrate fidelity to one scheme. • Children are observed using the learning environment to	

are consistent across the school.	practice and ensure we have continuity throughout the school.			support their reading and spelling.	

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To support the Year 1 team implementing the Phonics Screening Check in June 2026.	• Keep up to date with government guidance. • Attend SIP meetings.	Ongoing	SM and Yr 1 practitioners SLT	• For all practitioners involved to be aware and prepared when we receive information.	
Ensure parents are kept updated with their child's phonic targets and how they can support their child at home.	• Support Reception and Year 1 practitioners discussing phonics at the parent meetings in Autumn Term. • Support staff creating and sending home information packs to parents for them to support their children at home. • Regular communication taking place with parents providing them with targets and activities.	Ongoing	SM with year group practitioners	• Parent feedback forms from Workshops/Meetings. • Parents feedback • Children making progress through working with parents at home. • SLT Feedback regarding each year groups website and phonics information/support for parents.	
To continue to support the reading team delivering RWI with the adaptions to the writing elements. To make sure we have complete fidelity to RWI, in line with SIL support.	• Observe, support and liase with all staff to ensure they are confident teaching RWI. • SIL have been in to school to support us adapting our RWI plans to ensure we can teach, with fidelity, a high quality RWI lesson.	Ongoing	English lead SLT RWI Reading leader - SM with year group practitioners	• RWI is delivered confidently and is a 40 minute lesson. • A positive impact on writing assessments. • Feedback from monitoring visits and cluster meetings. • Positive feedback from children during Pupil voice time.	