



St Bridget's Cof E Primary **School Read Write Inc** **Policy**

January 2023

Read, Write, Inc. (RWI) is a phonics programme that teaches children to read accurately and fluently and develops early literacy and comprehension skills. Children learn to form each letter correctly and to spell words using the knowledge and skills they have learnt from the programme. The consistency and pace of the programme is key to accelerating reading progress.

The aims of RWI:

- Apply the skills of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so that children can focus more on comprehending what they read.
- Spell effortlessly so that children can focus more on composing their writing.

Teaching and Learning Style

RWI is very much based on 5 Ps.

Praise – Pupils learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other.

Planning

With RWI, all planning is provided in handbooks. This allows all teachers to follow a set routine and emphasizes the consistency of the programme across the school. All staff that deliver RWI are fully trained and also have access to an online platform where they can keep up to date with any changes to the programme and regularly refresh their knowledge and training. This ensures that all staff can feel confident delivering phonics, no matter the colour group they are working with.

Delivery of phonics

- RWI is taught daily in reception and in year 1 and 2.
- 10 minute interventions are in place and delivered daily for those children that need extra support in their phonics.
- KS2 children may also still participate in the daily phonics lessons if they have not yet completed the programme and will also receive daily intervention if further support is needed.
- Initial sounds are to be taught in a specific order.
- The pure sound is always taught for example 'b' and not 'buh' and any misconceptions are addressed straight away. As this is central to the teaching of phonics.
- Set 2 sounds are introduced and taught once children are absolutely secure in their set 1 sounds.
- Set 3 sounds are introduced and taught once children are absolutely secure in set 1 and set 2 sounds.
- Letter names and high frequency words are taught alongside the story books when they occur.

RWI across the school

Foundation Stage: Reception receive daily RWI lessons from the beginning of year. The lesson times vary depending on the colour group children are in and the duration of lessons will increase as the year goes on. In the early stages, lessons include a daily speed sounds lesson and a learning to blend element. Once children are secure in blending they will move on to reading words and spelling words. Children are assessed every 6 weeks by the RWI lead and work their way through the programme. Nursery phonics consists of short phase 1 phonics games to support listening skills, recognition of environmental and instrumental sounds and recognising patterns in spoken words, such as rhyme and alliteration. In the summer term, nursery children will begin to learn the pictures for the set 1 RWI sounds and begin to engage with fred games to develop oral blending before starting reception.

Key Stage 1: Key Stage 1 also receive daily RWI lessons. Lesson times are up to 1 hour depending on the colour group children are in. Each lesson consists of a speed sounds lesson with word reading and spelling and a story book element where children read and comprehend in partners. Each story book session includes holding and writing a sentence and developing early literacy skills. Children are assessed every 6 weeks by the RWI lead and grouped accordingly. Once children have completed the programme. Children then begin the RWI comprehension programme.

Interventions: Children are assessed every 6 week and it is determined which children require daily intervention. These children are then assigned an adult to deliver the 10-minute interventions daily. This is usually around 3 children per year group, plus children with Special Educational Needs who may also require further support with their phonics.

Assessment

The RWI lead conducts assessments every 6 weeks. Children are assessed on how secure they are with reading set 1, 2 and 3 sounds (depending on the group they are in and sounds they have been taught). The children are also assessed on segmenting and blending words using 'special friends, Fred talk, read the word' and they are also assessed on how they segment and blend words silently (Fred in your head, read the word).

Children further along in the programme are assessed on their fluency (how speedily they can read). In this they are given 1 minute to read a story passage that matches their reading ability.

Monitoring and review

The RWI lead

- Ensures that all staff have up to date training, including new members or staff and students on placement at our school.
- Directs staff to refresh their knowledge of RWI delivery on the online training platform.
- Ensures that all children are assessed and placed in the correct colour group to suit their reading ability.
- Ensures that all children who need it are receiving daily 1-1 interventions.
- Engages with regular RWI development days and provides feedback to school staff, key information and updates.
- Regularly communicates with staff to provide advice on the delivery of RWI
- Informally observes staff and models RWI delivery when required.