



RWI POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, philosophy and Mission Statement of St. Luke and St Philip's Primary School, A Church of England Academy in relation to RWI. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the School's approach about the Read Write Inc to all staff, governors and parents. Copies of this document are provided for all teaching staff and are available when necessary to support staff and members of the School's Governing Committee. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

The Aim and objectives of RWI are to teach children to:

- Apply the skill 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 all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

CURRICULUM INTENT

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur daily for an hour, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

We want children to learn to read quickly and accurately and to then keep on reading. The intent is for children to see reading not only as a task set by teachers in school but as an activity which provides pleasure and escape from the modern world. Within the daily RWI sessions children will be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills. The writing aspect of the programme will teach the children how to use key skills to record their ideas and they will be encouraging them to formulate their sentences orally before writing.

IMPLEMENTATION

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. The Read Write Inc. Lead record the results from the Assessments 1 and 2, which take place every 6-7 weeks. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them on the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer. The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical

day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Delivery of Phonic:

- Initial sounds are taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. e.g. bl is two specific sounds.
- Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

Read Write Inc. across the school:

Foundation Stage: Read Write Inc. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught, which is through the Autumn Term. Once the sounds have been taught assessments will take place to determine groupings.

RWI Sessions take place daily between 11-12 am. Within this time a 10-minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

Key Stage One: Read Write Inc. groups are set following assessments carried out by the Read Write Inc. Lead. The sessions occur daily for 1 hour. Sessions take place daily from 9.30-10.30am. Children on the Read Write Inc. programme are assessed once a half term by the reading leader. The assessment determines the change in groups.

Lesson structure:

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

The children write every day (in their individual groups), rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read. The content of the lesson and amount of coverage increases as the children move up the groups.

Key Stage Two: Read Write Inc. groups will take the form of an intervention for those children with the greatest need in Year 3 and Year 4.

SEND/Able Pupils

SEND pupils are fully involved in Read Write Inc. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition. These children are identified by the Reading Leader and tweaked following assessments every half term.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

Presentation

Emphasis is made to encourage pupils to take pride in the standard, quality and presentation of their work.

Expectations

At all times staff expect and encourage pupils to produce work which fully reflects their abilities, and to take pride in the standards, quality and presentation of their work.

IMPACT

Children will become fluent readers through the teaching of Read, Write, Inc Phonics by the end of Key Stage One. This will allow them to focus on developing their fluency and comprehension as they progress through the school.

Attainment is measured through statutory assessment at the end of Key Stage One and Key Stage Two, and also through teacher assessment each year. Attainment in phonics is measured by the Phonics Screening test at the end of Year One. We believe it is important to promote reading for pleasure as part of the reading curriculum, to encourage a love for literature across all genres, traditions, cultures and time. Children are encouraged to develop a love for reading all genres and review their choice of books.

Assessment and Recording:

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered. Group leaders are also expected to give feedback to the class teacher on a weekly basis and show the work completed to inform the teacher for assessment and monitoring purposes.

Formal assessment is carried out every half term by the Reading Leader using the Read Write Inc. phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

EYFS

The Early Years Foundation Stage profile sets out the early phonics skills and knowledge as part of Communication and language, Personal, Social and Emotional Development and Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

THE ROLE OF THE SUBJECT LEADER

The Reading Leader will:

- Assess all EYFS children, Key stage 1 children and some in Key Stage 2 and designate pupils to the correct groups.
- Assign leaders to groups.
- Hold coaching meetings regularly to provide CPD development, ensure groups are running smoothly and issues of concerns are being addressed.
- 'Drops in' on Read Write Inc. groups to give advice and to informally check that pupils are in the correct groups.
- Where necessary models lessons and team teach.
- Covers groups while others have an opportunity to observe good practice throughout the school.
- Attends up-to-date meetings when they occur and reports back to the Read Write Inc. group leaders.
- Speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters.
- Is responsible for reporting to the governors about the quality of the implementation of Read Write Inc. and the impact on standards.
- Keeping up to date with important Reading developments;
- Purchasing new resources;
- Leading staff meetings-whole school and in small groups;
- Monitoring and analysing phonic assessments with the class teacher;
- Holding phonic workshops for parents and carers;
- Providing enrichment opportunities to promote the love for reading throughout the school.

RESPONSIBILITIES

- All relevant staff will ensure that the Read Write Inc. curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation
- Homework Policy
- Creative Curriculum Policy
- English Policy
- EAL Policy

Policy reviewed: June 2024

Policy reviewed by: Mrs B Patel (Read Write Inc. Lead)

Agreed by Governors: _____

Next review date: June 2026