

At Wootton Wawen C of E Primary School, we believe that every child deserves to nurture a love of reading and writing, to be inspired to learn bravely, and to achieve with confidence and resilience. We know that the ability to read and write independently is foundational—not only unlocking access to the wider curriculum but also fostering self-belief and future opportunities.

Our approach to teaching these essential skills is rooted in nurturing children’s curiosity, inspiring perseverance, and building courage to tackle challenges. We aim for all pupils to become confident, fluent readers and effective writers who see themselves as purposeful and joyful learners. Through accurate, systematic teaching that builds on phonics knowledge and develops mastery over time, we support every child to progress with determination and success.

We recognise that learning to read and write is an act of courage and persistence, and we are committed to empowering all children to achieve their best and to see reading as both a crucial life skill and a lifelong pleasure.

Intent

At Wootton Wawen C of E Primary School CE Primary School we are proud to offer the pupils a text rich learning environment where we foster the habit of reading so that children develop a life-long love of reading. We aim for all pupils to develop a positive relationship with reading and use Read, Write Inc (RWI) to begin this journey. This a systematic and synthetic phonics programme supports the teaching of phonics, reading, spelling and writing throughout Reception and Key Stage 1 (KS1).

We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that all pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight (words that are not easily decodable – these can be found in Appendix 1)
- Are confident in reading challenging words from their spelling ‘Word Lists’ (from the National Curriculum for Spelling, see Appendix 2)
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

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Implementation

The RWI programme is designed to create fluent readers and at Wootton Wawen C of E Primary School CE Primary we aim to create fluent readers, confident speakers and willing writers.

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

We group pupils homogeneously, according to their progress in reading. We make sure that pupils read words/ books that are closely matched to their rising 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.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Pupils write at the level of their spelling knowledge using 'Fred fingers'. Daily, we encourage them to compose each sentence aloud until they are confident to write independently. The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

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

Passion –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 RWI lessons is partner work and the partners 'teaching' each other.

Phonics lessons

Reception and Key Stage 1 children are taught daily. In the first four weeks of Reception, children are taught the initial sounds (Set 1 Speed Sounds) in class groups. Children receive daily phonics teaching in groups using the structured speed sounds lesson plan. Children who need further practice have 1:1 intervention time within Continuous Provision to support them with speed sound recognition and blending. It is our aim that all children in Reception are at green/purple RWI band at the end of the year to be on track to achieve the expected standard for the Year 1 phonics screening check.

The daily RWI lessons in Reception and Key Stage 1 last for approximately 40 minutes. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 5-day plan (depending

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on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities. Children are assessed half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 support is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the English Leader.

Children in Year 1 complete the phonics screening check at the end of the year. It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2. Classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Monitoring and Assessment

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, and class teachers work together to rearrange groups accordingly.

- Regular assessments ensure that children receive targeted teaching quickly according to their needs.
- Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.
- Teachers are trained to teach Read Write Inc. Phonics and through CPD it ensures all teachers use the same language, routines and resources to teach children to read.

Year 2

Once children are secure in their RWI Phonics, the children then progress onto the Spelling Shed Spelling scheme which covers all National Curriculum requirements for Spelling in Year 2.

Key Stage 2 (KS2)

By the time children reach KS2 we aim for all to have completed the RWI phonics programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention. A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics. We utilise the 'Fresh Start' intervention programme for reading and writing which follows the same structure as a Phonics lesson, including diagnostic assessment to ensure children begin their intervention at their appropriate reading level, a review letter-sounds and words, followed by sentence level work to apply what they have learnt.

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Spelling

From Year 2 onwards, pupils are taught age-related spelling content using a published scheme called 'Spelling Shed'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

How We Use Spelling Shed

At our school, we use *Spelling Shed* to support the teaching of spelling from Year 2 to Year 6 in daily Spelling lessons. This programme provides a complete spelling curriculum, including well-structured lesson plans, classroom resources and PowerPoints with a range of learning activities.

What is Spelling Shed?

Spelling Shed is designed to make learning to spell enjoyable and effective. Research shows that spelling is not simply about memorising a weekly list of words; instead, children need to understand how language works. When pupils learn the building blocks of words, they become more confident and capable spellers. Spelling Shed supports this by teaching children *how* spelling works, rather than encouraging them to remember words in isolation. The scheme develops the wider language skills needed for successful spelling by focusing on several key areas:

- **Phonics**

Understanding the relationship between sounds (phonemes) and the letters or groups of letters (graphemes) that represent them.

- **Morphology**

Recognising the meaningful parts within words.

Example: unhappy is made up of the prefix *un-* (meaning "not") and the root word *happy*.

- **Orthography**

Understanding the rules and patterns of spelling, including how letters combine to represent sounds.

- **Etymology**

Learning about where words come from and how their meanings have changed over time. This helps children make connections between new and known words.

- **Visual Memory**

Developing the ability to remember what words look like, helping children recall familiar spellings.

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Important Terms We Teach the Children

- **Phoneme:** The smallest unit of sound in a word.
Example: The word *smile* has four phonemes: /s/ /m/ /ɪ/ /l/.
- **Grapheme:** The letter or letters that represent a single phoneme.
Example: The letter *s* is the grapheme for the sound /s/.
- **Morpheme:** The smallest unit of meaning in a word.
Example: In the word *cats*, *cat* (animal) and *-s* (more than one) are both morphemes.

Our pupils use a Spelling book which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with parents.

Applying the Learning

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge) also known as 'Fred Talk' (RWI)
- Dictionaries
- Speaking with a learning partner
- Looking at the Working Wall for previous learnt words / patterns.

Marking and Feedback

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

Assessment

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Wootton Wawen C of E Primary School CE Primary School, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Books
- Regular 'quizzing'

Inclusion

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where

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pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in spelling. Parents will be kept informed of our approaches to teaching spelling through our annual 'Meet the teacher' meeting and through parental workshops.

In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

Reading at home

Children from Reception onwards have home reading records. The parent/carer records comments to share with adults in school and the adults will write this on a weekly basis to ensure communication between home and school.

- In KS1, pupils take home RWI decodable books matched to their reading level.
- As the children develop their confidence in reading in Year 2, the children are assessed using Accelerated Reader
- Accelerated Reader is a computer-based reading programme used in schools to support and monitor *independent reading practice*. It encourages pupils to read books at a level that suits their current reading ability and interests, and then to demonstrate their understanding by completing a short online quiz once a book is finished.
- Children choose books from a wide range of titles that are appropriate for their ability and personal interests.
- After reading, pupils take a brief quiz on the iPads which assesses how much they understood from the book. Passing the quiz indicates comprehension of what has been read.
- Accelerated Reader is designed to encourage children to read independently, make thoughtful book choices, and build reading confidence through measurable progress. Teachers use the programme's data to tailor support and celebrate achievements, helping each child grow as a reader.

Reading for pleasure

- We read to children every day at whole school class story time. We choose these books carefully from our reading spine of high-quality texts
- We ensure that classrooms have an inviting reading corner and encourage children especially in Reception and Key Stage 1 to access it every day during Continuous Provision
- We encourage reading for pleasure in school time allowing children to access story time
- Teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

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Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school reading system
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body.

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Appendix 1 – Common Exception words

Year 1

Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
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Year 2

Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
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Appendix 2 – Word lists for Year 3 / 4

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Appendix 2 – Word lists for Years 5 & 6

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



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