



Read Write Inc. Policy

2020-21

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. Children will then progress onto *Read Write Inc.* Comprehension in year two during the autumn term before moving onto English from Christmas onwards.

Read Write Inc. Overview

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
- Children in Years 5 and 6 needing further reading support will 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 and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Children in our nursery also receive small group *Read Write Inc.* sessions from the summer term where they learn their set 1 sounds and begin to blend ready for learning to read in reception.

How we teach children to read and write

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our English curriculum. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for one hour a day (30 minutes in Reception/15 minutes in Nursery) and re-assess children every half-term so we can place them in the group where they will make the most progress. We provide extra daily one-to-one sessions for children who need further support.

Teaching and Learning Style

This is based on the 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 RWI lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Provision

Early Years Foundation Stage (EYFS)

Nursery

In Nursery children will take part in a wide range of letters and sounds phase one activities until the summer term when RWI phonics begins. Children will then be taught the first set one sounds in small groups.

Reception

In Reception, RWI is fully implemented but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. The sessions will occur daily for 30 minutes. Within this time a 10 minute speed sounds session will occur with follow up handwriting, assisted blending, independent blending and word time reading.

Key Stage One and Two

RWI groups will be set across Year 1 and 2 following assessments carried out by the RWI Manager. Children in Year 3 and 4 that need further sound support will also be part of a RWI lesson. The sessions will occur daily for 1 hour. These sessions will include a 10 minute Speed Sounds session followed by a reading and writing session. Children will be introduced to set 2 and 3 sounds and will build the skills needed to write independently. Children will also be introduced to basic grammar and spelling rules. Once pupils 'come off' the programme they will then move onto the RWI Literacy and Language programme.

Fresh Start

Children in Years 5 and 6 who need further reading support will take part in a Fresh Start lesson. The lesson will occur daily for 1 hour during literacy time. Children in Fresh Start will

experience a RWI style lesson taught at a faster pace with age appropriate texts and outcomes. Children who make rapid progress in Fresh Start will then join a Literacy and Language lesson in their year group.

SEND

SEND pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small group tuition will be identified by the RWI manager if required.

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

Formal assessment is carried out periodically by the RWI lead using the RWI phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for children new to our school.

Monitoring and Review

The role of the Read Write Inc. Manager:

- Assesses all children on the programme and designates pupils to the correct groups.
- ‘Drops in’ on RWI groups, to give advice and informally check that pupils are in the correct groups.
- Where necessary models lessons.
- Speaks with the Senior Leadership Team and Literacy Co-ordinators regarding groupings, teaching spaces and other pertinent matters.
- Liaises when necessary with Paul Daghish (Read Write Inc. representative).
- Carries out fortnightly Read Write Inc. meetings to share good practice and ensure high standards and consistency across all RWI groups.

Written By: Charlotte Norman RWI Manager

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To be reviewed: September 2021