

Newington Community Primary School



Read Write Inc Policy

2023-2024

Amended:	Term 1 2023
Updated by:	Gemma Clements
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Intent

The programme is for:

- pupils in Year R to Year 2 who are learning to read and write

Using RWI, we aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading.

A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read, Write Inc lessons children will:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' 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.

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.

Implementation

The RWI scheme advocates that phonics lessons should be delivered using the 5 Ps:

- Pace - good pace is essential to the lesson
- Praise/Positive Teaching - children learn more effectively in a positive climate
- Purpose - every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that 70% of learning comes from partner talk)
- Passion - this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Groupings

Pupils work within ability groups across EYFS, Years 1 and 2, and smaller groups in Year 3, 4 5 and 6 where needed. Ability groups are organised using on-going assessments carried out every half term. The reading leader will group the children in light of the outcomes of the individual assessments. Less able children will be placed into small groups, where possible. Struggling readers and those at risk of falling behind are taught by the most skilled members of staff.

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 - 'tricky words'.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky 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.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Impact

Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics. Reading Leaders specify which children require which interventions based on half termly analysis of RWI assessments. All members of staff in EYFS and KS1 are RWI trained and certain KS2 teachers and TA's.

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning.

Assessment

In addition to half termly Read Write Inc assessments, which assess the children's ability to use the phonemes they have learned to decode both real and made up words, teachers use ongoing assessment for learning within RWI lessons to assess how well children:

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

If a child is making faster than expected progress, they may be reassessed before the end of half term, and depending on the outcome of the assessment, they may move up a group if it is deemed in their best interests. Children new to the school will be assessed within their first few days and placed in an appropriate ability group as soon as possible so that no learning time is lost.

Monitoring, Review and CPD

The Reading Leader monitors the teaching and learning of early reading skills through lesson visits, coaching, analysis of half termly phonics assessments and monitoring of books.

Staff training for Read, Write Inc includes:

- Coaching sessions and modelled teaching from the Reading Leader
- Regular practise sessions based on the coaching sessions
- Whole school Read, Write Inc Development Days
- One/two days of RWI training for each new member of staff

- Access to online RWI training materials including model lessons
- Provision of RWI Handbooks with lesson plans

Phonic Screening Check

All children in Year 1 undertake a statutory Phonics Screening Test in June alongside any children currently in Year 2 who failed the previous year. Results are communicated to parents in writing.