



Warstones Primary School

October 2022-24

Read Write Inc. Policy

Read Write Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is a synthetic phonics scheme for children in the EYFS and KS1. Children learn the 44 common sounds in the English language and how to blend them to read (decode) and spell (encode). 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 run every day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives.

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.

Teaching and Learning Style

This is based on the 5 Ps.

Praise - Children 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 (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.

Planning

Pupils work within ability groups, which are defined by their performance on R.W.I. phonic assessments. Pupils are re-tested each half term and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I Leader as required.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.

- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. e.g. 'cr' is two specific sounds.
- Children are to be 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.

R.W.I. across the school

Foundation Stage: During the Summer term in Nursery, children will start to be introduced to the initial Set 1 sounds. R.W.I. is fully implemented in Reception 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.

Sessions in Reception will take place daily between 9.00 and 9.20. Within this time a 10-minute speed sounds session will be modelled with follow up handwriting sessions while children access continuous provision.

Key Stage One: R.W.I. groups will be set following assessments carried out by the R.W.I Leader. The sessions will occur daily for 45 minutes.

The structure of the session:

- 10 minute speed sound session teaching new sound
- 10 minute spellings of new sound and red words
- 5 minute handwriting practice
- 20 minute reading activities based on a storybook promoting the skills of decoding and comprehension. Formal written comprehension activities will be introduced into the sessions when the children are assessed as ready for such an activity.

All R.W.I sessions are supplemented by a daily literacy session, teaching writing objectives.

Once children are assessed as having finished the programme, they will then access literacy sessions from the Literacy Framework.

Sessions will take place daily from 9.05 - 9.50 Monday to Thursday and 11.00-11.45 on a Friday.

Key Stage Two: Children who are still in need of the RWI scheme will attend daily RWI sessions in KS1. These will be supplemented by intervention sessions within KS2.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI co-ordinator if required.

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

All classrooms to have simple and complex speed sounds charts (large and individual) available for support with spelling.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used, the teacher assesses the progress of the children in their group. 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 every half term by the RWI. Leader and/or trained support staff. This allows for homogeneity within each group and indicates the correct access point for new entrants.

Monitoring and Review

The R.W.I. Leader will:

- Designate children to the correct groups after assessments
- Assign leaders to groups
- 'Drop in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- Conduct formal observations
- Model lessons

- Attend up-date meetings when they occur and reports back to the R.W.I. group leaders
- Speak with the Head Teacher regarding groupings, teaching spaces and other matters that arise
- Is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Policy dated: October 2022

Policy to be reviewed: October 2024

Policy written by G Evans