



Gwladys Street CP and Nursey School

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 aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell.

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 each day with no exceptions, 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. assessments. Pupils are re-tested during the year 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 co-ordinator as required. TA's will be given preparation time prior to the daily sessions.

Delivery of Phonics

- Initial sounds are to be 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. eg bl 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: R.W.I. is fully implemented in Reception. Sessions will take place daily between 9.10-9.40am. Within this time, children will be taught letter sounds and how to blend and segment them. In the Spring term, pupils will begin joining KS1 to be organised into their different groups according to the results of their assessments.

Key Stage One: R.W.I. groups will be set following assessments carried out by the R.W.I teachers. The sessions will occur daily for 30 minutes from 9.10-9.40. During this session, children will recap on recent sounds they have learnt, learn to read and write words using a new sound and read a book aimed at their ability. When children have progressed to the end of the R.W.I program children will take part in G.P.S sessions.

Key Stage Two: R.W.I. groups will take the form of an intervention during afternoon sessions for those children with the greatest need in 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 manager if required.

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.

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 R.W.I. co-ordinator using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants. The R.W.I manager will then input the data onto a database which will quickly and easily highlight children that are not making the expected progress. These children will then be targeted by the co-ordinator and the class teacher using interventions.

Monitoring and Review

The R.W.I. co-ordinator

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- speaks with the headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Policy dated: September 2015

Policy to be reviewed:

Policy written by L.Clarke