

Pray, Learn, Achieve and Celebrate Together



Read Write Inc Policy

*When the people read it, they were filled with joy by
the message of encouragement.*

Acts 15:31

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Introduction:

This policy outlines the teaching and learning of phonics and early reading skills at St Gabriel's. This policy should be read in conjunction with the school's Reading Policy.

Intent:

At St Gabriel's, we teach phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI), which is a **systematic synthetic programme*** for the teaching of phonics, reading, spelling and writing. 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:

- Learn 70+ sounds (using simple picture prompts/rhymes)
- Decode letter-sound correspondences quickly and effortlessly. (using Fred Talk)
- Read stories featuring words/sounds they have learned.
- Read common exception words (Red Words) on sight.
- Understand what they read.
- Read aloud with fluency and expression.
- Spell quickly and easily by segmenting the sounds into words. (Fred Fingers)

*Systematic synthetic phonics (SSP) is a proven strategy for developing essential reading skills in children. As the name suggests, it follows a structured and sequential way of showing pupils how to read. SSP first teaches students how to identify letters (graphemes) and their associated sounds (phonemes). Pupils then learn how to blend these phonemes together (synthesising) in order to read new words.

Implementation

The RWI programme advocates that phonics lessons should be delivered using the 5 P's:

- Pace- good pace is essential to the lesson.
- Praise- children learn more effectively in a positive climate
- Purpose- every part of the lesson has a specific purpose.
- Participation- a strong feature to 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 every group leader puts into the lesson that brings the teaching and learning to life!

The RWI programme is delivered to:

- Some pupils (by Summer Term) in pre-school, who are ready to access.
- All pupils in Reception to Year 2, who are learning to read and write.
- Some pupils in Year 3 and Year 4, who need to catch up rapidly.

All children accessing the programme will take part in daily sessions. Lessons vary in length in EYFS depending on children's concentration (10-15 minutes in Autumn term, building up to 40 minutes by the Summer Term). All children in KS1/KS2 will have a 45 minute session daily.

Order of the programme:

The programme is ordered through a series of colour-coded books, each progressively introducing new letters and sounds. Children are assessed roughly every half term to review whether they are ready to progress onto the next book colour. Below, you can find the progression of books and the typical age-range that children will be exposed to them.

Set 1A	Reception
Set 1B	Reception
Set 1C Sound Blending Books	Reception
Paper Ditties	Reception
Red	Reception
Green	Reception
Purple	Reception/Y1
Pink	Y1
Orange	Y1
Yellow	Y1/Y2
Blue	Y2
Grey	Y2
Off	Y2

Once children complete the RWI phonics programme, children are taught in their year group.

Groupings:

Pupils work in homogenous groups across Reception and in KS1/2 groups. Ability groups are organised using assessments carried out approximately every half term. The reading leader will group the children in light of the outcomes of the individual assessments. Children are grouped according to their reading progress, rather than their writing. This is because it is known that children should 'read well before they spell'. Groups are assigned a trained member of staff. Struggling or target groups are assigned to the most skilled members of staff. (Children, where possible, are taught by a different teacher/TA per half term. This depends on the size/need of the group)

A typical RWI lesson:

Each RWI lesson begins with a short 15 minute Speed Sound lesson. In this 15 minutes, children will:

- Learn or review a new sound (Set 1, 2, 3)
- Read words containing that sound (using Fred Talk).

- Review words containing previously taught sounds (increasing fluency)
- Apply their knowledge of today's sound into nonsense words.
- Spell words containing today's new and review words.

The second part of the lesson is where children apply their sound knowledge into matched colour-coded books. They complete a series of activities, each designed for specific purpose, to help them become fluent readers with a good understanding of what they have read.

Depending on the book colour, children will spend the following amount of time reading and re-reading the same text.

Paper Ditties/Red- 1 ditty a day (except in Reception- 1 ditty every 2 days)

Green to Grey- 1 storybook every 4 days (except in Reception- 1 storybook over 5 days)

Below is a list of reading and writing activities children take part in when reading their matched book:

Reading Activities

- Speed Sounds in Storybook
- Story Green Words
- Speedy Green Words
- Red Words
- Partner Practice
- Story Introduction
- First Read
- Read aloud (Teacher)
- Jump In
- Second/Third/Fourth Read
- Think about the story
- Questions to talk about

Writing Activities:

- Hold a sentence (Paper Ditties to Orange)
- Write about (Reception only)

At St Gabriel's, the phonics and reading element of RWI is followed as per the RWI handbook. However, as a school, we have opted out of using the writing element. This is because high-quality English lessons (taught within year groups with class teachers) had more impact than the writing plans outlined in the RWI handbook.

Home Reading:

Children who are following the RWI programme will take home their current RWI book each week. This is to improve the fluency, as the more they read it, the speedier they will get. Children also take a matched phonic book. These will continue to consolidate the sounds they have been learning. Children will also take home a library book, which they will choose themselves. This is to promote 'reading for pleasure'.

Interventions:

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics (Fast Track Phonics). These interventions follow a set structure based on the Fast Track Phonics Handbook. The reading leader will specify which children require which interventions based on their half termly assessment.

SEND:

All RWI lessons are pitched at the appropriate level for the needs of the children in the group, as groupings are based on assessment of children's prior knowledge. For children with SEND, smaller groups or 1:1 tutoring is provided (see above).

The RWI programme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, which will aid our SEND and EAL to retain their learning.

Staff are trained to identify their 'spotlight' children in their group. These are children who are at risk of falling behind. Staff will ensure that these children are sat at the front in their 'V to see' and will tune into their reading daily.

Role of the Reading Leader:

It is the responsibility of the reading leader to:

- Organise half termly RWI assessments and group children accordingly.
- Assign suitable teaching staff to groups.
- Organise 1:1 tutoring for the lowest 20% of pupils and other children who may be struggling.
- 'Drop in' on RWI groups to give advice on teaching.
- Offer coaching sessions to staff to ensure the set routines in the handbook are being followed correctly.
- Where necessary, model lessons.
- Keep up-to-date with key messages from the Ruth Miskin team- regarding changes in practice etc.
- Attend Remote Progress Meetings with the RWI consultant.
- Organise regular Development Days for the school to improve practice and keep up to date.
- Ensure staff have adequate level of training in place- this may be formal/informal.
- Audit resources- ordering any new ones if required.
- Ensure staff have access to the correct planning/tracking documents/assessment materials for their group.

Staff Training:

A key element of the RWI programme is consistent whole-school practice. This is underpinned by continued professional development. This ensures that all teachers and

teaching assistants are trained in this approach to teach reading. All staff receive at least one Development Day throughout the academic year, supported by a consultant from the Ruth Miskin team. Staff will attend weekly 'Practice Sessions' where an element of the programme is discussed, taught and practiced in a supportive way. Staff receive in-lesson coaching from the reading leader and have access to training videos and additional support materials via the Ruth Miskin School Portal.