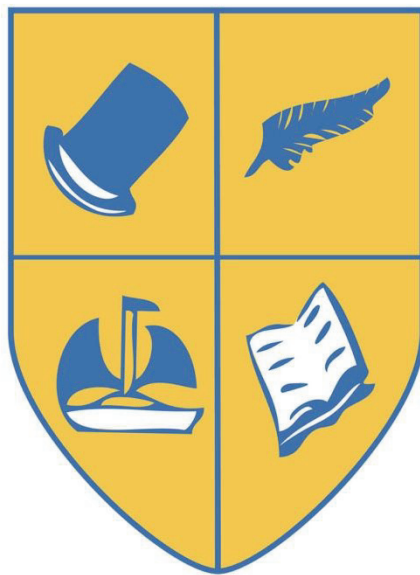


RWI Policy

(To be read in line with LLC Policy)



November 2022

Introduction

Our pupils learn to read and write effectively using the Read Write Inc. Phonics programme.

Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write.
- Any pupils in Years 3-6 who need to catch up rapidly 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 by 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.

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

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. 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.

Home Learning Pupils take home a copy of the current book they are reading in their RWI lessons to share at home and celebrate their reading.

Pupils also take home stories from the school reading scheme, which is closely matched to their reading level and checked regularly.

Individual readers are heard in each class at least once a week by the teacher or the teaching assistant with **extra paired reading support given to RADY learners.**

Outcomes for children Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment, **including RADY learners attainment and progress as a priority.** We use this data to assign them to the appropriate Read Write Inc group. The assessments are regular, and the groups are fluid to ensure that all children are getting the provision they need.

Narrowing the gap

The programme is very effective for our pupils in narrowing performance gaps between different groups. We know from our tracking that our **pupils who are eligible for the free school meals, have made progress in line with that of our other pupils or are catching up quickly.** Any children identified as falling behind their targets during termly tracking meeting are given intervention to support their progress.

We identify children who need 1:1 support and these individuals then receive 1:1 support, 10-20 minutes three times a week. The staff use the Read Write Inc. One-to-one tutoring programme.

If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language, they are taught Read Write Inc. Fresh start programme until they too catch up with their peers.

By the end of Key Stage 1, we aim for all year 2 pupils to be off the Read Write Inc. programme.

Our assessment aims are to ensure:

1. Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the free school meals (Read Write Inc. assessment and tracking and standardised reading tests).

2. 80-90% of pupils complete Read Write Inc. Phonics by end of Year 2 Term.
3. 70-80%+ of pupils meet the standard in the phonics screening check in Year 1 and 90% in Year

Effectiveness of leadership and management - Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often.

The leadership team works with all the staff to ensure that this happens. In particular, they work closely with the reading leader to monitor the quality of teaching and to provide coaching and peer observation opportunities for staff (teachers and teaching assistants).

Reading leader

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level - providing further training (through CPD sessions, coaching/observation and face-to-face feedback) Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

All staff have attended Phonics training. We hold development days every year to ensure we are aware of up-to-date practice.

Parents and carers

We hope to invite parents/carers to workshops regularly to show how they can help their children's read at home.

We use the resources on the parent page on the Ruth Miskin Training website:

[Parents - Ruth Miskin Literacy](#)

Expectations for each year group:

Early Years Unit

- Daily sound discrimination activities sessions for 10-15 minutes throughout the Nursery year.
- When children are ready, they will move onto more the aspects of 'Fred Talk' (oral segmenting and blending) through activities such as 'Silly Soup'.
- Children should also be able to independently explore sound and discriminate between different sounds through activities they can access in the continuous provision

- In Summer Term of Nursery, children who are moving into Reception in the Autumn term will begin learning the RWI Set 1 sounds. Reception - Year 2:
- Daily RWI phonics lessons for 30-45 minutes.
- Children from Red Ditty level onwards also take part in an additional 30 minutes RWI Get Writing session each day.
- In Autumn Term of Reception, all children will begin the RWI programme by learning the Set 1 sounds.
- Children will move through the programme at a pace which is appropriate to their group.
- Half-termly assessments of each child will determine the appropriate group/pace for them to learn.

Quality of teaching and pupils' progress

The headteacher, reading leader and all staff monitor pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

The Read Write Inc. 'cycle of instruction' is embedded across the curriculum –

1. My Turn/Your Turn, Talk to Your Partner. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough and in line with our feedback policy.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. Teaching is monitored thoroughly (see Leadership and Management).

Web Links:

Ruth Miskin School Portal: <https://schools.ruthmiskin.com/>

Oxford Owl: <https://www.oxfordowl.co.uk/for-school/default>

Policy by: Mrs Gemma Morris

Date: November 2022

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information.

Article 28: All children have a right to an education.

Article 29: Education should develop each child's personality, talents and abilities to the full.