

St Albert's Catholic Primary School



Read Write Inc Policy

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. At St Albert's, it is taught from Reception class through to Y2 and it teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme heavily focuses on the development of early reading.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as we firmly believe that 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).

In order for a child to fully access the RWI programme, it is essential that they are in school on time each morning. Working very closely with our 'Attendance officer', we have impressed upon pupils and parents the importance of attendance and punctuality. The school Attendance Policy states that all pupils are required to be in school by 8.55am each day. Since RWI sessions begin daily at 9.05, punctuality is vital and promoted heavily within the school. Lateness is recorded in the school 'Late Book' each morning as a way of systematically recording and tracking persistent lateness. Parents are consequently addressed as and when necessary, thus promoting the importance of being in school on time, in order to access RWI sessions. .

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

The RWI tutor follows the relevant handbooks in order to teach the session. 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.

TAs will be responsible for planning for their R.W.I groups, with the support of the R.W.I Lead as required. TAs will be given preparation time prior to the sessions on a weekly basis.

Delivery of Phonics

- Initial sounds are taught in a specific order.
- Sounds taught are 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are declustered. eg bl is two specific sounds.
- Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are taught after Set 1 (initial sounds)
- Letter names are introduced with Set 3.

R.W.I. across the school

Foundation Stage: R.W.I. is gradually implemented in Reception and the class are eventually split into groups based on their assessments.

Sessions take place daily .Within this time a 10 minute speed sounds session occurs with follow up handwriting sessions while children access continuous provision, inline with the EYFS.

Key Stage One: R.W.I. groups are set following assessments carried out by the R.W.I lead. The sessions occur daily for 45 minutes. These sessions are phonic-based and include a recap on speed sounds, the reading of high-frequency words and then individual and paired reading. The sessions are supplementary to our whole-school 'Read it' and 'Write it' daily English sessions. If children complete the RWInc programme whilst they are still in Y2, they move onto the Literacy and Language programme.

Key Stage Two: R.W.I. groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.

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 lead 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 the children. The teacher assesses how children:

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

Each group leader keeps a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the R.W.I. lead using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Monitoring and Review

The R.W.I. lead

- 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
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- 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.
- This Policy will be reviewed within during the next academic year.