



St George's Catholic Voluntary Academy

Read Write Inc. Phonics Policy

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Introduction

Read, Write, Inc. Phonics is an inclusive phonics programme for all children learning to read. It is aimed at children from EYFS, where they are beginning to learn the strategies of reading, to those emerging into Year Two. Where we have KS2 children still requiring phonics teaching, they will access RWI lessons, as well as extra tuition on top of this. The programme teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them in order to read and spell. The scheme includes both a reading and a writing focus. Once the children are off the programme they begin RWI Comprehension and Spelling.

Aims

At St. George's Catholic Academy, we are committed to high quality teaching and learning to raise standards of achievement for all children. All staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. Learning is the purpose of the whole school and is a shared commitment. At St. George's, we recognise that education involves children, parents, staff, governors, the community, diocese and the local authority, and that for optimum benefit all should work closely together to support the process of learning in reading.

Part of our mission at St George's Catholic Voluntary Academy is to enable all children to become confident and fluent readers. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. In KS1 we enable the children to "learn to read" so that in KS2 they can "read to learn".

Intent

Through high quality RWI lessons, we will 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 common exception words (red 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.
- Read for both study and pleasure.
- Spell effortlessly so that all their resources can be directed towards composing their writing.
- To develop ideas and writing styles in order to compose coherent pieces of nonfiction/fiction writing with attention to punctuation and tenses.

Implementation

We use Read, Write, Inc to deliver high quality first teaching of phonics across EYFS and Key Stage 1; with further intervention as necessary for LKS2. We work closely with our RWI consultant, Keely Slocock, to ensure that our phonics teaching is of the highest standard.

Planning and group organisation

Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are assessed every 6 weeks by Mrs Brunning, our RWI lead, and the groups are re-organised accordingly. RWI teachers follows the relevant handbooks in order to teach the session. Each teacher has a printed format for planning ditties or storybook lessons. All staff have access to sound and word flashcards to use within their teaching. Teacher's and teaching assistants are responsible for ensuring their lesson resources are prepared for each lesson.

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 de-clustered. e.g. 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)
- Children are taught that where 2 or 3 letters make one sound, are called special friends.
- Letter names are to be introduced with Set 3 sounds.

EYFS

R.W.I. is introduced in Reception in the first half term, following their initial baseline assessments. Initially the phonics lessons are 10 minutes per day in order to introduce the initial sound. After 4 weeks the lessons are increased to 30 minutes. During the latter part of the 4 week period the children will be assessed to learn if they have grasped the initial sounds. They then work in small groups according to their ability with a TA or teacher. Once children know at the first 5 set 1 sounds, they are taught to orally blend, using magnetic whiteboards. Once children can orally blend, they begin to read words using 'green word cards'. As the children progress through the programme so does the length of time increase.

Key Stage One

R.W.I. groups will be set following assessments carried out by the R.W.I lead. The sessions will occur daily for 1 hour. These sessions begin with a 15 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access RWI Comprehension, RWI Spelling and My Book Blog. These sessions encompass, spelling, grammar, reading and writing. They are built around key texts.

SEN/EAL

SEN pupils are fully involved in RWI. lessons as all pupils work in ability groups and teaching is matched to the speed of progress of each group. 1:1 tuition will be identified by the RWI lead, if required. In some cases, children who are on an EHCP may receive 1:1 RWI lessons to support their needs. Similarly, children who are new to English and early reading will also access RWI

lessons daily with extra tuition in place. Materials will be provided by class teachers, as well as on our school website to support these pupils at home.

Intervention and 1:1 tuition

We recognise that some pupils may require extra support with their learning of phonics. After each half termly assessment point, the RWI lead will identify those children who are below expectations and will put a 1:1 programme together. TA's have the responsibility for carrying out these interventions and have been fully trained in how to deliver highly effective 1:1 phonics.

Read Write Inc. Comprehension

Once children are fluent, confident readers and have completed the grey story books, they move off of the RWI programme and on to comprehension. Children are taught to read a wide range of texts with a rich vocabulary. They will learn to read with expression and develop a deep understanding of texts, including how to retrieve information and make inferences. They will also use the RWI spelling programme to develop their spelling ability and they will begin to access My Book Blog. This is a scheme that encourages reading for pleasure both in and outside of school. Children are assessed and then are matched to a challenge level where they can read books from a range of authors.

Home reading

We want children to become confident, fluent readers. Therefore, our home reading books are closely matched with children's phonics knowledge. Each week, children will take home a copy of the story book they have read in school. This is because it is a book they are familiar with and we know they can read and decode it fluently, allowing them to revisit taught sounds and vocabulary. In addition, children will take home a second reading book. This book will be an unfamiliar story, but will still be closely matched to their phonics knowledge.

Impact

Assessment

Children are assessed throughout every lesson. During the lesson, children will take part in "partner practice". 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). During this time, the teacher will move around the room, listening in to partners reading.

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 R.W.I. lead using the R.W.I. phonic checks. Occasionally, the EYFS lead and a Year One teacher will support with this, both of whom have been trained on how the assessments work. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

During the assessments, the RWI lead will assess:

- what sounds the child knows
- if the child can read a word using the strategy; "special friends, Fred talk, read the word"
- if the child is able to read nonsense words using the above strategy
- if the child is able to speedy read words

- if the child is able to read a short passage fluently (blue books onwards)

Children are able to move from one group to another depending on their progress. The children are assessed each half term and the groups are reviewed during this time. Where necessary, intervention will be introduced to support pupils. The RWI lead will analyse the assessments, updating trackers on our Ruth Miskin Portal. These trackers and assessment outcomes are shared with staff at the start of each half term during a grouping meeting so they are clear on the starting point for their group.

Monitoring/coaching

The RWI lead does not teach a phonics group. This is to allow the RWI lead to:

- Deliver masterclasses and CPD training for staff
- Carry out learning walks and observations.
- Carry out coaching sessions to further develop staff and their teaching
- Assess pupils

At St George's, we are supported by a RWI consultant, Keely. She will visit our school once or twice a year as well as carry out remote meetings. This time is used to develop skills of the RWI lead and teaching staff. The development days are planned around the priorities of the school to ensure that our pupils make the best possible progress.

Expectations of progress

The goal of RWI is to allow children to:

- Work out unfamiliar words quickly – including new vocabulary and names.
- Read familiar words speedily – that is, words they have been taught.
- Read texts - including the words they have been taught – fluently.

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	56 sounds (first 9 Set 3 sounds)
End of Spring 1	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Spring term	35 sounds (4 double consonants)	74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)
End of Summer 1	35 sounds	74 sounds
End of Summer term	41 sounds (first 6 Set 2 sounds)	74 sounds

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

