



## **Read, Write Inc (RWI) Phonics Policy**

### **Subject Statement**

Aspects of the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

At The Elms Primary, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, grapheme-phoneme correspondence as well as decoding and encoding words and accurate letter formation. Using the RWI Scheme, to teach children to decode and then read, we aim to teach children from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes.
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught.
- read common exception words, noting unusual correspondences between spelling and sound.
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- read words of more than one syllable that contain taught GPCs.
- read words with contractions and understand that the apostrophe represents the omitted letter(s).
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading.
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words.
- spell words containing each of the 40+ phonemes by segmenting the sounds in words.
- spell common exception words correctly.
- add prefixes and suffixes to previously taught words.
- spell effortlessly, and with confidence, so that all their focus when writing can be

directed towards composition.

- make phonetically plausible attempts to spell words correctly.
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At The Elms, these skills are embedded within daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know. We understand that learning to read and write, alongside proficient language development, is the key to allowing children access all areas of the academic curriculum.

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- RWI teachers have all the RWI resources needed to teach RWI, and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.
- Teachers attend regular in-house CPD sessions, where they learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.
- Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and receive additional 1:1 tutoring (Fast Track Tutoring).

We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program and the assessment process.

### **Teaching and Learning**

Pre-School RWI lessons start during the Summer term; pupils have a short phonics input session, where they are taught new Set 1 sounds or review previously taught sounds. Pupils practice Fred talk, to develop decoding skills, and they learn the formation of the corresponding graphemes for the sounds they have been taught. Reception RWI lessons start after Reception teachers have completed their Baseline Assessment. Five RWI lessons are taught every week and each lesson lasts for approximately 50 minutes. Daily KS1 RWI lessons commence at the start of the academic year and each lesson lasts for approximately 50 minutes. Both the Reception and KS1 RWI lessons start with a 10 minute phonics input session, where new sounds are taught or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words. Following this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading, and then they apply this knowledge to read RWI storybooks at their phonic level. The final part of the teaching sequence has an assessment focus, where pupils apply their phonic knowledge to read alien /pseudo words.

## **Assessment**

### **Assessment for Learning**

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, children rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge.
- the speed at which pupils are able to read the text.
- their understanding of the stories they read.

### **Formative Assessment**

Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

### **Summative Assessment**

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier / slower progress, using RWI Assessment materials. These materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode

regular, common exception words and alien words. Pupils reading fluency is also evaluated. The assessment is conducted by the class teacher and then handed to the Reading Leader to put the children into ability groups. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time.

Each child's sound gaps are also identified, entered into a spreadsheet and handed to both their class teacher and RWI teacher so any gaps can be taught during RWI lessons and pinny time.

### **Planning and Resources**

Planning is minimised as each group has a folder with daily RWI plans for the reading teacher to follow. This also helps covering teachers to understand where to pitch their lessons as they can easily see what has been taught previously in the week. This ensures consistency across the program, as well as freeing up time for teachers to focus on outstanding and consistent teaching of RWI. Every RWI teacher has their own box of RWI Resources with everything they need to teach their specific group. Either simple or complex speed sounds charts are displayed and used in every RWI group and RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally. Teachers delivering RWI lessons at the start of the RWI program, where children are learning to recognise and say Simple Set 1 sounds, also use magnetic letters and magnetic whiteboards in their phonics lessons. Resources are organised and kept in a shared area.

### **Organisation**

RWI happens throughout the school at 9:05am every day so that children from all classes can access their correct group. Lessons are taught at a fast pace to ensure that all children are engaged and actively involved in the lesson. The teacher models the correct behaviour and high expectations of all the children in their group by following the RWI talk routine; eliminating the 'hands up' system. Use of effective partner work, turn taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. 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 of sounds, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program, and this has a very positive impact on the teaching and learning environment.

### **EYFS**

#### **Pre-School**

Initially, during the Autumn term in Pre-School, children develop a love of language and enjoy listening to stories. EYFS staff will encourage good speaking and listening skills, develop vocabulary for talking about environmental sounds and immerse the children in rhyme, alliteration and reputational language. During the Spring term, Nursery teachers use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. During the Summer term, children are exposed to the phonics flashcards to teach Set 1 Speed sounds. During this process children hear the sound, see pictures of objects that start with those sounds, hear a phrase to assist the children to help remember the sound and then see the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk.

## **Reception**

During the first few weeks of Reception, a Baseline RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child. Because of this assessment, classes are split into small homogenous groups. Children that know no or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition, oral blending and Fred talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending using magnetic letters. Children that know many sounds, but can't orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known sounds to independently blend words containing 3 or more sounds and reading RWI ditties / storybooks. Reception pupils learn sounds and the corresponding grapheme, or groups of letters (special friends) which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This learning is consolidated daily. Children work within homogenous groups, which reflect their reading ability.

## **KS1 and KS2**

As in Reception, In Key Stage 1 pupils are grouped by 'stage not age'. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words', ensuring they experience success, gain confidence and see themselves as readers. Pupils are re-assessed every six to eight weeks and the RWI groups are reorganised accordingly. Pupils who still need access to the RWI program will also join us and will be assessed and grouped accordingly.

## **Equal Opportunities**

At The Elms Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school strives to ensure the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best full potential, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

## **Inclusion**

All pupils are entitled to access RWI resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language. The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

## **Fast Track Tutoring (FFT)**

At The Elms Primary School, we want all children to reach their reading potential and to 'keep up' with the rest of their cohort. Children that are finding phonics particularly difficult, will have 1:1 tutoring everyday for up to 20 minutes. These children are quickly identified by the class teacher and sessions are delivered by a trained member of staff and help the children to 'keep up' rather than 'catch up'. The children who are receiving FFT are recorded on the assessment tracker so progress can be quickly identified and reviewed.

## **Role of the RWI Reading Leader**

- Oversees the assessment of all Reception, Key Stage 1 pupils and any KS2 pupils who still need to access the RWI program, reviews assessment data to organise pupils to the correct RWI groups.
- Provides RWI teachers with a list of graphemes that their group requires consolidation of and other organisational support.
- Assigns RWI teachers to RWI groups.
- 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work.
- Where necessary, models lessons, team-teaches and coaches existing and new staff.
- Organises RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI is reviewed and assessed. The RWI trainer also coaches staff, supports RWI intervention teachers, updates the RWI Lead on new practices and

helps the RWI Lead to create a plan of action to help develop the teaching of reading.

- Ensures that all staff are trained in RWI Phonics and book regular Development Days with RWI consultant trainers.
- Liaises with the Head Teacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters.
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- Tutors children on a one-to-one basis and trains TAs to do the same.
- Meets with the reading team, every week for at least 20 minutes, focussing on the coaching, modelling and the development teaching of one aspect of the teaching of RWI, to ensure that RWI is taught to a consistently high level across the school.
- Organises regular workshops with parents.
- Liaises with class teachers to discuss the progress of children in RWI.
- Provides class teachers with a report on children's RWI grouping, any sounds needed to be consolidated and also any additional comments.
- Ensure that the teaching of reading follows current guidance and advice e.g. The reading framework, EYFS Development Matters.

### **Parents**

All children are given a RWI pack when they arrive at school which contains information on our phonics scheme, a set 1 sound book and letter formation sheets. All letters, ditties, reading records and reading books are kept in this pack so that parents and carers know if there has been new correspondence. Parents are informed by letter when their child moves RWI groups which contains information about what their child will be learning at school and ways to support their child's reading at home whilst in that particular group. When children can blend independently, RWI ditties or Storybooks that are matched to the child's phonics ability, will be sent home so that children can read these books to their parents. The book that the child has been reading in school all week, will also be sent home to be shared with adults at home. This is because each read through of the book focusses on specific skills; decoding, reading with expression, accuracy and fluency as well as reading for comprehension. As well as all the above, each child will take home a book from the library to share for please with the people at home to instil a love of reading.

We invite parents/carers to initial meetings at the start of every academic year and we hold stay and play workshops several times during the year, to show how parents can support their children to read at home, depending on which stage of the RWI program they are on.

RWI information is displayed on our website to encourage parents to help their child learn to read. Parents are informed of their child's progress during the Parents' Evenings in the Autumn and Spring terms and also in the annual end-of-year report.

We also hold Phonics Screening Check meetings for Year 1 parents , during the spring term, to help parents understand the PSC and suggest ways to best support their child at home.

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