

St Nicholas CE Primary Academy



Read Write Inc (RWI) Policy

Read Write Inc

At St Nicholas CE Primary Academy we use the very successful Ruth Miskin Read Write Inc Phonics approach.

Read Write Inc (RWI) is an inclusive literacy programme for all children in Reception and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day as 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.

1. **Praise** Children learn quickly in a positive climate.
2. **Pace** Good pace is essential to the lesson.
3. **Purpose** Every part of the lesson has a specific purpose.
4. **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!
5. **Participation** A strong feature of RWI 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).

Planning

Pupils work within ability groups which are defined by their performance on RWI assessments. Pupils are assessed every half term and the groups are reorganised accordingly.

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 declustered. 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)
- Letter names are to be introduced with Set 3.

RWI across the school

Foundation Stage: RWI is fully implemented in Reception where the class will be split into groups after a baseline assessment is completed. Lessons will take place daily from 10.15am. Within this time a 10 minute speed sounds session will occur with follow up handwriting and sentence writing.

Key Stage One: RWI groups will be set following assessments carried out by the Reading Leader. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching with a 10 minute Speed Sounds session followed by Reading and Get Writing. Lessons will take place daily from 9.15am-10.15am.

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

SEN Pupils

SEN pupils are fully involved in RWI 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 Reading Leader if required.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. 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 Reading Leader using the RWI assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

Monitoring and Review

The Reading Leader:

- Assesses all KS.1 pupils and designates pupils to the correct groups.
- Coaches RWI teachers and check that pupils are in the correct groups
- Attends up-date meetings when they occur and reports back to the RWI teachers.
- Speaks with the Headteacher regarding groups and a 1-1 “hot list” of pupils needing further support.
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.

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