



Hazel Slade Primary Academy

Read, Write Inc Policy (Fred Time)



Date	Review date	English Coordinator
March 2019	March 2020 July 2021	Nicola Floyd Fred Manager : Hannah Jukes

Intent

At Hazel Slade our vision is that children will develop a lifelong love for reading and an appreciation of a range of books. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. We aim that children use a variety of reading skills to enable them to access all other areas of learning.

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.

Implementation

Read, Write, Inc.(RWI) Phonics is an inclusive literacy programme for all children learning to read. It teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

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).

It is important to remember to never give up! Every child can learn to read if you persevere.

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.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. 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 are responsible for organising and preparing for their R.W.I groups, with the support of the R.W.I manager as required. TAs will be given preparation time and this release time will be negotiated with the classroom teacher.

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. eg 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.

R.W.I. across the school

EYFS and Key Stage 1: In Nursery the children start with Letters and Sounds before moving on to RWI.

R.W.I Assessments take place to determine groupings after initial baseline assessment.

R.W.I. groups are set following assessments carried out by the R.W.I Manager. The sessions occur daily. Once children have completed the programme they move into a teacher led reading group which focuses on decoding, fluency and comprehension skills.

Key Stage 2: Children within Key Stage 2 who still need support with their phonics will be discussed with SENDCo and appropriate interventions put in place to support the child.

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 additionally provided 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.

Impact

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the group leader assesses the progress of her children. The group leader assesses how children:

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

Group leaders are expected to keep the classteacher(s) informed of children's progress. Formal assessment is carried out periodically (approximately every 8 weeks) and groups are reassessed accordingly.

Y1 children undertake the national Y1 phonic check. Children who do not pass this test also take the Y1 phonic test when they are in Y2.

The R.W.I. manager

- 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
- 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.

Linked policy: Reading Policy