Elburton Primary School

Read, Write, Inc Policy

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1. Subject Statement

Intent

Elburton are determined that every pupil will learn to read, regardless of their background, needs or ability.

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 Elburton Primary School, we strive to teach all children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding words as well as spelling 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.

Implementation

At Elburton, 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.

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 have the opportunity to 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 generally receive additional small group or one-to-one intervention.

Impact

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. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (PSC) and in Year 2 (using the statutory KS1 Reading assessment materials). Pupils in LKS2 that are still acquiring word reading skills, continue to be part of the RWI program. The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Elburton Primary School is in line with National Averages. We aim to raise this standard to be well above National Averages, with a particular focus on raising progress and attainment of our disadvantaged pupils.

2. Teaching and Learning

Stepping Stones Nursery do not follow the RWI programme, but instead focus on ensuring children have accessed many practical opportunities for developing their listening skills and early phonological awareness. This provides an excellent foundation for starting the scheme when children begin RWI in Foundation classes.

Foundation RWI lessons start after Foundation teachers have completed their Baseline Assessment. Children are organised into RWI Groups based on their phonic knowledge, ability to orally blend taught

phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Foundation. Five RWI lessons are taught every week and each lesson lasts for approximately 30 minutes. As the year progresses, this time extends to up to an hour. The children are exposed to regular 'Fred Talk' games within their environment.

In Year 1 (and those in Y2 who are still within the programme), RWI lessons commence at the start of the academic year. Children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Three full 1 hour RWI lessons are taught every week. There are then two additional speed sound lessons. Both the Reception and KS1 RWI lessons start with a 10-minute phonics (speed sound) 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 on from 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 (3 times) 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.

3. Assessment

3.1 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, they all 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 as well as their understanding of the stories they read.

3.2 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.

3.3 Summative Assessment

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Assessment Team and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Children are grouped by the Reading Leader. Pupils reading fluency is also evaluated. 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. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

4. Planning and Resources

Planning is minimised as we follow the RWI Handbooks and plans. This ensures consistency across the program, as well as freeing up time for teachers to fully understand the lesson sequence, to organise resources and discuss assessment with other Reading Teachers.

Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a teaching cycle.
Every RWI teacher has access to necessary RWI Resources which include: simple and complex speed sounds charts, small and large phonics flash cards, magnetic boards and letters (for those that need this), green and red word flash cards and Fred the Frog. Set 1, 2 and 3 teaching sequence resources, RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts are all stored centrally.

5. Organisation

Teachers follow RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. 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, 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.

6. EYFS

Nursery

Initially, during the autumn term children develop a love of language and enjoy listening to stories. EYFS staff 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.

Foundation

During the first few weeks of Foundation, 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 and Fred talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending. 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 Storybooks. Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Reception RWI lessons occur from 11.10 – 11.40. During the summer term, Foundation and Key Stage 1 children are integrated for their RWI lessons where necessary. This allows children in Reception that are making exceptionally speedy progress to be taught in homogenous groups alongside Key Stage 1 children.

7. KS1 and LKS2

In Key Stage 1 pupils work within homogenous groups, across both year groups where necessary (Year 1 and Year 2 children), which reflect their performance in RWI phonic assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every six to eight weeks and the RWI groups are reorganised accordingly. Key stage 1 RWI lessons occur from 9 until 10.00. LKS2 children are assessed and are streamed together in a group. Some also access 1:1 support.

8. Equal Opportunities

At Elburton 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 works to ensure the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, 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

9 Inclusion

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability.

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.

10. Role of the Reading Leader

The RWI Reading Leader:

- Oversees the assessment of all Reception & Key Stage 1 pupils, reviews assessment data to organise pupils to the correct RWI groups.
- Provide RWI teachers with a list of graphemes that their group requires consolidation of.
- 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 model lessons, team-teach and coach existing and new staff.
- Organises RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI at Elburton Primary 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.
- Trains TAs to work on 1:1 tuition.
- Organises workshops or presentations for 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.

11 Parents

In Foundation, whilst children are learning the Set 1 speed sounds at school, children will have the opportunity of practising the speed sounds that they have learned at school with their parents/carers. When children can blend independently, RWI ditties and Book Bag Books will be sent home so that children can read these books to their parents. We have a weekly plan to read storybooks so children will read their book several times before the book is changed. 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. We also send home a list of irregular words (red words) that need to be known by sight and cannot be decoded using common graphemes.

We invite Foundation and Year 1 parents/carers to initial meetings at the start of every academic year and we hold meetings/presentations, 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. We also hold a Phonics Screening Check meeting for Year 1 parents, during the spring term, to help parents understand the PSC and suggest ways to best support their child at home. We encourage parents to help their child learn to read. Use the following link to gain further information:
https://www.ruthmiskin.com/en/find-out-more/parents/

Parents are informed of their child's progress during Parents' Evenings in the Autumn and Spring Term and in the annual end-of-year report.

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