



St Bartholomew's CE Primary School

Read Write Inc Phonics (RWI) Policy

Our Vision:

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

Community - everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

Hope - every person is guided to fulfil their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

Wisdom - we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

Dignity - we radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

General Statement

At St Bartholomew's Primary School, we teach the children to read and write using the Read, Write, Inc. (RWI) scheme of work. This is a whole school approach and includes teaching synthetic phonics, sight vocabulary, decoding words, encoding words, spelling and handwriting.

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children who are learning to read. It is aimed at children in Reception/KS1 and teaches synthetic phonics. Children learn the 44 common sounds in the English language and learn how to blend the sounds, in order to read a variety of words. Children also use their Phonics knowledge to spell words, using the sounds they have learnt. 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. RWI sessions occur daily. The fidelity 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 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
- decode texts effortlessly and comprehend what they read
- spell effortlessly and compose writing independently

Read, Write, Inc. Teaching Style

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 RWI lessons is partner work and partners 'teaching' each other.

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

Delivery of Phonics

- Initial sounds are to be taught in a specific order
- Sounds taught should be 'pure' E.G. 'b', not 'buh'
- Blends are to be declustered E.G. bl is two specific sounds
- Children are taught that the number of graphemes in a word corresponds to the number of phonemes
- Set 2 sounds are to be taught after Set 1 (initial sounds), then set 3 sounds will follow
- Letter names are to be introduced when appropriate

Read, Write, Inc. across the school:

Foundation Stage: RWI is fully implemented in Reception. The class is split into groups after the initial sounds have been taught. Once the set 1 sounds have been taught, assessments will take place. One hour sessions will then take place every day, once the children move onto ditties. Within this time, a speed sounds session will occur during the RWI lesson.

Key Stage One/Two: RWI groups are set after the RWI leader has completed the assessments. The sessions will occur daily for 1 hour. These sessions will include a 10 minute Speed Sounds session followed by Reading and Get Writing sessions. Once children 'complete' the programme they will then access English sessions delivered in line with the school's English long-term plan. In KS1, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed at the end of each small term (at least 6 times per year) and the groups are reorganised accordingly. Assessments are also carried out mid-term if required. The groups are set across Foundation stage, KS1 and KS2. This can mean that KS1 and KS2 children are in the same lesson. The assessment data is added onto the whole school tracker.

Planning

RWI planning is accessible from the 'Oxford Owl' website, which the school subscribes to. Each group leader has access to a printed/online copy of planning, for all ditty and storybook lessons. Staff will be responsible for carrying out the teaching role for their groups. The staff member delivering the lesson is also responsible for ensuring that a supporting working wall is used, in order to support children in the lessons. All RWI teachers are aware of what is expected on the RWI working wall displays as they are given the following information when they join the RWI team, and also given a copy of the RWI policy.

Working walls should consist of:

- a whiteboard or flipchart paper for writing activities
- the simple or complex speed sound chart
- a pocket chart including: the title of the storybook/non-fiction text, a few artefacts/pictures from the story/book, red and green words from the story, speedy green words, previously taught red words
- all sound cards and words for the Speed Sound part of the lesson
- Fred the frog toy

RWI group leaders should prepare:

- all resources required for the Speed Sound lesson and story book lesson
- sticky notes with 'Talk Out Loud' questions for the story book
- story introduction to read
- everything required for the working wall
- an apron for speed sound cards and word cards

Training/Staff Development

The RWI team meet every other week and practise teaching activities from the online classroom. The RWI lead organises a particular part of the Phonics lesson to practise with staff, then coaches this section the following week. These coaching sessions are recorded on the staff practice map. The RWI team meet in the final week of each term, to go through new groupings for the following term.

Pathways

Tailored training pathways are set up on the RWI online training website, for all reading teachers. These pathways are personalised to each reading teacher/group and contain training videos to guide each staff member on how to teach each part of the Phonics lesson. The pathways are updated in line with group changes.

QR Codes

The Online Virtual Classroom offers training videos for staff, children and parents. The RWI lead creates a QR code document which includes all the virtual classroom teaching videos for set 1, 2 and 3 sounds. This document is distributed to each reading teacher, as well as sent home for parents and children to use as extra practise. This document is also on display in the EYFS/Year 1 class, so the children can access this learning within the provision. The RWI lead updates the QR codes termly.

Resources

Resources are listed in the RWI handbook/online resource and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic boards and letters, fiction and non-fiction levelled reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the Fast Track tutoring handbook, Phonics handbook, writing handbook, speed sounds lesson plan book, ditty book, Oxford Owl online resource and a subscription to the Online Virtual Classroom.

Equal Opportunities

All pupils, irrespective of ability, gender or background, are fully involved in RWI lessons. Pupils work within ability groups and the teaching is tailored to each group. We understand that children originate from a variety of cultures and have a wide range of skills. Talk partner work helps our children to develop respect for other children and encourages them to collaborate and co-operate through a range of activities and experiences.

SEN/Able Pupils

SEN pupils are fully involved in RWI lessons, as all pupils work in ability groups and teaching is tailored to each group. 1:1 tuition will be identified by the RWI leader if required. Children requiring extra sessions will take part in the RWI Fasttrack programme with our Phonics tutor. Able pupils are also catered for. Groups are based on ability and are flexible.

Fast Track Tutoring

Children who require extra support and have gaps in their Phonics knowledge, take part in daily Fast Track tutoring sessions. These sessions last between 5-15 minutes and target specific sound gaps, so children can continue making good progress.

Cross curricular links

Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential.

Assessment and Recording

Children are assessed throughout every lesson. The reading teacher assesses how children:

- recognise and read the graphemes on the chart
- read the green, red and speedy words from the stories
- work with talk partners
- decode and comprehend the ditty/story
- edit and proofread sentences
- remember and write sentences
- form letters

Recording may take the form of dictation (hold a sentence), proofreading and correcting sentences (edit a sentence) and completing a piece of writing linked to a series of pictures or using a writing frame. Formal assessment is carried out periodically by the RWI leader, using official RWI assessments. This allows for achieving homogeneity within each group and indicates the correct access point for each child. Group leaders will liaise with class teachers and RWI lead to discuss the progress of children in their group. A statement about children's reading and writing ability will be included in the child's end of year report and their progress will be discussed at parents' evenings.

Year 1 Phonics Screening

The children in Year 1 will take part in the Phonics Screening Check in the summer term. The results are submitted to the local authority. Teachers must inform Year 1 parents whether their child reaches the required standard in the Year 1 Phonics Screening Check. Information will be provided regarding what will be put in place if their child does not pass the Phonics check.

Monitoring and Review

The RWI leader:

- assesses Foundation Stage/KS1/KS2 pupils
- organises pupils into the correct groups and assigns leaders to groups
- adds data to the whole school online tracker and updates the online portal
- updates the sounds analysis grid and distributes this to each group teacher
- 'drops in' on groups to give advice and to informally check that pupils are in the correct groups
- completes lesson observations, learning walks and book looks to ensure all staff are delivering lessons in the same way
- holds fortnightly training/coaching sessions
- models/coaches in lessons, where necessary
- records training and coaching sessions on the whole school practice map

- attends up-date meetings when they occur and reports back to RWI group leaders
- speaks with the head teacher regarding groups, teaching spaces and other pertinent matters
- informs parents of their child’s progress and provides resources to support children at home

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Signed.....Head Teacher