



## Read Write Inc Phonics Policy

### Aims and Objectives

To teach children to:

- 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

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- **Passion** – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

### Roles and Responsibilities

The Head Teacher oversees target setting and tracking with RWI Coordinator.

The RWI Manager:

- oversees the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups. Tracks children's progress and analyses data.
- assigns leaders to 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
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Organise 1-1 tutoring groups for children not making progress

**Reading group leaders** – made up of teachers and TAs that teach and have responsibility for a number of homogeneously grouped children.

### Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. The format for planning ditties or storybook lessons is available for all staff either on the VLE or in the workroom. To this format, 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.

### Organisation of Teaching and Learning

#### RWI in the Foundation Stage

##### Nursery

Children in nursery follow *Letters and Sounds* Phase 1- listening for and distinguishing sounds in the environment. Initial letter sounds are introduced. The staff use 'Fred Talk' daily (saying words using pure

sounds) with the children, with the expectation that the children will begin to encode the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

### **Reception**

RWI is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment after autumn half term. The Foundation Stage leader keeps the RWI manager informed of Reception children's assessments and progress.

### **RWI in Key Stage 1**

In these year groups, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. This means children from both year groups may be taught in one group. The lessons last for 1 hour and take place 3 days a week (Mondays, Tuesdays and Wednesdays).

### **Assessment and Recording**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children:

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

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

The RWI manager will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

### **1-1 tutoring**

When the assessments and regrouping have taken place the RWI manager will also identify the children who need 1-1 tutoring. Support staff deliver these sessions according to the 1-1 tutoring handbook.

### **Resources**

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the one to one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software. All resources are kept in the chatterbox and should be returned here once finished with. Staff should inform the RWI manager if they require any additional resources not available in the Chatterbox.

### **Progression through scheme**

- **RWI phonics** – for children in Nursery, Reception and Key stage 1. Some children in years 3 and 4 may also need to access the RWI phonics programme.
- **RWI comprehension** – if children are assessed at group J then they are ready to move onto the RWI comprehension programme. This takes place at the same time as the RWI phonics sessions.
- **Get Spelling** – for children in years 3 and 4. In our school years 5 and 6 are also following the Get Spelling and children have a 10 minute session every day.
- **RWI comprehension plus** – for children in years 5 and 6.

- **Fresh Start** – for children in years 5 and 6 who still need some phonics catch up. Same principles as RWI phonics but using an older appealing range of texts.

## March 2017

This Policy has been drawn up and written by the Read Write Inc Co-ordinator. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body

Drafted by: Claire Cooke

Date: Annually