

Read Write Inc Policy



St John's Primary School

Read Write Inc at St John's Primary School

Pupils at St John's Primary learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. The programme is for pupils in Reception to Year Two as well as pupils in Key Stage Two who are learning to read and write.

In Read Write Inc. Phonics pupils learn to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills. They learn to read common exception words on sight and begin to understand what they read. Through the programme pupils learn to read aloud with fluency and expression, learn to write confidently, with a strong focus on vocabulary and grammar. They learn to spell quickly and easily by segmenting the sounds in words and they acquire good handwriting which they apply across the curriculum.

Group Organisation

Following an initial assessment the pupils are grouped and to ensure they get every opportunity to become successful in reading it is important that RWI is delivered daily and at a good pace.

Ensuring our pupils are able to read fluently and confidently is of the utmost importance to us here in St John's.

RWI Inc Foundation Stage

In Nursery our main focus is to develop language comprehension through embedding oral activities and developing a love of reading. The teachers model speaking in whole sentences, build a sentence orally as well as using talk through play. They use ambitious vocabulary with children during learning experiences. We use a range of core stories to read to children throughout the year. These stories are in addition to the stories, nursery rhymes and songs that are part of the day.

During the summer term in Nursery teachers build on the children's phonological awareness before teaching the first sounds. They use a range approaches to enhance the children's ability to hear sounds in words as well as teaching the single sounds.

In Reception RWI is introduced after the first week giving the children a short period of time to settle. The children are all taught the sounds for the first 3 weeks of school and then are re-assessed on week 4 so that they can be put into ability groups. The children then receive a planned phonic session each day with a trained member of staff. Those children who require extra support will receive additional Read, Write Inc sessions throughout the week and targeted pinny time.

RWI Reading Training

At St John's we aim to ensure all teachers are trained and regularly updated with developments. We ensure the Read Write Inc. 'cycle of instruction' is embedded across the curriculum.

Every teacher:

- Uses language phrases associated with RWI
- Ensure that both they and the children will have a clear purpose for each activity
- Will model effectively for all children.

RWI and teacher absence

At St John's we do our best to plan for every eventuality to ensure first quality teaching for our children. If a leader is going to be absent then to ensure minimal disruption for the children, the reading teacher will plan work in advance and we will arrange a suitable replacement to cover. If the absence is unforeseen and there is no suitable replacement then the children will remain in class with their class teacher.

RWI Reading Leader

St John's's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher and Senior Leadership Team, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the programme.

The reading leader's roles include: -

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous, i.e. at the same reading level - providing further training (through coaching/ observation and face-to face feedback).
- Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.
- Overseeing the assessment process and ensures it is administered appropriately.
- Moderates the assessment process to ensure consistency of judgements
- Compiles and completes an analysis of the data after each assessment point.
- Groups the children and assigns teachers to each group.
- Assessment of RWI groups.

At St John's we aim to assess children's phonic knowledge every six to eight weeks. We will collate the data and group the children accordingly. It is our aim for our most confident teachers to work with our slowest progress readers. The reading leader will meet with staff delivering RWI groups to discuss the needs of each group.

Parents/Carers

At St John's we value the support of our parents/carers in teaching their children to read. Reading at home allows children to practice the skills they have been taught in school. This does wonders for their confidence as a reader. We invite parents/carers to an initial meeting and we hold workshop to show how they can help their children read at home. We ensure that pupils whose parents do not attend keep up with their peers. We encourage them to read to themselves and to siblings at home. We use the resources on the parent page on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents>

At St John's we:

- Hold an introduction to RWI workshop/parents meeting.
- Hold workshops across the year for parents/carers who want extra support.
- We direct parents to the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents>
- We run a phonics screening meeting for Year One parents/carers and who Year Two parents/carers who need to be retested.
- Give out phonics information to parents/carers to support their child in the program.

New EAL

Pupils new to the school, whatever year group they enter, should have a three week settling in period before being grouped for RWInc. In the three weeks, pupils should be exposed to the English language, the letters and sounds that they need to know. After the three weeks, pupils will then be assessed according to RWInc assessment and grouped accordingly and receive one to one intervention with an adult.

SEN

Pupils will be assessed according to RWInc assessment and grouped accordingly and receive one to one or group intervention with an adult (box time/special time) where appropriate or within a group.

Slow progress

Pupils are assessed every six to eight weeks and then grouped accordingly depending on their progress. If it is found that pupils are making little to no progress, one to one, small group interventions will be implemented (Fast Track Tutoring).

Fred the Frog



Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk.

For example, Fred would say m-a – t we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and *blend* them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

Order of teaching sounds

In Read Write Inc phonics the individual sounds are called ‘speed sounds’ – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds.

There are Set 2 ‘speed sounds’ that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the ‘speed sound’ and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can ‘sound out’ and ‘sound blend’ words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

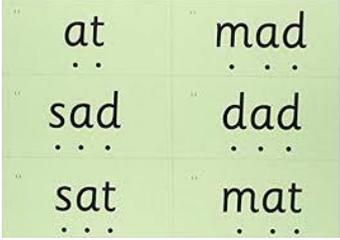
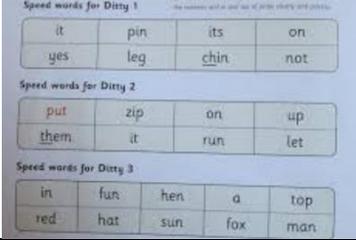
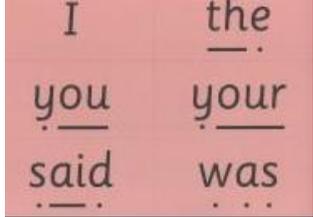
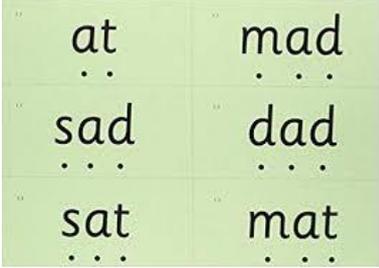


Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in ‘Alien words’. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.

RWInc Glossary of terms

Word	Meaning	Image/example
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<p>Green words</p>	<p>Words that can be decoded. These words are story specific words related to the sound learnt and the book they are reading that matched that sounds. They can be found in the front of the RWInc. books.</p>	 																
<p>Red words</p>	<p>Words that cannot be decoded easily. Known as high frequency words, these are words the children will see in the book but will not be able to decode them yet.</p>	 <p>Red Words <small>Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.</small></p> <table border="1" data-bbox="951 1016 1377 1249"> <tr> <td>all</td> <td>my</td> <td>like*</td> <td>I've</td> </tr> <tr> <td>the</td> <td>are</td> <td>said</td> <td>go</td> </tr> <tr> <td>you</td> <td>your</td> <td>are</td> <td>be</td> </tr> <tr> <td>to</td> <td>me</td> <td>of</td> <td>he</td> </tr> </table>	all	my	like*	I've	the	are	said	go	you	your	are	be	to	me	of	he
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<p>Word time</p>	<p>This refers to the time you will spend teaching the children to decode and blend the green words. These are the green cards with the dots and dashes. The green cards all have a number on from 1.1 – 1.7 referencing what 'word time set it is'. The planning in the teacher handbook advises you on which word time cards fit with each sound taught.</p>																	

Speedy sounds	This refers to the sounds the children are taught in their RWINc lessons. They should be reviewed each lesson so they become 'speedy'. They are the set 1, 2 and 3 sounds (refer to progress in phonics document).	<p>Simple Speed Sounds chart</p> <p>Consonants stretchy</p> <table border="1" data-bbox="959 255 1369 331"> <tr><td>f</td><td>l</td><td>m</td><td>n</td><td>r</td><td>s</td><td>v</td><td>z</td><td>sh</td><td>th</td><td>ng</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>nk</td></tr> </table> <p>Consonants bouncy</p> <table border="1" data-bbox="959 371 1369 445"> <tr><td>b</td><td>c</td><td>d</td><td>g</td><td>h</td><td>j</td><td>p</td><td>qu</td><td>t</td><td>w</td><td>x</td><td>y</td><td>ch</td></tr> <tr><td>k</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Vowels bouncy</p> <table border="1" data-bbox="959 486 1369 524"> <tr><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>ay</td><td>ee</td><td>igh</td><td>ow</td></tr> </table> <p>Vowels stretchy</p> <table border="1" data-bbox="959 564 1369 611"> <tr><td>oo</td><td>oo</td><td>ar</td><td>or</td><td>air</td><td>ir</td><td>ou</td><td>oy</td></tr> </table>	f	l	m	n	r	s	v	z	sh	th	ng											nk	b	c	d	g	h	j	p	qu	t	w	x	y	ch	k													a	e	i	o	u	ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy
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Special friends	Two letters (graphemes) together that make one sound (phoneme).	ee ea e-e all of these make the long e sound.																																																																	
Alien words	Made up words containing the sounds that children have been learning.	e.g. fleep smoll spoom skay <table border="1" data-bbox="943 1025 1203 1189"> <tr><td>kif</td><td>taff</td></tr> <tr><td>fup</td><td>bub</td></tr> <tr><td>hep</td><td>gol</td></tr> </table>	kif	taff	fup	bub	hep	gol																																																											
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Fred talk	This refers to children verbally decoding a word using the sounds they can see and then blending it together.	th – i – ck thick ch – i – ck chick																																																																	
Fred fingers	The purpose of this is to spell green word correctly. Children pinch their fingers as they say each sound. They can then see how many sounds are in that word and write it down.	<table border="1" data-bbox="943 1386 1070 1588"> <tr><td>m</td><td>a</td><td>t</td></tr> </table> 	m	a	t																																																														
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Fred in your head	This is when a child will decode and blend a word completely in their head. With practise of this, children will become more fluent readers.																																																																		
Hold a sentence	These sentences include words that children have already been taught how to spell. The purpose is to 'hold' a whole sentence in our heads before writing it with correct spelling and punctuation.																																																																		

<p>My turn your turn</p>	<p>Hand signals are used here. The teacher will say the word/sentence first and point to themselves. The child will then repeat what the teacher has said but only when being pointed to by the teacher.</p>	
<p>Pinny time</p>	<p>This refers to short, snappy times where children are shown a speedy sound or a green word and asked to say it/blend it on the spot. This can be done at any time throughout the day, it is not a session where children sit and listen. It can be done during times where the children are working on other pieces of work.</p>	<p>e.g.</p> <p>flash the card with the sound/word, ask children to say/read it. Do this with two or three different sounds/words – Teachers should target those SEN, EAL and slow movers with pinny time.</p>