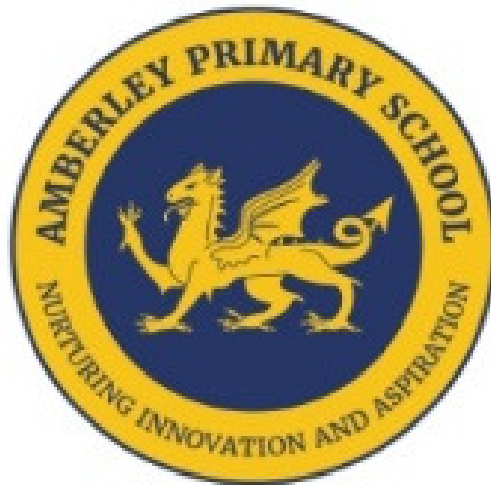


AMBERLEY PRIMARY SCHOOL



READ, WRITE, INC POLICY

Intent

As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of early reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme. This is a government approved systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that all pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Implementation

The RWI programme is for:

- Pupils in Reception to Y2 who are learning to read and write
- Any pupils in Y3 and Y4 who need to catch up rapidly
- Struggling readers in Y5 and Y6 who would follow RWI Fresh Start.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

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 the partners ‘teaching’ each other.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. We only group by age rather than ability in Nursery and in the first term of Reception.

Nursery

Children begin their journey in Nursery by focusing on rhyme, syllables and repetition. Towards the end of Nursery, children will begin to practice simple oral blending in preparation for Reception.

Reception

Read Write Inc is fully implemented in Reception. Children learn the alphabetic code with the support of picture cards and memorable mnemonics. As children progress in their phonics learning, they begin to identify letter-sound correspondences and continually revisit prior learning to ensure they experience success and gain further confidence as readers.

In the same way, children are matched to books that contain only the current sound focus and those that they have already met, allowing them to internalise sounds in long-term memory.

Children re-visit texts with their teacher, where discussion and re-reading are used to support both understanding and fluency.

Teachers also regularly read a wide range of engaging stories, poetry and non-fiction to pupils.

Each day, pupils apply their new and prior knowledge in writing, only writing at the level of their spelling knowledge to ensure continued success. This also allows children the chance to practice and master key grammar, such as capital letters and full stops.

Children will be assessed informally on a regular basis by staff in EYFS and each half-term by the reading lead to see how they are progressing and after Christmas in Reception they are grouping 'by stage, not age' in-line with KS1. Where pupils require it, immediate intervention will be put into place to ensure pupils keep up and don't have to catch up.

Our aim is for pupils to complete the Read, Write, Inc Phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Key stage 1

Children in Key Stage 1 continue to be taught phonics in homogeneous groups, depending on their stage not age. They have a daily RWI lesson which lasts 1 hour. This lesson starts with a 10-15 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge.

Children are assessed half-termly and those at risk of falling behind RWI's pace and expectations are identified early and additional 1:1 fast track tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Our aspiration is for children to complete the phonics programme by the end of Spring term in Year 2 to ensure they can further master their reading skills through use of the 'Read, Write Inc.' comprehension modules. However, we recognise that all children progress at their own pace and aim for all children to have completed the programme by the end of Year 2.

At the end of Year 1, children take part in the 'Phonics Screener Check', which assesses their ability to decode familiar and unfamiliar words. Children are tested on forty decodable words (both real and nonsense words) to ensure they are making sufficient progress. If children do not pass the check at the end of Year 1, they are given the opportunity to take this again in Year 2.

Key Stage 2

By the time pupils transition from Key Stage 1 into Key Stage 2 we intend that they will have completed the RWI programme. Where this has not happened, they will join an appropriate Key Stage 1 RWI phonics group when in Year 3 and Year 4 so they continue to be explicitly taught the school's spelling programme.

Children who are at risk of falling behind also receive daily phonics precision teaching and / or fast track tutoring. For children who are identified as 'borderline', that is to say that they are close to reaching end of KS1 expectations, they may be eligible for 'BRP' ('Boosting Reading @ Primary') intervention in year 3.

In UKS2, any children who are identified as struggling readers will be introduced to the 'Fresh Start' programme, which is a 'Read, Write Inc.' intervention. This is a systematic synthetic phonics programme that aims to give children the tools to read accurately and fluently. Similarly to the RWI programme, Fresh Start pupils are frequently assessed and the programme is reviewed on a half-termly basis.

Assessing and Monitoring

Pupil progress is continuously tracked throughout daily phonics lessons, with pupils receiving same day catchup intervention if the teacher has identified that further practice is needed.

Children are assessed at least half termly using the entry level or assessment 1, 2 or 3 by the Phonics Lead and groups are rearranged accordingly. Those who are at risk of falling behind the programme's pace and expectations are identified early as previously mentioned and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader. Children who are progressing through the programme quicker than their peers are moved into a different group.

Parental Involvement

Early in the Autumn term, parents are welcomed into school to learn more about their children's education. In these meetings, parents will be introduced to the 'Read, Write Inc.' programme, as well as being given ideas on how they can support their children at home. In addition to this, parents of Year 1 children are invited to a talk about the 'Phonics Screener Check', which involves looking at previous test materials so they know what their children can expect. We understand that not every parent will engage – if they do not, their child will not suffer; it is our job to teach children to read. We aspire for them to keep up with their peers and check they make good progress in lessons. We give them extra tutoring and encourage them to read to themselves and to siblings at home.

We support pupils to select appropriate books to take home. Children are given one text per week that is closely matched to their reading ability and one reading for pleasure book which is of interest to them. We encourage children to read widely and often. Links from the RWI online portal can also be shared with parents via our platforms Seesaw and Tapestry.

Impact

A rigorous and robust monitoring and evaluation programme is in place to assess the impact of RWI across the school. This may take the form of data analysis, book looks or lesson visits. As a school, our vision is that every child learns to read quickly and continues to read – widely and often. No child is left behind to struggle. The senior leadership team works with all staff to make sure that this happens.

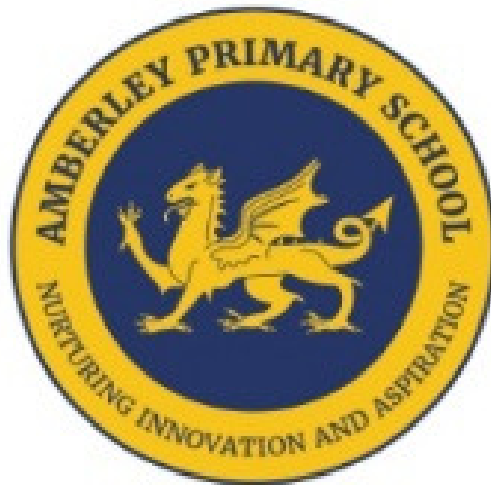
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- Ensuring that our teaching of reading is of the highest quality and that all of our pupils at Amberley make progress
- Ensuring pupils in the 'lower progress' group are making good progress and organizing 1:1 tutoring for the pupils who need extra support.
- Keeping the groups homogenous ie at the same reading level
- Providing further training

Teachers should alert the Reading Leader to any pupil whose progress is faster or slower than the rest of their group so they can be re-assessed and moved if necessary.

A key element of the Read Write Inc Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff receive regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way; receive in lesson coaching for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

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