

### Read Write Inc. Policy

Status	Date
Teaching Staff	June 2022
AGC Governors	July 2022
Revision due	Summer 2023

#### **Rationale**

At Wansdyke Primary School we are passionate that children learn to read as quickly as possible but to keep reading – to read widely and often and to be lifelong readers. Research shows that children who read widely and often, are children who go on to succeed in school. Through the use of the RWI programme as a whole school approach to teaching early reading, delivered by an enthusiastic and a highly skilled team of teachers, every child will learn to read and develop a love for reading.

*Teach a child to read and keep that child reading and we will change everything.*

***And I mean everything.***

*Jeanette Winterson*

#### **The RWI programme is for:**

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

#### **In Read Write Inc. Phonics 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
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

#### **Five key principles underpin the teaching in all Read Write Inc. sessions:**

**Purpose** – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

**Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

**Praise** – ensure children are praised for effort and learning, not ability

**Pace** – teach at an effective pace and devote every moment to teaching and learning

**Passion** – be passionate about teaching so children can be engaged emotionally.

#### **Assessment and grouping**

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to an appropriate group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively,

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. In addition, we use a standardised reading test 'NFER' so that we can ensure that the gains our pupils are making are age-appropriate. We aim for all children to be accurate

and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress and attribute this to the programme and to the expectations it builds in.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. The RWI leader carries out assessment every short term. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the Read Write Inc. one-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

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. In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject.

### **Carefully matched books**

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

On a weekly basis each child will bring home:

- The Storybook they have read in class to practise reading what they can already read.
- A Book Bag Book. They have guidance inside for parents. They are matched a child's individual phonic ability.
- A reading for pleasure book for parents/carers to share with their child. An adult can read the story to the child or the child can retell the story by looking at the pictures. They are not expected to read the story themselves.

### **Behaviour and expectations**

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals (see Promoting Positive Relationships Policy for more details about silent signals). The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. This approach enables pupils to work effectively with a partner to explain and consolidate what they are learning, providing 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.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical daily guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose.

The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

### **A shared vision**

Our school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. All staff work tirelessly to ensure that this happens. The role of the RWI leader is to monitor the quality of teaching and to provide coaching for everyone in the team.

The role of the reading leader is critical, driving the teaching of Read Write Inc. 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 masterclasses, coaching/ observation and face-to-face feedback). A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development which the RWI leader designs based on their regular monitoring.

The RWI leader can give this support every day because they do not teach a group themselves. 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 who each teach a group of pupils at the same reading level.

### **Parents/Carers**

We invite parents/carers to workshops regularly to show how they can help their children read at home. In addition, relevant resources and support is shared online as well as in person via the class teacher.

Signed..... (Chair of AGC)

Date.....