



Updated: September 2021

## Intent

The national curriculum has been planned to ensure all children apply phonic knowledge and skills as a route to decode words. It teaches children to read common exception words noting unusual correspondences between spelling and sound. To read words containing prefixes and contractions and to read books aloud, accurately, that are consistent with their developing phonic knowledge.

### Our aim

To teach children to decode texts effortlessly and to comprehend what they read.

To teach children to spell effortlessly so that they can direct all efforts into composing their writing.

### Meeting the needs of our pupils.

**Regularly assessed and set ability groupings** .Pupils work within ability groups across FS, Years 1 and 2, and smaller groups in Year 3, 4 5 and 6 where needed. Ability groups are structured using on-going assessments carried out every half term. The Pupils can be re-assessed earlier during the terms where needed and the groups are reorganised accordingly. Children new to the school will be assessed within their first few days and placed in an appropriate ability group. Less able children will be placed into small groups, where possible.

**Vocabulary** is displayed in pocket charts for the whole lesson. Children get the chance to practice these words daily and the teacher will go through each words meaning and show the children images to help with their understanding.

**Specific, targeted interventions.** If a child has not made enough progress within a half term or they are new to the school and behind their peers, they will receive specific interventions tailored to their needs. This aims to fill the gaps the children have in their learning and understanding and move them on quickly, helping to lessen the gap between them and their peers.

**Oracy** Through RWI children are often given the chance to talk to their partners and talk out loud. This helps us to see children's understanding about what they have read and helps them build oracy skills.

**Cultural Capital** The structure of RWI allows everyone to succeed at their own level. It gives children the confidence to read books at their phonetic ability whilst giving them the skills to improve their reading ability.

**Parents** To support our parents understanding of phonics they are given the opportunity to come into school and watch RWI lessons. This aims to help them understand the vocabulary we use in school so they can feel more confident in helping their children.



## Implementation

### **Linking learning to EYFS, KS1 and KS2**

The EYFS curriculum has been matched to the National Curriculum expectations for year 1. This allows teachers to know starting points for GLD (Good Level of Development) children as they begin their learning in year 1. We follow the National Curriculum for English, which Read Write Inc is planned from which ensure learning is progressive throughout the groupings.

### **Staff training**

All staff in school have had a 2 day Read Write inc training through Ruth Miskin approved trainers. We also have development days every term where a approved trainer comes and supports staff in school. They also provide extra staff meetings and modelling sessions to aid all staff.

### **Retentions and revisiting**

Children are regularly assessed in RWI, this means children can not move on until they are secure. This allows children to revisit sounds until they become confident in using them and reading words containing those sounds.

### **Timetabling**

Read Write inc is taught daily. Year 1 have extra sessions in the afternoons to help catch them up ready for the phonics screening check. Other year groups in school will have RWI interventions that take place in the afternoons too.

### **Pupils starting points**

All children are assessed, this enables them to have suitable starting points. Children also may be required to take part in pre-teaching or same day interventions to close gaps and prepare children for next steps in learning to enable all pupils to move.

### **Monitoring progress**

Progress of the children is monitored through the half termly assessments. These are very specific and show the gaps the children have in their learning. We also monitor staff through regular observations and walk arounds, where reading leaders can offer support and team teach to help staffs progression in teaching RWI.

### **SEND and disadvantaged**

All SEND children are assessed using the same RWI assessment. They are sorted into the right group for their phonetic ability and have interventions to help fill their gaps.

### **Progress, attainment and future planning**

Read Write inc lessons are all recorded in 'RWI get writing books that are specific to the program. Children also have to have spelling books which they use daily for spellings and some groups also use writing books



## Impact

### **Monitoring**

Book scrutinies, staff voice, pupil voice, lesson walkthroughs, data analysis

### **Achievements**

Every child is accessing learning at their ability. Every child, including SEND and disadvantaged have the equal opportunity to succeed in phonics by have specific interventions, pre-teaching and specific groups based of their needs