



Read Write Inc Policy

Dated: November 2020

Review: September 2021

Read Write Inc Policy

The Purpose of the Read Write, Inc Policy

This policy outlines the teaching and learning of Read, write inc at Firs Primary school. At Firs we use the RWI programme to get children off to a confident start with their literacy and language. RWI is a teaching method based on letter phonics (sounds). We teach children to recognise and apply the phonics in their reading and spelling. Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

Aims (Intent)

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!

Implementation and assessment

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 reading leader will group the children in light of the outcomes of the individual assessments. 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.

Assessing

The teacher assesses how children:

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

Children are also assessed throughout every lesson using AFL and every time partner work is used the teacher assesses the progress of their children.

Foundation stage 1

In Nursery, during Summer 1, set 1 speed sounds are introduced. They are first introduced using the images on the cards.

Parental engagement

Parents meetings are held during the Autumn term to introduce parents to RWI and the way in which we teach their children to read. Parents are also given the opportunity to buy sound cards and green/red words to support their child at home.

Recording of Work

Children will complete the spelling part of the speed sounds sessions in smaller red books. They will mark these in purple pen through self-assessment. The 'get writing' part of the session will be recorded in the 'get writing' work booklets relevant to the colour level they are working at. These will be marked according to the marking policy and with some parts self-assessed using purple pen.

Resources

- Fred (teddy character for younger children)
- Speed sound cards (A4 and smaller) set 1, 2 and/or 3 Red words
- Green words
- Story books
- Story green words
- Story red words
- Get writing! Booklets
- IWB slide shows to go with story booklets – or printed equivalent
- Speed sounds chart Handbook (provides all planning for all colour groups).

Planning and teaching

This is provided through the Read, Write Inc programme in the handbook. The plans are detailed and set routines are to be followed.

When using RWI to read the children will:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk to start, then as they progress without Fred Talk
- read stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions

When using RWI to write the children will:

- learn to write the letters/letter groups which represent 70+ sounds.
- learn to spell words by saying the sounds in Fred Talk
- write simple and complex sentences

Monitoring and Review

The reading leader will:

- assesses all KS1 pupils and designates pupils to the correct groups
- . • assigns leaders to groups
- 'drops in' on RWI groups to give advice on teaching and to informally check that pupils are in the correct groups
- Coaching sessions are to insure the set routines in the handbook are being followed correctly
- where necessary models' lessons
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- Holds regular development days with for the school to improve practise and keep up to date
- Ensures staff have adequate level of training in place- this may be formal or informal
- purchases new resources
- monitors marking (see above)
- Ensure staff have access to the correct planning for their group (provided by the handbook)

1-1 tutoring

These follow the 'Firs reading interventions. This was designed for Firs through research conducted by staff members across year groups in order to meet our children's needs. The aim of these are to move children forward within their read, write Inc learning and get them off the programme reading fluently quickly. Most of these are also detailed in the handbook. Reading leaders will set interventions that need to happen in class in order to move children forward.