



Read Write Inc Phonics Policy

Formally adopted by the Governing Board of:	Hemsby Primary School
On:	February 2023
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Chair of Governors:	Helen Wardale
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Read Write Inc Phonics Policy

Read Write Inc (RWI) is an inclusive reading programme for all children in Reception, Year 1 and Year 2 who are learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes a reading, spelling and handwriting focus. Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential.

The RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Intent

We aim to enable our children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns (red words).
- Read texts and words that are within their phonic capabilities as early as possible.
- 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.

Implementation

This is based on the 5 Ps.

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

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 (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Planning

Pupils work within ability groups which are defined by their performance on RWI assessments.

Pupils are assessed every half term and the groups are reorganised accordingly.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. E.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

Impact

Foundation Stage:

RWI is fully implemented in Reception by fully trained teachers and TAs. Initially, all children are taught together, then the class will be split into groups after a baseline assessment is completed.

Lessons will increase in length throughout the course of the year, lasting a maximum of 40 minutes. Within this time, a 10 minute speed sounds session will occur with follow up handwriting and word writing.

Years 1 and 2:

RWI groups will be set following assessments carried out by the RWI manager. The sessions will occur daily for 40 minutes and will be carried out by fully trained teachers and teaching assistants. These sessions include a 10 minute Speed Sounds session followed by reading, spelling and handwriting. Currently, all Year 2 pupils are taking part in sessions.

Key Stage Two:

Any pupils in Year 3 who have either not passed their phonics screening resit in Year 2, or who are still finding reading a challenge, will take part in daily sessions.

Inclusion

SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager if required.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used, the teacher assesses the progress of the children.

The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried out every half term by the RWI manager using the RWI assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

Monitoring and Review

The RWI manager:

- Assesses all KS1 pupils and designates pupils to the correct groups
- Coaches RWI teachers and check that pupils are in the correct groups
- Attends up-date meetings when they occur and reports back to the RWI teachers
- Speaks with the Headteacher regarding groups
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.

Links With Other Policies:

- English Policy
- Teaching and learning policy
- ICT and internet acceptable use policy
- E-Safety policy
- Remote Learning Policy