



Read Write Inc. Phonics Policy

Bentley CE Primary School

This Policy has been drawn up and written by the Read Write Inc Co-ordinator.

The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body

Drafted by: Charlie Vogel

Date: Annually

Aims and Objectives

By the end of Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their 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 across the curriculum.

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- **Pace** – good pace is essential to the lesson
- **Praise**– 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!

Roles and Responsibilities

The Head Teacher and English Leader oversee target setting and tracking with RWI Coordinator.

The RWI Manager:

- oversees the assessment of all Reception & KS1 pupils
- oversees the assessment of any 'non-readers' in KS2
- tracks children's progress and analyses data.
- assigns leaders to groups
- observes teaching of RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards

Planning

Teacher generated planning is minimized as the planning is integrated in the teacher's RWI Handbooks and follows set routines. The format for planning ditties or storybook lessons is available for all staff.

Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from class teachers and the Read Write Inc leader as required. Support staff are given preparation time for their planning.

Organisation of Teaching and Learning RWI

RWI in Reception

RWI is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment after autumn half term. The Foundation Stage leader keeps the RWI manager informed of Reception children's assessments and progress.

RWI in KS1

In Year 1, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. This means children from both Year R, 1 and 2 may be taught in one group. The lessons last for 1 hour and take place 5 days a week.

SEND Children

SEND pupils are fully involved in Read Write Inc lessons as children work in groups with others who are at their ability level. Teaching is geared to the speed of progress in each individual group.

Additional Support

The RWI Leader identifies children who are below expected attainment. These children will receive additional 1:1 or small group phonics teaching from support staff.

Assessment and Recording

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

The RWI group teacher assesses how children:

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

The RWI manager will carry out assessments in order to regroup the children and this usually takes place every 6 weeks. This assessment follows the assessment laid out in the RWI Phonics Handbook.

This assessment is then used to place children in groups with other children at a similar stage to them. RWI promotes that children are placed in groups by their stage, not age. Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown.

Progression through scheme

- RWI phonics – for children Reception and Key stage 1. Some children in KS2 may also need to access the RWI phonics programme.
- Below is the expected progress of a GLD learner.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Sounds / Blending	Ditty	Red	Green	Purple	Pink
Year 1	Orange	Yellow	Blue	Grey	Book led curriculum	Book led curriculum

- Set 1 sounds should be introduced in Year R once all children are in school.
- Set 2 sounds should be introduced and revised in Year R in the Spring and Summer terms.
- Set 3 sounds should be introduced and secured Year 1 in by Spring 1.