

Read Write Inc. Policy

Read Write Inc. (RWInc.) is an inclusive Literacy programme for all children in Reception, Year 1 and Year 2 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, writing, spelling, punctuation and grammar focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWInc. sessions take place every day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

AIMS AND OBJECTIVES

To teach children to:

- Apply the skill of blending phonemes in order to read words;
- Segment words into their constituent 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;
- 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.
- Write a range of genres.

TEACHING AND LEARNING STYLE

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

The delivery of phonics will include these key points:

- Initial sounds are to be taught in a specific order;

- Sounds taught should be 'pure' e.g. '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.

RWInc. ACROSS THE SCHOOL

Foundation Stage: RWInc. is fully implemented in Reception where the class will be split into groups after a baseline assessment is completed. During each session there will be a speed sounds session followed by handwriting and sentence writing.

Key Stage One: RWInc. groups will be set following assessments carried out by the RWInc. leader. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching with a speed sounds session followed by reading and writing.

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 RWInc. manager using the RWInc. assessments. This allows for achieving uniformity within each group and indicates the correct access point for new entrants.

MONITORING AND REVIEW

The RWInc. leader:

- Assesses all KS1 pupils and designates pupils to the correct groups;
- Coaches RWInc. teachers and checks that pupils are in the correct groups;
- Speaks with the Head teacher regarding groups and a 1-1 intervention of pupils needing further support;
- Is responsible for reporting to the governors about the quality of the implementation of RWInc. and the impact on standards.

RWInc. co-ordinator: Helen Green

Reviewed: