

SIXPENNY HANDLEY FIRST SCHOOL

# Read Write Inc Policy

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**May 2018**



**School Policy on the Teaching of Phonics, Reading and Writing**  
**Read Write Inc**  
(To be read in conjunction with the English Policy)

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc.* Spelling once they can read with accuracy and speed.

***Read Write Inc. Phonics (RWI)***

The programme is for:

- Pupils in Early Years and Year One who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly through daily 1:1 RWI sessions
- In *Read Write Inc.* Phonics pupils:
  - Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
  - Read common exception words on sight
  - Understand what they read
  - Read aloud with fluency and expression
  - Write confidently, with a strong focus on vocabulary and grammar
  - Spell quickly and easily by segmenting the sounds in words
  - Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Early Years we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are

confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

## ***Read Write Inc. Literacy and Language, and Spelling***

*Read Write Inc.* Spelling is for:

- Pupils in Year 2 to Year 4 who can read with accuracy (they recognise the alternative graphemes for sounds). This SPAG (Spelling, Punctuation and Grammar) lesson is taught in class groups.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging Software and Pupils' Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

## **Outcomes for children**

### **Assessing and tracking progress**

We assess all pupils following *Read Write Inc. Phonics* using the Sound and Word Entry Assessment. We use this data to assign them to either *Read Write Inc. Phonics* or *Read Write Inc. Literacy and Language*, along with *Read Write Inc. Spelling*. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the *Read Write Inc. Phonics* programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test for groups so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress.

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Trained staff tutor them for 15 minutes every day, using the *Read Write Inc. One-to-one tutoring* programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught *Read Write Inc. Phonics* in this way until they too catch up with their peers.

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

good 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.

### **Narrowing the gap – and the pupil premium**

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups. We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly. Any children identified as falling behind their targets during termly tracking meetings are given a Provision Map which shows targeted and identified support in order to catch up quickly. These meetings are attended by all staff.

### **Impact across the curriculum**

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

### **Quality of teaching, learning and assessment**

In *Read Write Inc.* Phonics, because the pupils are grouped across Early Years and Year One in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching *Read Write Inc.* Phonics record the results from the Sound and Word Assessments, which take place every eight weeks, on the Assessment Tracker. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The *Read Write Inc.* programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

### **Additional support for lower-attaining pupils learning to read**

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

### **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful.

We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

See **Marking Policy** in *Read Write Inc.* Phonics lessons

### **Home Learning**

Pupils take home a copy of the current book they are reading in their RWI lessons to share at home and celebrate their reading. Pupils also take home stories and non-fiction from the school reading scheme, which is closely matched to their reading level and checked regularly. Individual readers are heard in each class at least once a week by the teacher or the teaching assistant and guided reading takes place in years 1-4 once a week for each child. The children also take home a library book once a week which they may not be able to read themselves but which they share at home and read together.

### **Quality of teaching and pupils' progress**

The headteacher, reading leader and all staff monitor pupils' progress together until every child can read. No child is left behind to struggle.

We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum –

1. My Turn/Your Turn, Talk To Your Partner. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. Teaching is monitored thoroughly (see Leadership and Management).

### **Personal development, behaviour and welfare**

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, and across the school so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach *Read Write Inc.* Phonics, help the pupils learn to work together.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the

core of the school's work – for staff and pupils.

### **Attendance**

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. RWI 1 to 1 sessions can be used to support any missed lessons/sounds or focus areas for a short period of time.

### **Effectiveness of leadership and management**

#### **Shared vision**

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through master classes, coaching/ observation and face-to face feedback)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The Reading Leader works alongside the English Subject Leader to ensure consistency across the school in the teaching of Phonics, SPAG and English.

### **Professional development**

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days.

### **Parents and carers**

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

*Policy written by R Hampshire (Phonics Subject Leader and Read Write Inc Reading Leader)*

### **Article 3**

*All organisations concerned with children should work towards what is best for each child.*

### **Article 28**

*Children have a right to an education.*