

Aim High

Never Give Up

Follow Your Dream

Lead By Example

## RWI POLICY

Ratified By	School Effectiveness
Date	09/10/2023
Minute	10
Review Date	Autumn 2025
<b>Policy Statement</b>	
What is the policy for?	All members of our learning community
Who has devised and contributed to this policy?	The subject leader has worked with Ruth Miskin – RWI and provided a staff consultation period
How will this policy be communicated?	Website and 365
How will this policy be monitored?	By the Reading Leader, SLT and Governors
Which other policies are linked to this policy?	All teaching and learning policies

## **Philosophy**

### **Rationale**

At Norwood Primary School we believe that Literacy is a fundamental life skill. English forms the basis of teaching and learning across the curriculum and develops children's ability to listen, speak, read and write for a range of purposes. It is through language that children are helped to understand, enjoy, develop and express both concrete and abstract ideas. It is our aim at Norwood to foster literate, articulate children and to encourage a genuine love of language.

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme (RWI).

How we use the various Read Write Inc. programmes at Norwood:

- Read Write Inc. phonics for pupils in Year R to Year 2 who are learning to read and write.
- Read Write Inc. phonics for any pupils in Years 2, 3 and 4 who need to catch up rapidly.
- Read Write Inc Fresh Start for those needing to develop phonics skills in Y5/6.
- Comprehension Materials for those children who have completed the Read Write Inc. phonics in Year 2.

### **Aims**

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' 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.

### **Planning**

Planning is provided within the handbook. There is no requirement for further planning to be completed. It may be helpful to photocopy and highlight the planning within the handbook to indicate progress through each lesson.

### **Teaching and learning**

Statutory requirements for the teaching and learning of English are laid out in the *National Curriculum (2014)*.

Expectations and organisation for delivering the RWI phonics and Fresh Start programme are found within the Handbook for each year group.

Pupils are taught 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.

In Year R 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 – ‘tricky words’.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the ‘tricky 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, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. 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.

### **Organisation**

Read, Write Inc is delivered in small groups by a teacher or teaching assistant. Groups are organised according to a child’s reading ability. This enables the group teacher to focus on teaching sounds relevant to the group reading ability and focus texts that match their knowledge.

Pupils are assessed regularly to ensure that the group they are taught within remains appropriate. Children are grouped 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.

### **Assessing and tracking progress**

We assess all pupils from Year R to Year 4 on the Read Write Inc. Sound and Word Entry Assessment and we use these data to assign them to their coloured group. 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 who are learning to read, whenever they join us, so we can track all of them effectively.

At Norwood, we record their starting date and entry point on the tracker. This is accessible to all staff.

Pupils usually complete the programme by the end of Year 2. 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.

Children who make better than expected progress and finish RWI phonics before the end of Year 2 will focus on comprehension skills with the guidance of an adult.

## Year group expectations by half term

Norwood Primary School - Reception/Foundation

Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autumn half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Autumn term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spring half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Spring term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summer half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Summer term	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Norwood Primary School - Year 1

Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autumn half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Autumn term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spring half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Spring term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summer half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Summer term	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Norwood Primary School - Year 2

Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	30	0	0	0	0	1	1	1	3	6	6	2	10	0
Autumn half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Autumn term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spring half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Spring term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summer half term	0	0	0	0	0	0	0	0	0	0	0	0	0	0
End of Summer term	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Pupils are assessed half termly to check their progress is in line with their year group expectations. Pupils who do not meet half termly grouping expectations receive Fast Track Tutoring to help them to catch up as soon as possible.

## Sound expectations by half term

Yr Group	Half Term	Additional Sound knowledge	Number of known sounds
Reception	End of Autumn 1	m a s t d i n p g o c k u b f e	16/74
	End of Autumn 2	l h r j v y w z x	25/74
	End of Spring 1	sh th ch qu ng nk	31/74
	End of Spring 2	ll ss ff ck	35/74
	End of Summer 1	No new sounds	35/74
	End of Summer 2	ay ee igh ow oo oo	41/74

Year 1	End of Autumn 1	ar or air ir ou oy	47/74
	End of Autumn 2	ea oi a-e i-e o-e u-e aw are ur	56/74
	End of Spring 1	er ou ai oa ew ire ear ure	64/74
	End of Spring 2	tious tion cious au e-e ue ie ph wh kn	74/74

Pupils are assessed half termly to check their progress is in line with their year group expectations. Parents/ Carers are informed of any gaps in sound knowledge that prevents their child from meeting half termly expectations with videos to support their child.

### **Management signals**

Signals are used to ensure least time is wasted and a common understanding is had by all. The 'stop' signal is a clap and raised hand in the air. All children and adults should stop what they are doing and raise their hand in response to acknowledge the signal. Once all individuals have stopped, the adult may then address the class.

My Turn, Your Turn (MTYT). There are times when children need to copy and repeat words or phrases, for instance, to develop their vocabulary. My Turn: touch your chest with an open hand to indicate your turn. Your Turn: open the hand to face the children when it's their turn to respond.

Turn to your partner (TTYP): Partner work is vital to discuss ideas and develop understanding. Before you ask a question, place the tips of your index fingers together to indicate that they need to discuss the answer with their partner. Pupils should then turn to face their partner and discuss until the stop signal is shown.

The 'hands up' signal is not used during a RWI session. All pupils are expected to answer every question. Techniques such as Popcorn, TTYP can be used to ensure all children participate at all times.

Perfect partner position: Partners should sit side by side, shoulder to shoulder. Number the partners 1 and 2. Children keep to the same partner and number for the entire unit. Partners should be a mix of gender and ability. Quiet children should be placed together to encourage them to discuss their ideas.

### **Phonic screening check**

We have high expectations of our pupils' progress. Our outcomes are typically in line with or slightly above the National Average. Through our experience, we recognise that children accessing blue group and above are more likely to pass the phonics check in Y1. For those pupils accessing yellow group and below, we ensure that they are exposed to all of set 2 and set 3 sounds through a daily afternoon sound taught to all pupils to Year 1 and Year 2. For pupils at risk of not passing the phonics check, additional support is provided over and above the daily RWI phonics session through Fast Track tutoring.

## **Reviewing pupils' progress**

Pupils' progress is reviewed at least half termly to ensure that teaching and learning is appropriate for each child. Progress is shared with Read Write Inc teachers and Class Teachers through the groupings grid and Sounds Analysis chart.

Adults who have the greatest impact are placed with the lowest achieving children.

## **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for what they do well; such as displaying the behaviour they all need for their learning to be successful. Teaching partners are praised for their effective teaching.

We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark activities with the pupils in the lesson and discuss the outcomes with the group and individuals, to move learning on.

Please see appendix i **Read Write Inc Marking Guidance** in Read Write Inc. Phonics lessons.

## **Home Reading**

Children receive three reading books per week: one library book to share at home for pleasure, one unfamiliar 'Read Write Inc Book Bag' book that links to the sounds they have learned, and the Read Write Inc book that they have been reading in their group after the third read. The expectation is that children will use a storyteller voice to read this book to their parents/carers to show off their fluency.

## **Leadership and management in our school**

### **Role of the RWI leader**

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

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring it is taught with fidelity so that all the pupils complete the programme as quickly as possible.

The reading leader's roles include:

- 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 demonstration, coaching, monitoring)
- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.

Read Write Inc group teachers consist of qualified teachers and Teaching Assistants. Read Write Inc teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. These pupils are then re-assessed as soon as possible to check that they are accessing the most appropriate group for their reading stage. Pupils are then either provided with additional booster sessions through the 1:1 tutoring programme or moved to the next group as appropriate.

### **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 receive Read Write Inc training and the school is supported to continually improve through Read Write Inc Consultant led development days. All staff have access to the Ruth Miskin Portal where there are accessible training videos for all areas of the teaching elements for Read Write Inc.

## **Appendix i**

### Read Write Inc. marking guidance

Written marking should be completed daily by all RWI teachers. This supports the constant verbal feedback that the children receive throughout the activities.

Specific marking for each activity is detailed below. This can be done as you verbally feedback to the children, and therefore should not take extra time away from the session.

When the children mark, they should use a coloured pencil (orange highlighter pencils are ideal).

When the RWI teacher marks, they should use a green pen for positive comments and ticks, and pink crayon/pen to mark errors and next steps for the child.

#### Activity 4: Spelling test

- Teacher writes the word on the board.
- Children ✓ each correct sound.
- Children correct each error.

#### Activity 5: Hold a sentence

- Teacher writes the sentence on the board.
- Children ✓ each correctly spelt word.
- Children correct each sound error by re-writing sound (not the whole word).
- Insert a missing word with ^


#### Activity 6: Build a sentence

- ✓ adventurous vocabulary.
- \_\_\_\_\_ underline incorrectly spelt red words.
- ^ indicates a missing word.

#### Activity 7: Edit a sentence

- Teacher writes the sentence on the board.
- Children ✓ each correctly identified error.

#### Activity 8: Writing composition

- ✓ adventurous vocabulary.
- \_\_\_\_\_ underline incorrectly spelt red words.
- ^ indicates a missing word.
- Positive comment about improvements child has made.
- to  a familiar error e.g. finger spaces (draw a finger), capital letters (ABC) or full stops '.'