

Bricknell Primary School



Read, Write Inc. Policy



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Curriculum Intent

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Reading has an important place in education and in society. A high-quality education in reading will direct pupils to speak and write fluently so that they can communicate their ideas and emotions to others; being a fluent reader also allows others to communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. By teaching reading, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

At Bricknell Primary School, the teaching of the reading curriculum has been carefully considered to enable our pupils to become fluent, confident and accurate readers. At Bricknell, we follow the phonics Read, Write Inc. programme in EYFS and KS1 until the children have the skills and fluency to access age-appropriate texts.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Read, Write Inc. Policy

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Introduction

This policy is intended to ensure that there is a consistent approach to the teaching of Phonics throughout the school to meet the requirements of The National Curriculum.

Intent

Reading opens the door to learning. A child who reads a lot will become a good reader.

At Bricknell Primary School we believe that fostering the love of reading is the key to all learning and as such children are exposed to books on a daily basis.

We want all pupils at Bricknell Primary School to begin their journey to read with confidence. We want them to develop a love of reading and apply their skills competently to writing.

Aims

Our aims are:

- To ensure a consistent approach, to the teaching of phonics, across the school.
- To ensure that children are given opportunities to use and apply their phonics learning.
- To ensure that all children use phonics, as their first approach, when reading and writing.
- To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

Implementation

The Read Write Inc Programme is for a range of pupils:

- Pupils from Foundation Stage 1 to year 2 who are learning to read and write.
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly.
- Any pupils in Year 5 and 6 who need to catch up (delivered through the Fresh Start package).

The RWI approach is taught considering the 5 P's:

- 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 R.W.I. 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).

Early Years Foundation Stage

Nursery

During the Autumn and Spring term, children in Nursery spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-

play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the Summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. This will progress to letter sound blending and segmenting for writing by the end of Nursery. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave Nursery being able to orally blend and know all initial letter sounds in set 1.

Reception

Children in Reception are taught daily phonics lessons. In the first four weeks of Reception after transition, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting an hour. This lesson starts with a speed sounds lesson which teaches new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books. Similarly, to the RWI programme, Fresh Start pupils are frequently assessed, and progress is reviewed on a half termly basis.

Assessment and Monitoring

We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of Read Write Inc is consistent whole-school practise. This is underpinned by appropriate professional development. All staff have received regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team and have access to training videos and additional support materials via the Ruth Miskin school portal.

It is the role of the Reading Leader to ensure that all RWI lessons are effective and that teachers are given the necessary training and CPD to deliver this effectively. The Reading Leader and RWI Assessment team assess pupils every half term and rearrange groupings accordingly.