



Cheadle Primary School - Read Write Inc Policy

Introduction:

This policy document is a statement of the aims, principles and strategies for the teaching and learning of RWI at Cheadle Primary School.

Prior to the 2015/2016 academic year, the school followed a policy of phonics and guided reading teaching through the national scheme entitled 'Letters and Sounds'. In 2012 the Government also introduced the Phonics Screening Check as a statutory assessment at Year 1. However, in 2015, the school's performance was below national averages. RWI was introduced partly through the 2015/2016 academic year. Cheadle Primary School is focused on improving attainment across reading and writing, with improved phonics and reading teaching integral to this.

RWI contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using Phonics. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them to all to achieve their potential in the areas of English regardless of their gender or ethnic background.

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. In order to move Cheadle's phonics teaching forwards it has been necessary to implement a clear and consistent inclusive teaching scheme.

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes a phonics, reading and writing focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

Teaching and Learning style

Read Write Inc 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 brings the teaching and learning to life.
- Participation - A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

Aims

The Read Write Inc programme will teach children to:

- Apply the skill of blending phonemes to read words.
- Segment words in 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.(Red words)
- Read texts and words that are within their phonic capabilities as early as possible.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Cheadle Primary School's teaching of Read Write Inc will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress;
- Excite and stimulate children through active learning in which they enjoy achieving and progressing;
- Use phonics, reading and writing skills together to connect and support each of these aspects;
- Encourage consistency of teaching and learning across the school in this area;
- Accelerate children's literacy learning, leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the school.

Planning

Planning for Read Write Inc is completed with support from handbooks taking into account the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children.

Lessons follow set routines, ensuring consistency across groups. Teachers and trained teaching assistants are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc Manager as required. Support staff are given preparation time for their planning.

Assessment

Children are assessed throughout every lesson through teacher observation. Teachers assess how children:

- Recognise and say the sounds
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Otrack is used by group teachers and passed to class teachers to input whether a child has not understood, is working towards, has achieved or has mastered an objective.

Formal assessment is completed at least once per half-term by the Read Write Inc Manager. This checks individual children's ability to recognise and say each sound and blend and say real and nonsense words. This is input into a spreadsheet and tracks progress over the year. This assessment is then used to place children in groups with other children at a similar stage to them.

Termly reports are produced by the Read Write Inc Manager for the headteacher and governors detailing assessments, achievements and general updates of the RWI programme.

Provision

Provision varies between year groups and phases:

Early Years Foundation Stages (EYFS)

In Reception children receive a daily 30 minutes Read Write Inc session.

In Nursery, timings of sessions are at the teacher's discretion given the age of the children.

In Reception sessions take place from 09:05 to 09:35am. They are led either by a class teacher or by a trained member of support staff. Reception children are assessed at least once per half term and grouped according to their phonic ability.

Key Stage 1

Year 1 and 2 Phonics sessions take place from 9.30 – 10.30am.

Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1 and 2 children. The year 2 children are generally the ones who will resit the phonics test. Groups are led by class teachers and trained members of our support staff. KS1 children are assessed at least once per half term.

Key Stage 2

Children identified as being below national averages for phonics and reading receive additional support through joining the appropriate Read Write Inc sessions.

SEN Pupils

SEN pupils are fully involved in Read Write Inc lessons as children work in groups with others who are at their level.

Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place, but this will be identified by teachers in conjunction with the Read Write Inc Manager.

Additional Support

The Read Write Inc Manager identifies children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from support staff in class, timings at teacher discretion or from the Read Write Inc Manager. Children significantly below expected attainment are regularly assessed to support progression.

RWI text books are sent home every Friday and returned the following Thursday. This is in addition to their school reading scheme book. The book is the one they have read that week so the children are familiar with it and can practise their sounds, red and green words and improve their fluency and comprehension.

The Role of the Read Write Inc Manager.

The manager will:

- Conduct regular discussions with Staff about their professional development needs in the delivery of the RWI programme,
- Provide support and guidance, using a range of possible methods, if staff members have particular needs or concerns with the planning, delivery and assessment,
- Develop appropriate assessment arrangements,

- Oversee and monitor Year 1 phonics screening and Year 2 retests
- Co-ordinate the purchase of resources and be responsible for their organisation,
- Allocate room space for each group

Classroom Organisation and Resources

Each RWI group plans independently and has their own RWI resource box .

RWI resources are centrally based. Each RWI text book has pre-printed speedy and story words, a linked text where available, a set of home readers and pictures from the story to stimulate the children in groups where an IWB is unavailable.