

Cottesbrooke Infant School
Read Write Inc. Policy

General Statement

At Cottesbrooke Infant & Nursery School we teach the children to read and write using the Read, Write, Inc. scheme of work. This is a whole school approach and includes teaching synthetic phonics, sight vocabulary, decoding and encoding words, spelling and letter formation.

Aims

By using the RWI scheme we aim to teach children to:

- 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

Roles and Responsibilities

Head teacher – oversees target setting and tracking with RWI manager

RWI Manager (literacy Leader) -

- oversees the assessment of all Reception & KS1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- ‘drops in’ on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- Tutors children one to one and trains TAs to do the same

Reading group leaders – made up of teachers and TAs that teach and have responsibility for a number of homogenously grouped children

Organisation of Teaching and Learning

Planning

Staff generated planning is minimised as the planning is integrated into the various handbooks and follows set routines. Each group leader has a printed format for

planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

Teaching

The RWI scheme advocates that lessons should be delivered using the 5 Ps.

Pace – Good pace is essential to the lesson.

Praise/Positive Teaching – Children learn more effectively in a positive climate.

Purpose – Every part of the lesson has a specific purpose.

Participation - A strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner).

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

RWI in Key Stage 1

In Key Stage 1, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. The groups are set across the two year groups. This can mean that Reception children and Year 1 children are in the same set. The lessons last for 45 minutes a day.

R.W.I. in the Foundation Stage

Nursery

Children in nursery follow *Letters and Sounds* Phase 1- listening for and distinguishing sounds in the environment. Initial letter sounds are introduced informally with the children contributing to a 'sound table'. Parents receive information on the sounds being focused on. The staff use 'Fred Talk' daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog doll.

Reception

R.W.I. is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment after autumn half term. During the first half of the autumn term, children are taught the first 10 sound of the Read Write Inc as a whole class.

Cross curricular links

Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential.

Equal Opportunities

All pupils, irrespective of ability, gender or background are fully involved in RWI lessons. Pupils work in ability groups and teaching is geared to the speed of progress of each group. We understand that children originate from a variety of cultures and have a wide range of skills. Talk partner work helps them to develop respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences.

Most Able Pupils

Most Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children. If necessary, EYFS children can work with KS1 children.

FUNDAMENTAL BRITISH VALUES AND UNIVERSAL VIRTUES

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of Reading.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

Assessment, Recording and Reporting

Children are assessed throughout every lesson.

Every time partner work is used the group leader assesses the progress of the children.

The group leader assesses how children

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story
- form letters
- write sentences

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered. The RWI Manager or a teaching assistant spends a short time (10-20 minutes) one to one with those pupils that are deemed to be in need of help within their group or are making insufficient progress.

Formal assessment is carried out periodically using the RWI phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

Recording usually takes the form of dictation (hold a sentence) or writing words which include the sound that has been taught. This creates a secure link between Reading and Writing, as well as allowing children the opportunity to apply their Phonics knowledge within their Writing.

Group leaders will liaise with class teachers to discuss the progress of children in their group. A statement about children's reading ability will be included in the child's end of year report and their ability and progress will be discussed at parents evenings.

The children in Year 1 will take part in the Phonics Screening Check in the summer term. The data is submitted to the authority and appears on RAISEonline. It will not be published as a performance table.

Teachers must tell Year 1 parents whether or not their child has reached the required standard in the Year 1 Phonics Screening Check.

Resources

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic boards and letters, fiction and non fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog dolls, the one to one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software.

Monitoring and Review

See section Roles and Responsibilities – RWI Manager

Amendments to this policy are made as necessary in consultation with other members of staff. It will be reviewed inline with any updated publications produced by RWI and or new statutory curriculum.

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