

At Wrekin View Primary School, we passionately believe in teaching children to read and write independently from an early stage. This underpins our belief that reading is the key that unlocks the whole curriculum. Additionally, being able to effectively read and write has a huge impact on a child's self-esteem and future life opportunities.

Intent

- To create an inclusive, inspiring and challenging curriculum which develops our children's reading skills, thus enabling them to become successful readers who develop a life-long love of reading.
- To ensure our children are given the best opportunity to achieve expected progress, or more, in reading throughout Early Years, Key Stage 1 and Key Stage 2.

Implementation

As a school, we strive to teach the children to read and write efficiently and effectively using the Read Write Inc. Phonics programme (RWI). Fidelity to one scheme ensures that the teaching of reading in our school is consistent and effective.

Read Write Inc is taught daily with no exceptions as the continuity and pace of the programme is key to accelerating the progress of a child's reading development.

Impact

Ultimately, our early reading teaching must enable each of our children to become confident readers who make expected progress or more, whilst also promoting a life-long love of reading.

By the end of Key Stage 1, the vast majority of our children will be able to confidently read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension skills further which will prepare them well for their transition to Key Stage 2. Their effective decoding skills will mean that they are equipped with a useful strategy for decoding unfamiliar words when they come across them throughout a range of texts in Key Stage 2 and beyond.

What is RWI and how does it work?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Read Write Inc. is an inclusive Phonics programme for children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell effectively.

Using the RWI programme, we teach children to:

- Apply the skills of blending to read words
- Read common exception words that do not conform to regular phonic patterns
- Read texts accurately, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Spell words correctly and effortlessly so that their efforts can then be directed towards composing their writing
- Compose their ideas step-by-step
- Write clearly and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use their phonics, reading and writing skills together to connect and support each of these aspects.

In practise at Wrekin View, children learn the 44 common sounds before learning 22 alternative sounds in the English language. We start by teaching children to read the first 30 Set 1 sounds. This involves orally blending sounds to form words and stretching and blending the sounds in written 'green' words before moving on to spelling three new green words and two revision words each session.

When teaching the sounds, we use **pure sounds** (e.g. 'm' not 'muh') so that the children will be able to blend the sounds into words clearly and easily. At school, we use a puppet called Fred who is an expert on sounding out words! We call it 'Fred Talk', e.g., m-o-p mop, c-a-t cat, m-a-n man, or sh-o-p shop.

Once they can do this, the children start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Through following the scheme rigorously from the beginning, the children will start to recognise words without needing to sound them out. Once secure, children learn Set 2 and Set 3 sounds, and then read texts with increasingly more complex sounds and graphemes.

Children reading the red ditty books will complete sentences and a 'hold a sentence' activity based on the book they are reading. Children working on green book band or above will complete a variety of tasks based on their text. This total immersion in a text is achieved through following a three or a five-day plan depending on the book level that the child is working at (see appendix 1). Each group will re-read the text at least three times using a variety of partner read, teacher read and jump-in reading approaches. They will also answer questions about the text, complete 'hold a sentence' and 'proofread' activities and complete a write-about based on the text read.

Throughout this process there is a focus on ensuring that the children are comprehending what they are reading, reading with expression, and reading for enjoyment. We place a huge emphasis on ensuring that our children are able to decode texts effortlessly so that all their resources can then be used to comprehend what they are reading.

Roles and Responsibilities

The RWI Manager:

- Oversees the assessment of all Reception and Key Stage 1 children and designates children to the correct RWI groups.
- Tracks the progress of all Reception and Key Stage 1 children throughout the year
- Analyses data and presents it to the Senior Leadership Team who monitor the progress of all children
- Ensures that gaps are closing between all groups of children by effectively using data from the Read Write Inc. assessments, standardised reading tests and Phonics Screening Checks.
- Ensures that children in the 'lower progress' group are making good progress and organises 1- 1 tutoring for children who need additional support to make sufficient progress
- Organises and monitors the 'Phonics booster' sessions for children taking the National Phonics Screening Check
- Presents to the Head Teacher, who then presents to Governors about the quality of the implementation of RWI and the impact on standards in reading
- Assigns group leaders to each group
- 'Drops in' on RWI groups to give advice and to informally check that children are in the correct groups
- Models lessons where necessary
- Ensures that the Year 2 children have been given catch up booster sessions to develop their phonics knowledge following missed contact time in school due to COVID-19.

The Reading Manager can support RWI staff and provide further training through coaching, observations, work scrutiny and face-to-face feedback.

The RWI group leaders:

Made up of teachers and learning support practitioners that teach and have responsibility for a number of homogenously grouped children. RWI group leaders are responsible for preparing the relevant resources prior to the lesson. They must also report to class teachers about their group's progress throughout the week.

Teaching and Learning Style

Read Write Inc is based on 5 P's

Praise: Children learn quickly in a positive environment.

Pace: Good pace is essential to the lesson.

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

Passion: This is a prescriptive programme. It is the energy, enthusiasm and passion that the staff (with the help of 'Fred' the frog) 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' others.

Planning

Planning for Read Write Inc is completed with support from the RWI manager, handbooks and considering 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 the children. Lessons follow set routines and timings, ensuring consistency across the groups. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from teachers and the Read Write Inc. manager as required.

Marking

We emphasise constructive feedback, for example, we praise children for how hard they work to ensure that their learning is successful. We have clear systems for marking each child's work. The children know their teacher's expectations for each activity. We mark spellings, hold a sentence, build a sentence and proof-read activities with the children in the lesson using a 'tick or fix' approach. Independent write abouts are marked afterwards by the class teacher. The class teacher will use the Key Stage 1 marking stamps that are used to mark all work across the curriculum. During the RWI lesson, the group leader will complete a marking sheet for the class teacher to show where support was given.

Behaviour

All children are expected to participate fully in all RWI lessons. However, we understand that this can only be achieved if they are engaged and motivated. Therefore, our staff work hard to create a positive environment for all children to learn and achieve in. We agree with the children the rules for working in a group and discussing ideas with a partner. We discourage 'hands up' for answering questions because we believe that all children should answer every question. We use a 'talk to your partner' approach in all RWI sessions to ensure that the children are focused and responding to all questions posed. We encourage partner talk so that the children

- get an opportunity to answer every question
- all have an answer ready to share when the group leader asks
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary through building on their partner's ideas

All groups must use the RWI approach of 'posing a question, turning to your partner to discuss the answer and stopping and collecting answers' using RWI strategies to do this.

Examples of strategies used:

- Choral response
- Popcorn
- Word wave
- Paraphrase
- Choose two

We also use a range of silent signals that are key to maintaining a calm learning environment and the children are praised for routines they do quickly and quietly.

Team Stop Signal

This helps us stop children in a calm manner, ready for what comes next. It replaces all other stopping techniques such as: clapping, clicking, singing rhymes, shaking instruments, shouting, singing etc.

Turn to Your Partner Signal (TTYT)

Partner work is used consistently in all lessons and this is the signal that tells children to turn to their partner to discuss something or answer a question.

My Turn, Your Turn Signal (MTYT)

This silent signal is used when staff want the children to repeat something after them to reinforce their learning.

1, 2, 3 Signal

This silent signal moves the children silently from the carpet to their tables in under 15 seconds. In reverse, it moves the children from their tables to the carpet in under 15 seconds. It speeds up movement around the classroom and ensures that these transitions are done quietly with no disruption to learning.

Magnet eyes

This way of regaining their focus involves the children stopping what they are doing and putting their eyes on the group leader when they say "magnet eyes".

Examples of praise used by our RWI group leaders:

- Marshmallow clap
- Firework clap
- Hip hip hooray
- Grate, grate, grate
- 123, well done me
- Spectacular
- Fan-tastic
- Round of aclaws
- Silent cheer
- Tomato ketchup clap

Provision

Reading in Nursery:

When children enter the setting, they are baselined as part of our everyday practice. This baseline is used to decide upon a starting point for a child's learning with us.

The typical route would be for the new starters to begin a six week 'Listen with Lucy' course with an experienced staff member. This course is fun, active and engaging for the children. It encourages the basic skills of learning to listen for short periods of time, wait for their turn, share resources and begin to maintain attention. Once children have completed this they would usually move onto Letters and Sounds Phase 1. Each of the seven aspects is taught once per week and then revisited. When we feel the children are ready and they demonstrate that they can listen to a story without needing reminders to listen we would begin to introduce Read, Write Inc Set 1 sounds in preparation for Reception.

For some of our children with limited language experiences, we use other programs to develop the skills they need. This is a very flexible response.

Alternative approaches used:

Listen with Lola – this program is from 18 months upwards and we use it both in Nursey and Wrekin Giants. This program develops listening skills, language and the ability to follow instructions.

Language for Listening – to build listening skills

Nursery Narrative – this program develops language and vocabulary. We often use this with our children who have English as an additional language.

When children enter EYFS they often have limited experience of books. For some children we start with short stories to help build story stamina. Other children enter with a broader reading diet and the texts we share with them would be appropriate to their ability.

Once children begin to cope with stories being read to them, we introduce a range of traditional and classic stories to the children as well as newer titles too. We encourage the children to develop a range of skills:

- Name parts of a book.
- Join in repeated refrains
- Begin to orally retell stories
- Talk about the characters, events and settings
- Predict the ending to the story.
- To talk about new vocabulary
- To ask questions about what they have read or heard

Developing the love of stories and reading

We want children to leave early years with a love of books and stories because we believe that it is a lifelong gift. We encourage this by:

- Giving each child a basic book bag so that they can take stories home to share with their family.
- We also hold parent and child workshops around stories.
- We have a range of different books available in all areas of our learning environment.
- We use stories as a focus for teaching and fully immerse children in the story
- Use of sensory stories which stimulate as many senses as possible during a story telling session.
- Story sessions daily.
- Providing an attractive comfortable reading area which changes over time.
- Dress up days to promote book culture
- Daily rhyme time.

Reading in Reception:

In Reception, there is a focus on supporting children to acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively. RWI is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment after the Autumn half term, once the initial sounds have been taught. Children are taught in differentiated groupings so that the content of the one hour a day RWI lessons closely match the ability of children in the group. Assessment is used frequently to diagnose anything that may be hindering progress in reading, and so that children can move between groups flexibly according to ability. Where children fall behind, targeted support is put in place to help them keep up or catch up quickly. The expectation is that most, if not all Reception children will finish the green band of RWI texts before beginning Year 1 where they will begin the purple band.

Throughout their time in Reception, we make sure that the children read books that are closely matched to their increasing knowledge of phonics and the 'tricky' words. This is so that, early in, they experience success and gain confidence that they are readers. Children are encouraged to re-read and discuss the books they are reading to develop fluency and a deepened understanding of what is being read. We use 'find it' and 'prove it' questions to develop their comprehension skills from an early stage.

Children in Reception also participate in a daily 'Helicopter Stories' session which is predominately used to develop communication skills and promote a love of reading. Helicopter Stories allow our children to take ownership of storytelling time as they dictate their stories which are then written down, exactly as they are told, by an EYFS member of staff. The children then gather around a taped-out stage and the stories are acted out. This child-centred approach creates a culture of curiosity and wonder at the dexterity of children's imaginings during both the telling and acting out of their stories. Each session allows the children to explore early literacy and the power of words as they see their stories come to life and develop their ability to use and adapt language to communicate. Using the 'Helicopter Stories' approach also offers the children a bridge into the world of creative writing as they begin to see the links between the oral stories they compose and the words on a page.

Reading in Year 1:

Just like in Reception, children work within ability groups that are defined by their performance on RWI phonic assessments. Children are re-assessed throughout the year and the groups are reorganised accordingly. Each RWI lesson lasts for 1 hour and they take place daily.

Reading in Year 2:

Year 2 children will continue to follow the RWI programme until at least the end of the Autumn term. Just before the end of term, they will be re-assessed by the RWI leader and at this point the vast majority of children will begin English lessons. Whilst we aim to have all Year 2 children ready to transition off the RWI programme at this stage, any Year 2 child needing further support will join an appropriate RWI group to ensure that there are no gaps in their knowledge and understanding.

Children with Special Educational needs or with English as an additional language:

Children with special educational needs or with English as an additional language 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 in each individual group. Additional 1:1 support may take place outside of our designated RWI time but this will be put in place by teachers in conjunction with the Read Write Inc Manager.

High quality story time:

Each class in EYFS and Key Stage 1 share a high-quality story time session at the end of each school day. This is a further opportunity to promote a love of reading and expose our children to a range of wonderful authors and genres, including non-fiction.

1:1 reading:

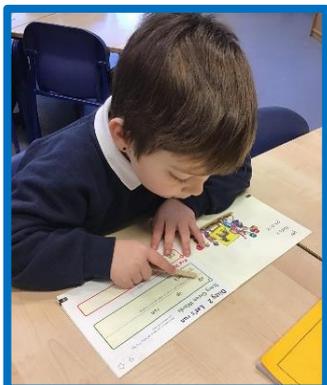
Across the whole school, the class teachers listen to each child read weekly on a 1:1 basis. This allows the teacher to ensure that each child is taking home a stage appropriate text. It is also an opportunity to talk about a text on a 1:1 basis. This 'book talk' is an important part of teaching a child to read as it helps them unpick what they have read and allows them time to share their opinions on the book.

Reading and writing across the curriculum:

Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of work. Each classroom has a Speed Sounds chart clearly displayed (see appendix 2), access to speed sound mats (see appendix 3) if necessary, and the Common Exception Words displayed for children to see.

The children are encouraged to use these to support them with their reading and writing in all lessons across the curriculum.

In EYFS and Year 1, children are also encouraged to read in the creatively designed reading areas during 'Play to Learn' sessions. This is in order to continue to promote a love of reading whilst also exposing the children to a wide range of vocabulary.



RWI Assessments

Children are taught in small groups which reflect their phonic knowledge and reading fluency.

Children are assessed throughout every lesson. This is done through teacher observations and the written work completed by the children. The teacher will assess how children:

- recognise and say the sounds
- read the green and red words covered (the sounds in green words can be segmented and then blended)
- decode the ditty or story
- comprehend the story

Formal assessment is completed once per half term by the Read Write Inc. manager. This checks the individual child's ability to recognise and say each sound and to read real and nonsense (alien) words. This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Equally, those children who show that they are struggling have one-to-one tutoring in order to narrow the gap between them and their peers.

Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown.

At Wrekin View, we ensure that children read books that are closely matched to their increasing knowledge of phonics and their ability to read high frequency words that do not conform to regular phonic patterns (red words). It is our desire that through this, the children experience early reading success and gain confidence that they are 'super speedy' readers capable of reading a variety of texts.

Daily Keep-up lessons ensure every child learns to read:

Any child who needs additional practise has daily 'keep-up' support, taught by a fully trained adult (CT or LSP). These short sessions match the structure of class teaching, and use the same routines, resources, and consistent pedagogical techniques, but in smaller chunks with more repetition, so that every child secures their learning. We timetable daily 'catch up quickly' Phonics lessons for any child in Year 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use our school's Read, Write, Inc. assessment to identify the gaps in their phonic knowledge and teach to these. Children in KS2 who have gaps in their phonic knowledge, in both reading or writing, are provided with extra intervention lessons to address the specific gaps. These are run by a fully phonics trained adult and happen at least 3 times a week.

The Phonics Screening Check

The final Year 1 Phonics Screening Check takes place in June. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words. It is a combination of 20 real words and 20 nonsense words for the child to read 1:1 with a familiar teacher. This is carried out by a member of staff who has undertaken the phonics testing training and who the children are familiar with. The check will identify the children who need additional support to improve their reading skills further. This support will be given throughout Year 2. Children who do not pass the check in Year 1 will be re-assessed in the same manner in Year 2. The results of this are reported to parents in the end of year report.

Throughout the year we invite parents to phonics workshops and training sessions, which support the parents/carers in listening to their child read and encouraging their child's development of phonics. During these sessions, we go through the expectations of the screening check and how parents/carers can support their child at home.



Home learning

Each Reception, Year 1, and where appropriate, Year 2 child takes home a RWI 'book bag' book. RWI 'book bag' reading books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text so that they experience success in reading. The children also take home a second reading book of their choice. This might be a picture book, a favourite book or one of particular interest. This is to ensure that we encourage a love of reading for our children. Year 2 children take home a colour banded book until they are ready to become a 'free reader'. Our free reader books are age appropriate and in order to promote a love of reading, teachers will often recommend texts that they believe the individual child will enjoy.

All Reception, Year 1 and Year 2 children will read their home reading book with their teacher before they take it home and when they have finished reading it. This is so the teacher can check that the child can re-tell the story out loud, in addition to being able to recall detail and vocabulary.

Parents and Carers of Reception children are also invited to attend a workshop (Star Books) each term. During this time, they can read a book with their child, listen to the teacher read a story and complete reading activities with their child.

Spellings

Spelling lists are sent home on a weekly basis dependant on the child's phonic attainment group. The spellings will be words in line with their current learning. They will either be words from their Read, Write, Inc. text, or the next words on our high frequency / common exception word lists for Reception, Year 1 and Year 2.

Appendix 1: Progression of Read, Write, Inc. texts

| Colour progression: | Type of plan followed: | Book bag books taken home: |
|---|--|----------------------------|
| Word time | Daily | Blending books 1-10 |
| Red ditty | Daily | Red ditty |
| Green | Three-day plan X10 fiction X3 non-fiction texts | Green |
| Purple | Three-day plan X10 fiction X3 non-fiction texts | Purple |
| Pink | Three-day plan X10 fiction X3 non-fiction texts | Pink |
| Orange | Three-day plan X10 fiction X3 non-fiction texts | Orange |
| Yellow | Five-day plan, including grammar and vocabulary. X10 fiction X3 non-fiction texts | Yellow |
| Blue | Five-day plan, including grammar and vocabulary activities. X10 fiction X3 non-fiction texts | Blue |
| Grey | Five-day plan, including grammar and vocabulary activities. X10 fiction X3 non-fiction texts | Grey |
| Free reader: off book bag banded books. | | |

Appendix 2: Speed Sounds chart

Complex Speed Sounds

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
| | | | | | c | | se | | | |
| | | | | | ce | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|----|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | y | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |
| | | | | | | | y | |

| | | | | | | | | | | |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |

Appendix 3: Speed Sounds mat

Front:

Back:



Speed Sounds Set 1

| | | | | |
|---|----|----|----|----|
| m | a | s | d | t |
| | | | | |
| i | n | p | g | o |
| | | | | |
| c | k | u | b | f |
| | | | | |
| e | l | h | sh | r |
| | | | | |
| j | v | y | w | th |
| | | | | |
| z | ch | qu | x | ng |
| | | | | |

Speed Sounds Set 2

| | | | | |
|--------|--------|---------|---------|--------|
| ay | ee | igh | ow | oo |
| oo | ar | or | air | ir |

Speed Sounds Set 3

| | | | | |
|---------|---------|---------|---------|---------|
| ea | oi | ou | oy | |
| a-e | i-e | o-e | u-e | aw |
| are | ur | er | ow | ai |
| oa | ew | ire | ear | ure |