



St. Luke's Catholic Primary School

Read Write Inc Policy

Read, Write, Inc. Phonics

Read Write Inc is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. Using Read Write Inc the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put their energy into composing what they write.

Children are assessed and grouped according to their ability and they work with a teacher or teaching assistant on the Read Write Inc programme. The children are continuously assessed by the Read Write Inc lead teachers, to ensure that they move through the programme at a good pace. At the end of each half term children are assessed and then put into new groups according to their phonics knowledge and fluency when reading.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into 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.
- read texts and words that are within their phonic capabilities as early as possible.
- 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.
- Understand what we mean by grammar and how to use it correctly with in writing tasks.

Teaching and Learning Style

This 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 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).

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Each group leader has a printed format for planning sounds, ditties or storybook lessons. To this framework, is added the particular sound/ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

R.W.I. across the school

R.W.I. is fully implemented in from Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

Pupils do not move on to ditties until they are secure on all initial sounds Pupils then move through the scheme at their own pace ensure that they can confidently segment, blend and read fluently at the level that are currently on before moving to the next level.

Once pupils begin to read the books within the scheme they will begin to proofread and correct errors. When pupils reach Yellow books they will then begin to define the various elements of grammar and learn how to use these correctly.

Spelling tests will be carried out in each group at their level every week, looking both at green words and the spelling of red words.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager if required.

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.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered on their planning sheet.

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Marking

- Children mark: own work for: hold a sentence (tick each correct word), Spelling test (tick each correct sound), proofread (tick each corrected error and correct any missed edits).
- Teacher marks: build a sentence and write about.
- Spellings you would expect them to know should be corrected, but words new to them should be praised if they have chosen the correct sound (you may just make them verbally aware of the correct phonic but not for every word).
- A positive comment should be put about children's ideas, good use of vocabulary etc.
- Make sure misconceptions however are dealt with.

Monitoring and Review

The R.W.I. manager

- Tests all Reception and KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters

Policy dated: November 2016

Policy to be reviewed: November 2017

Policy written by C.Mosedale