

Early Reading Policy

Linacre Primary School



Early Reading - RWI Policy

Updated November 23

Review November 24

The Purpose of the Read Write, Inc Policy

This policy outlines the teaching and learning of Read, Write Inc at Linacre Primary school. At Linacre, we use the RWI programme to get children off to a confident start with their literacy and language. RWI is a teaching method based on letter phonics (sounds). We teach children to recognise and apply the phonics in their reading and spelling. Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

Aims (Intent)

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

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!

Implementation and assessment

Ability Groupings

Pupils work within ability groups across EYFS, Years 1, 2, 3 and smaller groups in Year 4, 5 and 6 where needed. Ability groups are structured using on-going assessments carried out every half term. The reading leader will group the children in light of the outcomes of the individual assessments. Pupils can be re-assessed earlier during the terms where needed and the groups are reorganised accordingly. Children new to the school will be assessed within their first few days and placed in an appropriate ability group. Less able children will be placed into small groups, where possible.

Assessing

The reading teacher assesses how children:

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

Children are also assessed throughout every lesson using AFL and every time partner work is used the teacher assesses the progress of their children.

Nursery

In Nursery, during Summer 1, Set 1A speed sounds are introduced. They are first introduced using the images on the cards.

Parental engagement & Homework

Parents meetings are held during the Autumn term to introduce parents to RWI and the way in which we teach their children to read. Parents are also given the opportunity to take home a pack of Set 1A cards at the beginning of Reception.

All children who are part of the RWI programme are sent home virtual lessons each Friday via text message. This enables parents to help their children with a sound they may struggle with. Virtual lessons are links via the Ruth Miskin website and these lessons are delivered by RWI experts in which would reflect consistency of lessons that are taught in school.

Each reading teacher will ensure that a RWI book (from lesson), a book bag book and a reading for pleasure book will be sent home for the children to read. The children are encouraged to read for 3 days at least. If their Reading Diary is signed and showing this, they will be entered into a weekly prize draw during Friday's assembly. The winner of the draw will have the opportunity to select a brand-new book to keep from our school vending machine.

Recording of Work

Children will complete the spelling part of the speed sounds sessions in smaller blue books. They will mark their sounds through self-assessment. The 'get writing' part of the session will also be recorded in the smaller blue books, and this will be relevant to the colour level they are working at.

Resources

- Fred (teddy character for younger children)
- Speed sound cards (A4 and smaller) set 1, 2 and/or 3 Red words
- Green words
- Story books
- Story green words
- Story red words
- Speed Sound chart
- Story book that is relevant to the colour the children are being taught
- Teacher Handbook (provides all planning for all colour groups)

Planning and teaching

This is provided through the Read, Write Inc programme in the Teacher Handbook. The plans are detailed and set routines are to be followed.

Adaptations of RWI

At Linacre, we aim to give the children a strong start to reading as well as comprehension. Each reading group will hold a sentence daily based on what they have read as well as verbally answering comprehension questions. Once the children reach the yellow/blue/grey groups, they will apply what they have read to answer 5 daily written comprehension questions that are based upon VIPERS (used in KS2). We believe that this gives our children a strong start to comprehending what has been read as well as prepare them for the next steps after the RWI programme.

Once KS1 children have completed the RWI programme, they will move onto RWI comprehension where they will have the opportunity to explore texts in more depth. The children will complete RWI Module books as well as VIPER style questions in which will enable the children to delve deeper into texts they are focusing on.

During the Autumn term, Year 3 will continue to complete the RWI comprehension modules along with a small amount of Year 2 children (who have exceeded RWI). This allows the children time to adjust onto the VIPERS reading scheme. During Spring 1, we aim for all of Year 3 children to transfer to the KS2 reading scheme (VIPERS) and any Year 2 children within this group will continue RWI comprehension in a small group which is led by a trained adult.

When using RWI to read the children will:

- Learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words using Fred Talk to start, then as they progress without Fred Talk
- Read stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions

When using RWI to write the children will:

- Learn to write the letters/letter groups which represent 70+ sounds.
- Learn to spell words by saying the sounds in Fred Talk
- Write simple and complex sentences

Monitoring and Review

The Reading Leader will:

- Assesses Reception, Year 1, Year 2 & Year 3 pupils and designate pupils to the correct groups.
- Assess and assign groups to any children who are new to school as well as KS2 children who are working below KS2 expectations as well as monitoring progress
- Assigns reading teachers to groups
- 'Drop in and coach' RWI groups to give advice and support on teaching and to informally check that pupils are in the correct groups
- Coaching sessions are to ensure the set routines in the Teacher Handbook are being followed correctly and that the programme is consistent throughout the school
- Where necessary models' lessons to reading teachers or teacher/TA trainees
- Speaks with the head teacher and SLT regarding groupings, teaching spaces and other pertinent matters
- Holds regular Development Days with for the school to improve practise and keep up to date
- Ensure staff have adequate level of training in place- - this may be formal or informal
- Purchases new resources where needed
- Monitors RWI books and resources
- Ensures staff have access to the correct planning for their group (provided by the Teacher Handbook)
- Creates, handles, monitors, acts and informs SLT of data in regards to RWI

1-1 tutoring

These follow the Linacre reading interventions that ensure that the children's individual needs are met. The aim of these are to move children forward within their Read, write Inc learning and get them off the programme reading fluently quickly. Most of these are also detailed in the

Teacher Handbook. The Reading Leader will identify the children who need to access the 1-1 tutoring and will liaise with 1-1 tutoring staff in order to move children forward.