

Caslon Primary Community School, Beecher Bear
Daycare and Nursery, Beech Tree SEMH Base and
Tree Acre (Early Years Inclusion Hub)



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1. Subject Statement

Read Write Inc. Phonics (RWI)

Read Write Inc. Phonics is an inclusive Literacy programme for all children learning to read. It is aimed at children reading at Level J2S or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions are expected to occur each day for at least 45 minutes at a time with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading.

2. Aims

At Caslon, we believe reading underpins many other aspects of learning and is of vital importance.

- We aim to develop pupil's reading through progressive phonics teaching, guided reading, home reading (through bug club and RWI home reading books), shared reading and individual reading so that children will learn to read widely, fluently, frequently and with good understanding and pleasure.
- We aim to involve parents in improving their child's reading through training workshops, use of bug club and RWI home reading books at home and encouraging parents to comment on home reading using reading records.
- We aim that reading will have a high priority in school, promoting a good model of reading with expression, enjoyment and understanding, through daily shared reading and access to books in an inviting reading area.
- We aim that all children have the opportunity to have a high quality text read to them regularly throughout the school year.
- We aim 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 phonics 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.

3. Teaching and Learning

3.1 Nursery

The main focus is developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading. Books are shared daily in a small group; print has a high profile in the environment; books will be shared 'over and over'.

Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision.

Daily Nursery RWI lessons start during the autumn term. Children begin with oral blending 'Fred games' and then, when ready, have short phonics input sessions where they are taught two new set 1 sounds per week and they

also review previously taught sounds every day. Pupils practise Fred talk to develop decoding skills. Once sounds have been taught these are then incorporated into daily provision within the classroom.

3.2 Reception

As children progress into the latter stage of the Foundation stage, an emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. RWI will be used as a basis for a daily phonics session. An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision.

Throughout child initiated learning, children have the opportunity to explore books of their own interest in quiet and inviting book corners.

Reception RWI lessons start immediately after the RL has completed their Baseline Assessment. Children are organised into RWI groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Reception. Five RWI lessons are taught every week and each lesson lasts for approximately 45 minutes once Reception are established into groups within the rest of the school. Prior to this, before the initial baseline and assessment phase, two sessions of RWI are lead within the Reception day for 20 minutes each, covering 4 separate groups.

Children are provided with home reading through bug club and RWI home reading books and parents encouraged to share home reading in reading records. Children are expected to read to an adult in school once a week.

3.3 KS1 and KS2 (those assessed still on programme)

Daily KS1 (and KS2 for those on programme) RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five RWI lessons are taught every week and each lesson lasts for 45 minutes..

Both the Reception and KS1 (and 2) RWI lessons start with a 15 minute speed sounds phonics input session. Where new sounds are taught, and/or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words.

Following on from this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading and then apply this knowledge to read RWI storybooks at their phonic level.

Children are provided with a bug club account and book bag book that matches the phonics level they are working at for home reading and parents are encouraged to share home reading using reading records. Children are expected to read to an adult in school once a week.

3.4 Children assessed off programme

Once children are assessed off the RWI programme, they apply skills learnt to support their learning in guided reading and SPaG sessions.

3.5 Vulnerable readers

In Reception, Year 1 and 2, vulnerable readers are identified as target readers. These target readers read at least once a week with the class teaching assistant.

Those children assessed as the lowest 20% in RWI in each class, are moved onto a 1:1 tutoring programme for an additional 10 minutes of phonics 2-3 times a week.

4. Assessment

4.1 Assessment for learning

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. Assessment is a critical element of our programme. The reading teachers' assess:

- Pupils phonic knowledge
- The speed at which pupils are able to read the text
- Their understanding of the stories they read.

The reading leader expects reading teachers to approach them, identifying any children making faster or slower progress in their group as soon as relevant. When this occurs, the RL will reassess those children and re-group them accordingly.

4.2 Formative assessment

Daily formative assessment opportunities are built into every RWI lesson. Choral response, group work, partner work and the small class sizes allow teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the RL to provide additional support (for children making slower progress) or immediate assessment (for pupils making speedy progress) to allow such pupils to change groups.

4.3 Summative assessment

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI assessment materials. The assessment is conducted by the RWI assessment team and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated.

Pupils' progress is tracked via online assessments and individual assessment records, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI storybook level and the focus of the phonics input of the lesson.

Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time and highlights any students who have had 1:1 tutoring and when this took place.

Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

5. Planning and resources

Planning is minimised as staff are all provided with RWI handbooks and plans and are expected to follow these. This ensures consistency across the programme, as well as freeing up time for staff to source additional resources etc. to make the lesson come alive to the class.

Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a 5 day teaching cycle.

Every RWI teacher has their own box of RWI resources, these include: simple and complex speed sounds charts, small phonics flashcards, phonics wall friezes and Fred the Frog. RWI storybooks (with story green words and speed green words), ditties and linked texts and props are all stored centrally.

6. Organisation

Teachers follow RWI handbook lesson plans and ensure that the lessons are taught at a good pace to ensure all children are engaged and involved in the lesson.

Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or phonetic knowledge. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

7. EYFS

7.1 Nursery

Initially, during the autumn term, children develop a love of language and enjoy listening to stories. EYFS staff use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words, during the autumn term, Nursery teachers use phonics flashcards to teach two Set 1 speed sounds per week with the aim that, by the end of the summer term, all Set 1 sounds will have been taught. During this process, children hear the sound, see pictures of objects that start with that sound, hear a phrase to assist the children to help remember the sound and see the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk. Previously taught sounds are then incorporated into child led provision for children to access independently.

7.2 Reception

During the first few weeks of Reception, a baseline RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child.

Because of this assessment, classes are split into small homogenous groups. Children that know no or very few sounds, learn the set 1 sounds from the beginning, in very small groups, with a focus on repetition and Fred talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending. Children that know many sounds, but can't orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known sounds to independently blend words containing 3 or more sounds and reading RWI storybooks. Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to

quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily.

These sessions run for 20 minutes and occur within Reception, led by Reception staff. After their first 4 weeks, children are then assessed along with the rest of the children across school on the programme and grouped alongside these for daily 45 minute sessions.

8. KS1 and KS2

In Key Stage 1 (and those children still on the programme in KS2), pupils work within homogenous groups, across all year groups and are then joined by Reception after the initial Reception baseline phase is complete. Groups reflect their performance in RWI phonic assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every 6 to 8 weeks and the RWI groups are reorganised accordingly. RWI lessons occur for 45 minutes a day, 5 days a week.

Vulnerable readers and students new to Caslon in KS2 are assessed and grouped into the RWI programme alongside KS1 and Reception.

9. Equal Opportunities

At Caslon Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standards, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

10. Inclusion

All pupils are entitled to access RWI resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language.

Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development.

Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

11. Role of the subject leader

The RWI leader:

- Oversees the assessment of all Reception, KS1 and KS2 children on the RWI programme and reviews assessment data to organise pupils to the correct RWI groups.
- Provide RWI teachers with a list of graphemes that their group requires consolidation of.
- Assigns RWI teachers to RWI 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, model lessons, team-teach and coach existing and new staff.

- Ensures that all staff are trained in RWI phonics and uses Ruth Miskin portal videos to provide additional training in groups or as focused learning pathways.
- Strives to not have her own reading group but covers for staff absence, assesses, models and coaches RWI teachers.
- Liaises with the Head Teacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant 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.
- Liaises with class teachers to discuss the progress of children in RWI.
- Provides class teacher with a report on children's RWI groupings, any sounds needed to be consolidated and also any additional comments.
- Regularly receive feedback from reading staff about any students making slower or faster progress within their group, reassess accordingly and regroup if required,
- Assess new to Caslon children as they begin at school throughout the year.

12. **Parents**

We invite Reception and Year 1 parents/carers to initial meetings at the start of every academic year and hold workshops during the year to show how parents can support their children to read at home, depending on which stage of the RWI programme they are on. We also hold a phonics screening check meeting for Year 1 parents at the beginning of the summer term to help parents understand the PSC and suggest ways to best support their child at home. We encourage parents to help their child learn to read. Parents are given the following link to gain further information: <https://www.ruthmiskin.com/en/find-out-more/parents/>

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