

Astrea Academy Sheffield

RWI Policy



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Intent

At Astrea Sheffield Primary School, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Implementation

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 3 who need to catch up rapidly via a bespoke intervention
- Struggling readers in Years 4, 5 and 6 follow Read Write Inc. via one-to-one support

Pupils are taught 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 alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Embedding the alphabetic code early enables pupils to quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- 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 RWI lessons is partner work and the partners 'teaching' each other.

Nursery

During the autumn and spring term, children in our Nursery spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs and games. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the spring and summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children are taught the correct pencil grip. It is our aspirational aim that all children leave Nursery being able to orally blend and know all initial letter sounds in Set 1.

Reception

Children in Reception are taught daily phonics lessons. In the first four weeks of Reception, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive phonics teaching in these groups four times a week, using the structured speed sounds lesson plan. On top of this there will be a daily ten minute speed sounds / key words session. Further follow up work will also take place in the Provision Areas.

It is our aspirational aim that all children leave Reception ready to start the Green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have four RWI lessons every week lasting 55 minutes. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling and other writing activities.

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early, and additional interventions are put in place to ensure that these children keep up and don't have to catch up.

Children in Year 1 complete the Phonics Screening Check each year, in June. Children in Year 1 who do not pass the Phonics Screening Check will complete it again the following year.

It is our aim that most children in Year 2 complete the RWI programme by end of Spring 2 in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through spellings.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme through additional targeted intervention to ensure they catch up with their peers.

Impact

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the adult assesses the progress of his/her children. They will assess how children:

- read the grapheme chart
- read the green and red words
- decode the ditty/story

Each group leader is requested to keep a register to identify pupils that are absent and brief notes to identify pupils that need extra reinforcement of a particular element that has been covered.

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils take home the appropriate Read Write Inc book to continue with and to consolidate their learning at home. As well as daily reading with their child, parents will also be required to support with spelling homework.

Shared Vision

A key element of the Read Write Inc. Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading, through peer-to-peer support, team teaching sessions and through observing others. There are also regular CPD sessions throughout the year, where an element of the RWI programme is discussed, taught and practiced in a supportive way. The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

Monitoring and Review

The R.W.I lead:

- sets up tests points throughout the year
- gathers all the information and designates pupils to 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 group leaders
- speaks with the headteacher regarding groups, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implantation of R.W.I. and the impact on standards

- will review the policy each academic year

RWI expectations of Phonics Progress Grid

This grid shows expectations of progress if children have followed the programme from Reception. Note: this is for guidance only.

	YR children can:	Y1 Children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 Sounds	Read Green/Purple books Read some Set 2 sounds	Read Blue Books with increasing fluency and comprehension.
End of Autumn 2	Read all Set 1 sounds Blend sounds into words orally.	Read Pink books Read all Set 2 sounds.	Read Grey Books
End of Spring 1	Blend sounds to read words Read Paper Ditties.	Read Orange Books Read some Set 3 sounds	Read Grey Books with increasing fluency and comprehension
End of Spring 2	Read Red Ditty Books	Read Yellow Books	Access a range of age appropriate texts with fluency and comprehension.
End of Summer 1	Read Green Books Read some Set 2 sounds	Read Yellow Books Read all Set 3 sounds	Access a range of age appropriate texts with fluency and comprehension.
End of Summer 2	Read Green/Purple Books	Read Blue Books	Access a range of age appropriate texts with fluency and comprehension.

