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Read, Write, Inc. at Carcroft School

Read Write Inc.
Phonics





Intent

At Carcroft School, we aim for all of our children to become accurate, resilient and fluent readers who are passionate about reading. Early reading is prioritised to enable all of our children to access the curriculum and we do this through following the Read, Write, Inc. scheme.

Through following the Read, Write, Inc. scheme, children become accurate readers who can decode effectively. As children become more confident at decoding, they start to learn about elements of fluency and regularly practise reading fluently using carefully matched texts. Through high quality modelling and instruction, children will become fluent readers which enables them to read for deeper meaning.

Comprehension skills are built upon from an early age through the scheme through the use of 'find it' and 'have a think' questions. a range of activities including discussion, role play, and drama but the level of understanding they achieve becomes deeper and wider as children move through key stage two with the prerequisite skills required.

Children who read regularly and who are read to regularly have the opportunity to open many doors to explore learning further. We want our children to have the tools to be life long, independent learners.



Implementation



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Pupils embark on their Read, Write, Inc. journey from nursery at Carcroft School. The programme teaches children:

- 44 new sounds and the corresponding letter/letter groups using simple prompts
- To segment words and orally blend them, eg. c-a-t = cat
- To decode words using special friends, Fred talk, read the word
- To read common exception words in the form of red words and that these have less common spelling patterns
- To read texts featuring words that they have already learnt to sound out
- To comprehend texts using 'find it' and 'have a think' questions.
- To form each letter correctly
- To spell words correctly using their Fred fingers.

From week 4 in FS2, children are carefully assessed at least once per half term by the school's early reading leader, and placed in homogenous groupings so that they are taught at the appropriate level to them. Because the programme is systematic, children are able to build on prior learning, ensuring that they are consistently reviewing previously taught sounds in both their reading and their spelling, so that these become embedded in their long term memory.



Read, Write, Inc. In action!





Read Write Inc. Phonics throughout the day

To support our children in retaining learning from the Read, Write, Inc. session, we do a number of important things throughout our school day.

Nursery/Reception:

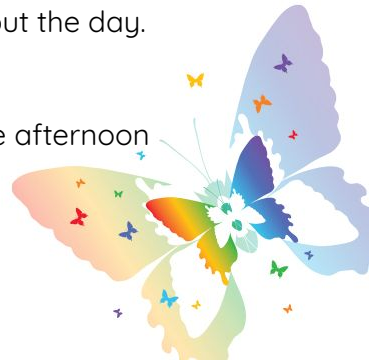
The first of these is beginning to recognise the picture friezes in nursery and recognising these pictures quickly, for example, m is mountain, s is snake, a is apple.

We then begin to look at Fred Talk games in nursery and reception. Speaking like Fred helps children to understand that words are made up of sounds. Teachers and learning coaches use Fred Talk throughout the day to support oral blending, for example, “let’s do your z-i-p”, the children would then begin to jump in and blend the segmented words that Fred says, z-i-p, zip!

The next thing we do to support our children outside the lesson in pinny time. Pinny time helps children to practise reading the sounds taught so far speedily and to make sure children ‘keep up, not catch up’. The adult will flash the taught sound from the day at specific children to support their long term memory so that they remember the sound throughout the day.

Key Stage One:

In key stage one, in addition to all of the above, our children also have an additional speed sounds session in the afternoon to practice previously taught sounds, or to learn new sounds.





1:1 tuition

For any children who need additional support to make progress towards age related expectations, we provide daily 1:1 tuition across F2-KS2. Our learning coaches have been trained in delivering these 1:1 sessions and follow the systematic steps to assess the child's sound gaps and to teach new sounds. These sessions look very similar to our Read, Write, Inc. group sessions, but are tailored to each child's individual needs. The adult will work 1:1 with a child, while also using the portal with their second child who will access the online videos using an ipad and headphones before working with the adult.

Set 1 sounds tuition:

The adult will always begin by assessing which sounds the children already know. They will select the first **two** sounds that they get stuck on and teach this sound following the steps in the tuition handbook.

- Say the sound
- Read the sound
- Review the sounds
- Repeat for the second sound

The children are then sent back into the classroom with two sticker on showing the sounds that they have learnt so that the adult in class can ask them what the sounds are to support long term memory. These sounds are logged on our tuition register so that all staff who teach the child can see the progress they are making and support this.





1:1 tuition

Learning to blend tuition:

Once the children know their first 16 sound seppedily, the adult will begin teaching the 'blending sounds into words' steps. They will use the sounds that the child knows speedily and follow the steps in the tuition handbook.

-The adult will Fred talk a CVC word in an exaggerated manner, eg. p-o-t. If the child does not jump in and blend the word, the adult will increase the pace of the Fred talk and blend the word to model this.

-The adult will use my turn, your turn to Fred talk and blend the whole word, eg. p-o-t, pot.

-The adult uses the speed sound cards to make the word, then Fred talk read the word on the table by pointing to each sound, and sweeping their finger under the word..

-The adult then 'muddle muddles' the cards on the table, and the child repeats these steps.

-The adult then holds the 3 speed sound card in their hands, says the word and then pulls the sounds down one at a time to make the word. The adult will then Fred talk, read the word by pointing to each sound, and sweeping their finger under the word.

-The adult then 'muddle muddles' the cards on the table, and the child repeats these steps.

-These steps are then repeated for four more words.

If the child is showing that they are beginning to blend, the adult will silently lay 3 sound cards out together on the table and ask the child to 'Fred talk, read the word'. If the child cannot read the words, they repeat the steps above until they become a confident blender.





1:1 tuition

Set 1 special friends, set 2 & 3 sounds tuition:

The adult will always begin by assessing which sounds the children already know. They will select the first sound that they get stuck on and teach this sound following the steps in the tuition handbook.

- Say the sound
- Read the sound
- Review the sounds
- Read new words containing the sounds
- Review words
- Reading assessment

These sounds are logged on our tuition register so that all staff who teach the child can see the progress they are making and support this.





1:1 tuition

Set 2 & 3 sounds tuition:

The adult will always begin by assessing which sounds the children already know. They will select the first sound that they get stuck on and teach this sound following the steps in the tuition handbook.

- Say the sound
- Read the sound
- Review the sounds
- Read new words containing the sounds
- Review words
- Reading assessment

These sounds are logged on our tuition register so that all staff who teach the child can see the progress they are making and support this.



1:1 tuition

Speeding up word reading:

For children who are struggling to read words speedily during the 'speedy reading' part of the assessment, they access tuition around speeding up word reading. The adult will follow the steps from the tuition handbook to support this using the speedy green words from the child's storybook level:

- Ask the child to read the words using, "special friends, Fred talk, read the word".
- Model reading three words using 'Fred in your head' by mouthing the sounds without speaking and then reading the word.
- Give the child all 8 words to read using 'Fred in your head'
- Muddle the cards and ask the child to repeat reading these using 'Fred in your head'.
- Model reading three of the words speedily without any Fred talk.
- Give the child all 8 words to read speedily. Repeat until the child is speedy.
- If the child can read the 8 words speedily, challenge them with 5 new words. The child begins by reading these using Fred in your head, then reads them speedily.



Initial Training



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All staff who deliver RWI take part in the full training so that they are confident in delivering the programme effectively and with fidelity. For our staff who were part of the reading team when we implemented Read, Write, Inc, this involved attending the two day regional training delivered by staff from Ruth Miskin. For our staff who have joined the team throughout the years, where regional training has not been available, they have been trained using the online portal by the reading leader - Miss Welburn. This training covers everything that the regional training covers.

On 22nd September 2023, all staff in school from nursery-Year 6 took part in a whole school training day based around the speed sounds session. Our external trainer delivered this training to ensure that all staff were aware of what Read, Write, Inc. phonics is, and how they can support children in their class who still access phonics. This was a fantastic opportunity for our more experienced staff to refresh their knowledge and coach new staff, while also ensuring that our KS2 staff understood what some of their children needed to be supported further with their learning.





Continued Professional Development

Coaching takes place twice a week on a Monday and a Friday in RWI lessons and 1:1 tuition sessions. For phonics lessons and 1:1 tuition, the reading leader going into groups and coaches small parts of the lessons alongside the reading teacher. This coaching is focussed around the steps from the weekly CPD sessions and the reading leader will jump in to coach before supporting the teacher to deliver these steps. The reading leader will also be watching for any children who are confident in the group, and who may need assessing sooner to ensure that they are receiving the correct level of challenge.

All staff delivering Read, Write, Inc, receive regular CPD. In Autumn 1, this was during CPD time for 40 minutes every two weeks, and in Autumn 2, this will be weekly for 20 minutes. The reading leader uses the assessments from the previous term to shape up the delivery of Read, Write, Inc. by focusing on small steps. The reading leader will begin by framing the session and explaining why the focus is what it is that week, use the portal videos to show the team the small steps, provide practise time for the team to work in pairs on the small steps while coaching everyone in the team, and then finish off with reflection time where staff reflect on what they will do differently in their practise the next day.





Reading at home

While our children are learning to read, they will be given the storybook that they have read in class so that they can practise re-reading it at home. This is done to help them build their confidence and fluency.

They will also be given a 'book bag book' which will be an exciting text that they are able to read themselves; this is because they will have learnt all the sounds and 'red words' already in class but parents or carers can offer some help if the child needs it.

Finally, a child will be given a library book; this book is for the parent or carer to read to the child and it is crucial at helping the child expand their vocabulary and develop their love for reading.

It is really important that parents or carers listen to their child read at least three times a week, to support them in decoding accurately and building fluency using a familiar text. Reading at home supports all of our children in making progress towards becoming confident, fluent readers who can accurately decode so that they can begin to access learning independently.



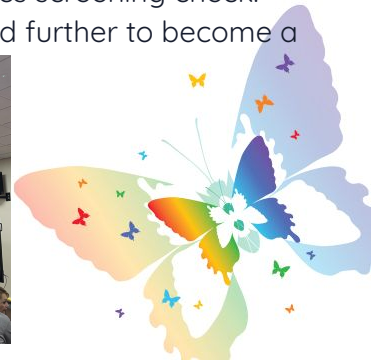
Parent/Carer Workshops



Throughout the year, we provide lots of opportunities for our grown ups to come into school and to learn about phonics. We do this through a variety of workshops including an introduction to Read, Write, Inc for children in Reception and children in KS1 where the reading leader talks about what phonics is, what Read, Write, Inc does to support the children at school, and how the adults can support their children at home. For our reception children this year, we have sent home the parent packs after our workshop, so that the children can practise reading their sounds speedily at home, and so that parents can support their children with handwriting, recognising the sounds, and recognising the friezes for the sounds that are coming up.

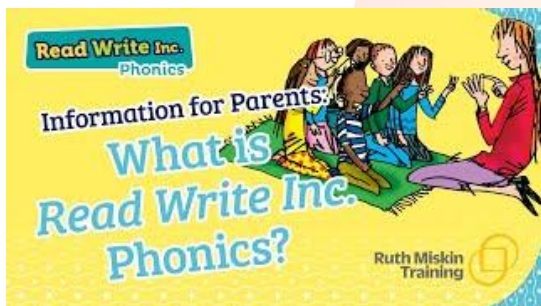
We also offer workshops where our parents/carers can come into school and watch a Read, Write, Inc. session being delivered to their child. These take place after Autumn 1, throughout the school year. Parents/carers are invited in in small groups and can sit alongside their child or observe from the back of the group to see how our reading team deliver the sessions. This supports our initial workshop as our parents can see everything we have talked about in practice.

In the Spring Term, we also ensure that our Year 1 parents/carers are invited into school to talk about the phonics screening check. This allows us to show them what the check looks like using previous papers, and how the can support their child further to become a confident reader.



Useful links

What is Read, Write, Inc. phonics?



What happens in a Read, Write, Inc. phonics lesson?



What is the year one phonics screening check?



How to support your child in using pure sounds



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How can I help my child with reading at home?

