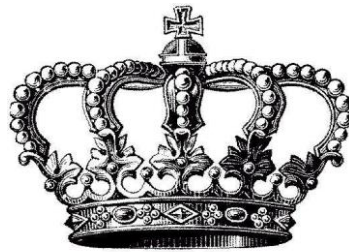


# QUEEN'S DRIVE INFANT SCHOOL



## LITERACY & READ, WRITE INC. (RWI) POLICY

APRIL 2020

# LITERACY & RWI POLICY

## INTRODUCTION

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children from EYFS where they are beginning to learn the strategies of reading to those emerging into year two. The programme 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 a writing focus. Once the children are off the programme they begin topic/book based Literacy lessons focusing heavily on writing and grammar.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

## VISION

**To develop confident communicators, to use speaking and listening, reading and writing in order to access and enjoy the wider curriculum with resilience and support lifelong learning.**

## AIMS AND INTENT

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.
- To develop ideas and writing styles in order to compose coherent pieces of non-fiction/fiction writing with attention to punctuation and tense.

## IMPLEMENTATION / ORGANISATION

### Teaching and Learning style

At Queens Drive Infant School we very much focus on the 5 P's that is instrumental in achieving success with the Ruth Miskin scheme of phonics teaching:

1. Praise – Children learn quickly in a positive climate.
2. Pace – Good pace is essential to the lesson.
3. Purpose – Every part of the lesson has a specific purpose.

4. 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!
5. 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 every 6 weeks and the groups are reorganised accordingly.

The RWI tutor follows the relevant handbooks in order to teach the session. Each tutor has a printed format for planning ditties or storybook lessons. To this framework, is added the particular 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 Lead, as required. TA's will be given preparation time prior to the sessions on a weekly basis.

## 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 de-clustered. e.g. 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.

## RWI at Queen's Drive Infant School

**EYFS:** R.W.I. is introduced in Reception in the first half term. Initially the phonics lessons are 10 minutes per day in order to introduce the initial sound. After 4 weeks the lessons are increased to 30 minutes. During the latter part of the 4 week period the children will be assessed to learn if they have grasped the initial sounds. They then work in small groups according to their ability with a TA or teacher. If children are not ready for a 30 minute lesson due to SEND they remain introducing the initial sounds alongside other phonic activities. As the children progress through the programme so does the length of time increase. By the Summer term the length of the lesson is in line with the Key Stage 1 children.

In the revised EYFS Curriculum, Literacy development has 2 areas of learning in the Prime Areas:

- Speaking
- Communication and Language

2 areas in the Specific:

- Reading
- Writing

In EYFS children have opportunities to develop their communication, Language and Literacy skills on a daily basis through both adult led and child initiated activities. The teachers use Core books to compliment topics to build children's love of books and reading. Teachers plan in purposeful opportunities for the children to write and communicate their ideas and feelings.

**Key Stage One:** R.W.I. groups will be set following assessments carried out by the R.W.I lead and the Head teacher. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching from the Literacy Framework with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access literacy sessions planned by staff following the end of Key Stage objectives. These sessions encompass, spelling, grammar, reading and writing. They are built around key texts. Sessions will take place daily for one hour.

### **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 lead if required. Class provision maps are used to track early interventions for children who may require support with reading, writing, handwriting or fine motor control.

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.

Children identified as falling behind in language and Communication in EYFS and Key Stage 1 can have access to 'Talk Boost' a Speaking and Listening Programme which closes the gap in language development.

'Word Aware' is firmly embedded across the whole curriculum to aid in language development. This initiative is not used in isolation with certain groups of learners but within the class as a whole class. It can be also used as a pre teaching aid for SEND/EAL learners before they access new topics or subjects.

### **Parental Involvement**

At Queen's Drive we are fully committed to working in partnership with parents, as we believe that these are the key to successful learning.

An introductory letter will provide parents with information about RWI Inc. Information will also be placed on the website and parents will also have access to the policy. Parent information meetings will be scheduled during the current academic years

As well as daily reading with their child, parents will also, at times, be required to support with RWI homework. Termly open sessions occur in Year R and often there is a strong emphasis on the key skills required to teach children phonics and how to read. Other year groups hold training sessions for parents to help the children to read.

For more information about how to help your child using the RWI Inc programme, please use the following link.

<http://www.ruthmiskin.com/en/parents/>

### **Off The RWI Programme!**

Children are considered Off the Programme once: -

- they become fluent readers
- are in Autumn Term or Spring 1 of Year 2 unless SEND
- can read, write and discuss texts with maturity.

The planning of Literacy Learning once not on RWI is aligned to the new National Curriculum in a fun and meaningful way.

- Gives every child a deep understanding of what they read using the special 'three reads' approach
- Fully prepares every child for writing using a planning, drafting and revising method
- Teaches grammar in context so that children can apply it seamlessly in their own writing
- Supports the grammar and punctuation aspects of the Key Stage 1 testing
- Includes practice tests to build confidence prior to statutory assessment
- Creates articulate speakers where children justify their answers and learn how to debate.

These children write confidently and enthusiastically because they have something to say. And they love reading at home – the biggest indicator of success.

## **Feedback**

Teachers plan for feedback to be immediate as much as possible during teaching of reading and writing. Instant oral feedback will provides the opportunity for children to move their learning on in reading quickly and with a clearer understanding. They are trained in using editing pens and marking strategies to locate and address errors in writing. Children have the opportunity to provide peer feedback during every RWI lesson and other reading and writing lessons.

## **Guided reading**

Additional Guided reading sessions/ book time take place throughout KS1 and during Spring and Summer terms of EYFS.

Guided reading sessions take place for 20 minutes daily. Teachers plan rotational activities that are completed over a week focused around a text. 3 activities are planned with the three reads of a text in mind. Pre read, guided read, post read. One activity is a teacher guided read with a group. A text chosen at the groups reading level is used and every child has their own copy. The teacher plans the guided read based around a BIG QUESTION to do with the text. The children are given the opportunity to discuss and feedback their opinions and answers.

## **Handwriting**

Handwriting is taught in EYFS during the RWI lessons. Letter formation is taught using the rhymes and pictures. Parents are informed of the rhymes in order to help their child learn the formation of the letters. Children from EYFS are encouraged to say the rhymes whilst forming the letters.

Children begin forming letters on blank paper in order to focus on correct formation. As they succeed with this they are given lines to write on.

Throughout year one children follow the RWI handwriting scheme. The children keep saying the rhyme until they are able to independently form all letters by the correct size, orientation with attention to ascenders and descenders. Extra handwriting sessions may be required depending on the needs of the children.

During year two children will move off the RWI programme and follow 'PenPals' handwriting scheme. This takes place at the end of the Literacy lesson. Children are encouraged to form letters correctly following letter groups. In year 2 children are targeted to reach expected progress in handwriting for the end of year 2, which is correct formation of all letters, height and size and correct ascenders and descenders. For children achieving this standard early they are encouraged to join their letters. To teach this the teacher follows the Penpals handwriting scheme.

In Key Stage 1 Children practice handwriting in a book with guidelines to show the middle point of the line to encourage correct size and attention to ascenders and descenders.

### **Developing Writing Across the Curriculum**

At Queen's Drive we see the importance for purposeful writing and therefore encourage writing to be used across all areas of the curriculum during afternoon topic sessions.

Children are provided with WAGOLLs (What a good one looks like) of different genres of writing and are encourage to write these through topic writing and RWI writing sessions.

In year 1 and EYFS continuous provision writing activities are encouraged. In Key Stage 1 purposeful writing activities are incorporated into the role play areas.

Spelling is taught through RWI sessions focusing on phonetically plausible words and common exception words. Children are provided with spellings to take home at their level according to the text they are reading. In year two spelling is taught during literacy lessons with a heavier focus on multi syllabic words and end of Key stage CEWs (common exception words)

### **Developing Reading Across the Curriculum**

Subject Leaders investigate and keep teachers up to date with core books that children can access to enhance understanding and enjoyment of subjects and topics. These form an exciting introduction or way into new subjects and topics.

Each class has an inviting theme based reading corner that provides children access to up to date topic books and familiar stories.

Children are able to locate information texts of their choice from the school library. The library is updated yearly with new relevant texts.

### **IMPACT / Assessment and monitoring**

#### **Assessment**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of his / 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

Formal assessment is carried out periodically by the R.W.I. lead or the Head teacher using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants. Children are able to move from one group to another depending on their progress. The children are assessed each half term and the groups are reviewed during this time.

Children 'off programme' are assessed against the National Curriculum guidelines regularly. Where necessary, intervention will be introduced to support pupils. This data is entered onto our School Pupil Tracker system and reviewed each half term through pupil progress meetings. Please see our 'Assessment Policy' for more information.

In EYFS staff use Development Matters to track the children's attainment and progress to then identify their next steps. Speaking, Communication and Language, Writing and Reading are areas of learning that closely link to English.

## Monitoring

The R.W.I. lead

- tests all KS1 / EYFS pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drop ins' 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 Headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.
- undertakes regular training sessions with staff.
- ensures that all the correct books are ordered throughout the year.

**This policy will be reviewed in full by the Governing Body .....**