



Roman Road Primary School

RWI Phonics Policy



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Read, Write, Inc. Phonics

At Roman Road Primary School, we use Read Write Inc. Phonics, an inclusive literacy programme for all our children learning to read. It is aimed at children in Foundation Stage to children in Key Stage 2 reading at Level 2b or below. Children are taught the 44 common speech sounds in the English language and how to blend words for reading as well as handwriting skills and spelling.

As reading permeates the entire curriculum, we understand the need to teach our children how to decode texts effortlessly so all their energy can be used to comprehend what they read and to spell effortlessly so that all their energy can be focused on composing their writing

Aims and Objectives.

To teach our children to:

- achieve early success in reading
- blend speech sounds into spoken words (decoding)
- segment words into speech sounds and write the corresponding grapheme for each sound (encoding).
- learn that decoding and encoding words are reversible processes.

- read high frequency words that do not conform to regular phonic patterns.
- read lively storybooks and Non-fiction books with words they can decode.

Organisation of Teaching and Learning

Reading group leaders - made up of teachers and TAs that teach and have responsibility for a number of homogeneously grouped children

Planning

Each group leader plans in accordance, using the RWI planning format for Speed sounds Set 1, Ditties or Storybook lessons. Added are the resources, power words where applicable, a new sound, other phonic elements that are being introduced and any other points worthy of note for future use.

TA's are responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required. TA's are given planning and preparation time (*When their class do outdoor P.E with the coach*)

Teaching

The RWI scheme promotes five underlying principles - the five Ps

Pace (key to the programme), **Praise**, **Purpose**, **Participation**, **Passion** and one of the school's 'P' **Perseverance** (It is important to never give up! Every child can learn to read if you persevere.)

Delivery of Phonics

- Initial sounds taught in a specific order.
- Sounds should be 'pure', not with a schwa ie 'b' 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Red words: common words with an uncommon spelling e.g **said**
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3

R.W.I. across the school

Foundation Stage: R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

Sessions will take place daily between **8:50-10.20am**. Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

Key Stage One: R.W.I. groups will be set following assessments. The sessions will occur daily for **35minutes**. Once children 'come off' the programme in year 2, they will then access literacy sessions.

Sessions take place daily from **8:50- 9:25am**.

Key Stage Two: R.W.I. groups will take the form of an intervention during literacy sessions for those children reading below level 2B, children New to English and those with SEN.

SEN

Children with SEN 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 manager if required.

Equal Opportunities

Every child regardless of ability, gender or background is fully involved in RWI lessons. Pupils work in ability groups and teaching is at the speed of progress of each group. We understand that children come from a variety of cultures and have a wide range of skills. Talk partner work helps them to develop respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences.

Assessment and Recording

Children are assessed in every lesson. Every time partner work is used, the teacher assesses the progress of her children. The teacher assesses how well children:

- read the grapheme chart
- read the green and red word lists

- decode the ditty/story
- comprehend the story

Each group leader is asked to keep a register to identify pupils that are absent or pupils that need additional support in particular areas that has been covered.

Formal assessment is carried out every 6 to 8 weeks by group leaders and the R.W.I. manager who then uses assessments to re-group children. All new entrants to the school are assessed using the sound and Word Entry Assessment to determine where to place them.

Monitoring and Review

The R.W.I. manager

- ensures RWI is taught with fidelity
- keep all the groups at the same homogeneous reading level by regularly checking 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
- organises one to one tutoring for those children who need extra support
- 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, resources and other pertinent matters
- is responsible for reporting to the HT, SLT and governors about the quality of the implementation of R.W.I. and the impact on standards.

November 2013

Review Date: November 2015

A. Clark - RWI Manager