



Riverside Primary School

RWI Policy

September 2022

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I. Subject Statement

Intent

At Riverside Primary it is our aim to ensure that all children read easily, fluently and with good understanding. That they develop the habit of reading widely and often, for both pleasure and information. All children are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

We strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of Year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonic sounds and knowledge.

Implementation

Our implementation ensures full coverage of the National Curriculum objectives for early reading through the teaching of RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. Through the lessons we support pupils to develop the knowledge, skills and understanding needed to become effective readers. Children are given every opportunity to apply their skills and understanding throughout the rest of our curriculum.

RWI is taught through a sequence of sessions every day by trained RWI teachers and support staff. We are constantly informally assessing the children to make sure that they are at the "Goldilocks spot" where the books they read are neither too easy nor too hard. Pupils are given a range of fiction and non-fiction RWI reading books to read at home, matching their ability. If needed children receive additional support to help them on their journey to becoming a confident reader. Within the daily sessions children will be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills.

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 alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KSI Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program.

Impact

Because of our progressive, well-sequenced and supportive RWI sessions that build upon knowledge already acquired, the children of Riverside Primary have a strong

understanding of blending sounds to read words. This means that our children become fluent readers by the end of Key Stage 1 enabling them to focus on developing their fluency and comprehension as they move through the school. Reading plays a fundamental role, not just in our curriculum but also in setting children up for lifelong learning. Due to this rigorous approach to the teaching of reading, children will be highly competent and confident readers who enjoy delving into a range of texts, books and genres. Children develop detailed knowledge and skills across reading and as a result achieve well in the Year 1 Phonic Screening Check. We aim for Read Write Inc. phonics to be redundant for the majority of our children, by the end of the Autumn Term in Year 2. However, identified Year 2 and KS2 children who still require further support with phonics a catch up programme is implemented. The effectiveness of Quality First teaching and the fulfilment of our Curriculum Intent is assessed throughout all stages of learning in a systematic and strategic approach.

The impact of RWI is monitored through pupil voice, work scrutiny, lesson observations and half-termly assessments. Data analysis is fed into termly Pupil Progress meetings to ensure that no child is left behind. RWI is assessed every half term and children are placed in ability groups across EYFS to 2.

2. Teaching and Learning

At Riverside Primary school, our curriculum is based around quality first teaching with the main aim of our teaching being 'Excellence for all'. This is then underpinned by the eight key components which are:

- Pedagogy
- Classroom Climate
- Lesson Design
- Student Self-awareness
- Successful Learning
- Collaborative Learning
- Effective Questioning
- Quality Feedback

The RWI curriculum reflects this, as we passionately believe that with the right support, all children can and will learn to read. In order for all children to be successful we assess them half termly (from the start of the academic year) and place them in a group that is matched to their ability. EYFS takes part in whole class RWI sessions until autumn term 2, where the pupils are placed into ability groups meeting their individual needs.

RWI is taught through a sequence of sessions every day by trained RWI teachers and support staff. Each lesson starts with a 10-minute phonics input session, where new sounds are taught, 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 they apply this knowledge to read RWI storybooks at their phonic level. The final part of the teaching sequence has an assessment focus, where pupils apply their phonic knowledge to read alien /pseudo words.

We are constantly informally assessing the children to make sure that they are at the “Goldilocks spot” where the books they read are neither too easy nor too hard. Pupils are given a range of fiction and non-fiction RWI reading books to read at home, matching their ability. If needed children receive additional support to help them on their journey to becoming a confident reader. Within the daily sessions children are encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills.

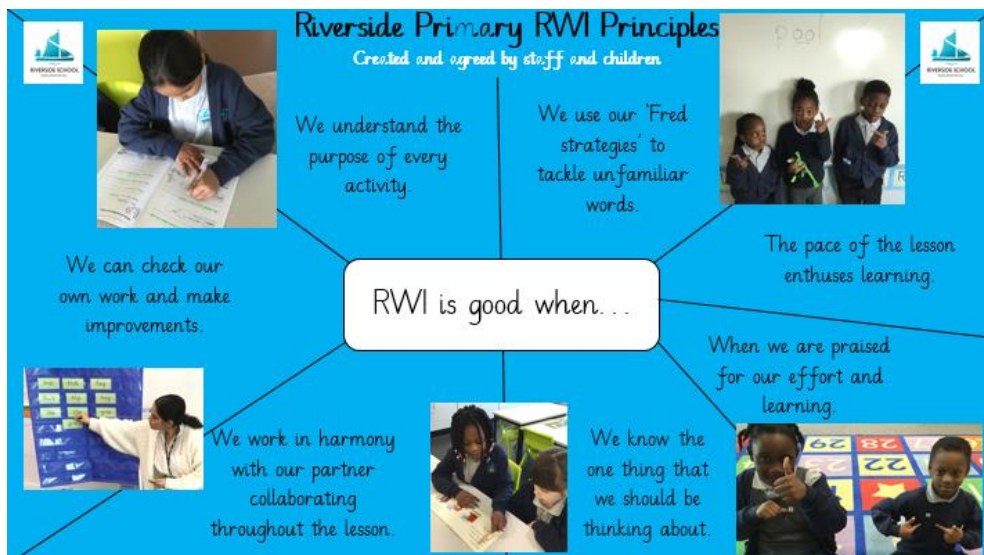
To ensure a common ethos in the teaching and learning of phonics, staff and children were involved in the creation of the Riverside Primary ‘RWI Principles’.

RWI is good when:

- We understand the purpose of every activity.

- We use our 'Fred strategies' to tackle unfamiliar words.
- The pace of the lesson enthuse learning.
- When we are praised for our effort and learning.
- We work in harmony with our partner collaborating throughout the lesson.
- We know the one thing that we should be thinking about.

Figure 1: Riverside Primary 'RWI Principles' Poster



3. Assessment

3.1 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. The teachers' assess pupils' phonic knowledge by assessing the speed at which pupils are able to read the text and their understanding of the stories they read.

3.2 Formative Assessment

Daily formative assessment opportunities are built into every RWI lesson. Choral response, group work, partner work, the small class size allows 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 Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

3.3 Summative Assessment

All pupils are assessed every 6–8 weeks (half-termly), or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Reading Lead 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, 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 helps make end of term judgements on Pupil Asset.

The effectiveness of Quality First teaching and the fulfilment of our Curriculum Intent is assessed throughout all stages of learning in a systematic and strategic approach. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening or more specific meetings with parents.

4. Planning and Resources

Planning is minimised as we follow the RWI planning scheme, which is based on the RWI Handbooks and plans. This ensures consistency across the program, as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class. In addition to this, staff are also provided with bi-weekly RWI CPD which targets subject knowledge and teaching practices. This improves the consistency of RWI across the school.

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 4-day teaching cycle.

Every RWI teacher has their own box of RWI Resources. These include: simple or complex speed sounds chart, small and large set 1,2 or 3 phonics flash cards, magnetic boards and letters, green and red word flash cards, phonics wall friezes, Fred the Frog and RWI storybooks (with Story Green words and Speedy Green words). Ditties and linked texts and props are all stored centrally.

5. Organisation

Teachers follow the RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that 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 alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

6. EYFS

For the first half term of the academic year Reception pupils take part in daily 30 minutes' whole class lessons where they are introduced to set 1 sounds in a systematic order. Towards the end of autumn 1 term, 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. Reception RWI lessons occur daily for 30 minutes until a point when it becomes appropriate to move these lessons to an hour long alongside Key Stage 1 RWI. Hence during the autumn (second half of the term), spring and summer term, Reception and Key Stage 1 children are integrated for their RWI lessons; this allows children in Reception that are making exceptionally speedy progress to be taught in homogenous groups alongside Key Stage 1 children.

7. KS1 and KS2

In Key Stage 1 pupils work within homogenous groups, across both year groups (Year 1 and Year 2 children), which 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 six to eight weeks (half-termly) and the RWI groups are reorganised accordingly. Key stage 1 RWI lessons take place daily and are an hour long.

KS2 pupils who have not acquired phoneme knowledge are provided with short RWI catch up sessions. These sessions take place for 6-8 weeks and are dependent on pupils' individual needs. The Reading Lead will complete an assessment at the start and end of the block, identifying the pupil progress made. We aim to close the gaps pupils have in their phonic knowledge, whilst also ensuring they have access to their curriculum. Trained RWI teaching assistants lead these sessions.

8. Equal Opportunities

Riverside Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or

learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to reading and all staff members follow the equal opportunities policy. Resources for SEN children and children who are working at greater depth are made available to support and challenge appropriately.

9. Inclusion

We believe that all children have the right to learn to read. To ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the reading and phonics curriculum for some pupils.

We teach phonics to all children, whatever their ability. Reading forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of phonics, we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate phonics can be used to support SEN children on a one-to-one basis where children receive additional support.

10. Role of a Subject Leader

The Reading Lead will monitor the teaching and learning of phonics across the school to support and guide the practice of teachers, ensuring a high quality, broad and stimulating phonics curriculum.

Their role is to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of RWI.
- Provide colleagues opportunities to observe good practice in the teaching of RWI.
- Maintain resources and advise staff on the use of digital tools, technologies, and resources.
- Monitor the children's progression through regular assessment.
- Organise and assign RWI groups.

- Manage the reading budget.
- Keep parents and governors informed on the implementation of phonics in the school.
- Help staff to use assessment to inform future planning.
- Offer CPD training to all staff (Read Write Inc).
- Monitor and evaluate the effectiveness of Phonics teaching and learning.
- Liaise and consult with external agencies to update staff training and access to resources.
- Where possible provided cover for staff absence.
- Organise parent workshops.

II. Parents

In Reception, whilst children are learning the Set 1 speed sounds at school, children will have the opportunity of practising the speed sounds that they have learned at school with their parents/carers. When children can blend independently, RWI ditties and Storybooks will be sent home so that children can read these books to their parents. We have a 4-day plan to read storybooks so children will read their book several times before the book is changed. This is because each read through of the book focusses on specific skills; decoding, reading with expression, accuracy and fluency as well as reading for comprehension. We also send home a set 1 sounds workbook allowing pupils to practise the sayings and letter formation at home.

We hold parent workshops for RWI during the academic year, tailored to the needs of our parents. We also hold a Phonics Screening Check meeting for Year 1 parents, during the spring 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. Use the following link to gain further information:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Parents are informed of their child's progress during Parents' Evenings in the autumn and spring terms and in the annual end-of-year report.