

Woodfield Primary School



Read Write Inc Policy

Reviewed September 2016

Next Review Due September 2018

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Read. Write. Inc (RWI). Policy

Aims and Objectives.

To teach children to:

- 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
- read with expression and fluency

Teaching and Learning Style

This is based on the 5 Ps.

1.Pace – Good pace is essential to the lesson.

2.Purpose – Every part of the lesson has a specific purpose. There is more reading during the start of the 5 day programme, then the emphasis moves to writing in the latter days.

3.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. The greater the passion, the faster the children's progress!

4.Praise – Children respond well to praise and mantras which are consistent throughout all RWI groups

5.Participation – All children take part in all aspects of the lesson. A strong feature of R.W.I. lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner).

Principles:

Pupils work within ability groups which are defined by their performance in R.W.I. phonics tests. Pupils are re-tested during the year as individuals and the groups are reorganised accordingly by the Reader Leader. Pupils are fully engaged in lessons and work closely with a partner to act as coach and pupil. The adults role is to model phonemes, sentence structure and good reading skills then observe and address misconceptions. Lessons promote modelling by adults, but focus on pupils engaging and supporting each other.

SEND

SEND 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. Children with Speech and Language programmes receive additional support at times outside their daily RWI.

Able Pupils

Able pupils are catered for, groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children. Children above the 'grey' stage in RWI in reading move out of RWI, they focus on reading comprehension skills, reading for sustained periods and fluency in their reading.

Assessment and Recording to group and track.

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 speed sounds chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story
- segment when writing sentences to spell correctly

Each group leader is requested to keep the Reader Leader updated about pupils who may be ready to move on, or who may require 1:1 support. Formal assessment is carried out for all children each term, but individuals can be tested at any point they are deemed as secure, and moved to a higher group. All assessments use the R.W.I. phonic checks and are done by the Reader Leader or phonics lead- this allows for continuity and to identify the correct access point for new entrants. The results then determine the groups and the adult who will lead each group. No group for RWI will be over 20 pupils.

Monitoring and Review

The R.W.I. Leader

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- weekly '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 or provides CPD
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head and teacher regarding groupings, teaching spaces and other pertinent matters is responsible for reporting to the governors curriculum committee about the quality of the implementation of R.W.I. and the impact on standards.
- Monitors the rate of progress of groups.
- Tracks RWI phonics progress in- line with the termly and then statutory Phonics Screening Check.

Mrs K.Hope -Reader Leader and Head of KS1

Mrs A.Bird - Phonics lead.