



Ruardean C of E Primary School
Love of Learning - Love of Life - Love of one another
Matthew ch22 v33-40

Read Write Inc (RWI) Phonics Policy

Policy Reviewed:	Bi-Annually
By:	SLT
Agreed:	January 2024
Next Review:	January 2026
Owner	English Lead

Related Policies

- English Policy

At Ruardean Primary School we are passionate about all children learning to read with fluency and confidence. We believe that reading opens the door to all learning. Our school teaches reading through the highly successful Department of Education endorsed Read Write Inc Phonics programme.

Read Write Inc enables children to become confident, fluent readers. The English language consists of 44 sounds. Learning these sounds are the first steps in learning to read. Once children have learnt to recognise and say the sounds, they will blend them together to read whole words.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

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 common exception words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Read fluently to enable full comprehension of what they read.

Teaching and Learning Style

The five core principles of RWInc:

1. **Purpose** – Know the purpose of every activity and share it with the children.
2. **Passion** – Be passionate about teaching so children are engaged emotionally.
3. **Pace** – Teach at an effective pace and devote every moment to teaching and learning.

4. **Participation** – Ensure every child participates throughout the lesson. Partner work is fundamental to learning.
5. **Positive Teaching** – Praise effort and progress – not ability

Delivery of Phonics using RWInc Methodology (refer to RWInc Phonics Handbooks for more detail)

- Sounds are to be taught in a specific order.
- Sounds taught should be 'pure' for example, 'b', not 'buh' as this is central to phonic teaching and ability to blend sounds into words.
- Consonant blends are to be declustered 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.
- Letter names are to be introduced with Set 3.
- Specific RWInc teaching terminology is used e.g. Fred Talk, Fred Fingers, My Turn Your Turn, Turn to Your Partner, Fred in your Head

RWInc structure

Children will be grouped according to the results of individual assessments. The sessions will occur daily and begin with a **Speed Sound Lesson** where children will be taught to read a new sound each day when learning Set 1. As children move onto Sets 2 and 3 they will be taught to read a new sound on days 1-3 with the opportunity to review and embed these sounds on days 4 and 5.

Word Time allows children the time to read and write the sounds in Green words (words that are fully decodable), using 'Fred Fingers' in Sets 2 and 3 to aid with the spelling of the words.

Once the initial single letter sounds are known, children will be reading a text each day containing these sounds to enable them to practice reading with fluency and expression. This may be in **Ditty** form (short phrases) or in a **Storybook**. Both of these texts begin with a review of the sounds and an introduction to the Green words (words that are fully decodable) which feature in the text. They will also read the Red words (common exception words that are not fully decodable).

There is an opportunity to discuss the story to increase comprehension skills using 'Questions to Talk About' in the back of each book. This progresses to written comprehension as the children advance through the programme.

Each week the children will also write a dictated sentence in the 'Hold a Sentence' activity.

Reading at Home

All children secure with Set 1 single letter sounds take home a copy of the book or Ditty that they have read in their daily session as well as a linked story "Book Bag Book" or Ditty sheet. The books are changed weekly. The frequency of reading at home is monitored to enable staff to address any issues with children who are not reading regularly. Contact will be made direct to the families and additional reading opportunities in school will be provided if necessary.

SEND Pupils

RWInc is an inclusive programme for all children. However, it is sometimes necessary to use additional strategies that may be recommended by external agencies for those with a specific learning difficulty. Particularly if there is an issue with visual memory.

Assessment

Children are informally assessed throughout each lesson by the adult responsible for the group.

Formal assessment is carried out every half term using specific RWInc assessments. These are ,where possible, carried out by the reading leader to ensure consistency of assessment.

The tables below show expected progress:

RECEPTION	Group A	Group B	Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Entry												
Autumn 1												
Autumn 2												
Spring 1												
Spring 2												
Summer 1												
Summer 2												

YEAR 1	Group A	Group B	Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Entry												
Autumn 1												
Autumn 2												
Spring 1												
Spring 2												
Summer 1												
Summer 2												

YEAR 2	Group A	Group B	Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Entry												
Autumn 1												
Autumn 2												
Spring 1												
Spring 2												
Summer 1												
Summer 2												

Children who are identified as not making expected progress will be given RWInc Fast Track Tutoring.

Monitoring and Review

Teaching of RWInc will be regularly monitored to ensure consistency and to check that the scheme is being followed in line with our agreed sequence.

Regular refresher training will be given to all staff.

