



Berrycoombe Primary

Revised March 2021

Read Write Inc Phonics Policy: Berrycoombe School

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

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Roles and Responsibilities

The Head Teacher oversees target setting and tracking with RWI Coordinator.

The RWI Manager:

- oversees the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups.

Tracks children's progress and analyses data.

- assigns leaders to groups - 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons - attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Organise 1- 1 tutoring groups for children not making progress

Reading group leaders

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



Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. The format for planning ditties or storybook lessons is available for all staff either on the VLE or in the workroom. To this format, 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.

Organisation of Teaching and Learning

RWI in the Foundation Stage

RWI is fully implemented in Reception and the children are split into homogenous groups following an initial assessment after autumn half term.

The Foundation Stage leader keeps the RWI manager informed of Reception children's assessments and progress.

RWI in Key Stage 1

In these year groups, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year (approx. half termly) and the groups are reorganised accordingly. This means children from both year groups may be taught in one group.

The lessons last for 50 minutes and take place 5 days a week.

Assessment and Recording

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

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is expected to feedback any concerns/rapid progress to the RWI manager as necessary.

The RWI manager will carry out assessments in order to regroup the children; this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

1-1 tutoring

When the assessments and regrouping have taken place the RWI manager will also identify the children who need 1-1 tutoring. Support staff deliver these sessions according to the 1-1 tutoring handbook.

Resources

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the one to one tutoring kit,



Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software.

All book packs/resources are kept centrally and should be returned once finished with. Staff should inform the RWI manager if they require any additional resources.

Berrycoombe school have access to Oxford Owl website and Ruth Miskin Portal for training purposes. The videos and e-books on the website and Portal can be shared with parents as necessary-for individual additional practice, or for home learning in response to School closures.

Progression through scheme

- RWI phonics – for children in Nursery, Reception and Key stage 1. Some children in Key Stage 2 may also need to access the RWI phonics programme.

This Policy has been drawn up and written by the Read Write Inc Co-ordinator.

The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body

Drafted by: Michelle Smith-February 2021

Date: Annually