



Berrycoombe Primary Revised February 2022

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 RWInc 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 RWInc Leader.

The RWInc Leader:

- oversees the assessment of all Reception & KS1 & KS2 (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 RWInc 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 RWInc and the impact on standards
- organises 1-1 tutoring groups for children not making progress or needing 'catch up', and monitors those sessions and progress
- ensures that ongoing CPD is completed, using the Ruth Miskin Portal to assign training videos to relevant staff
- liaises with parents and supports teachers to assign 'RWInc at home' videos where necessary
- attends relevant training and webinars run by Ruth Miskin and the Kernow English Hub



- liaises with the Kernow English Hub and supports their twice termly visits to the school, ensuring that actions are completed as appropriate

Reading group leaders

– made up of teachers and TAs that teach and have responsibility for a number of homogenously grouped children

- attend relevant training and make use of the Ruth Miskin Training Portal where appropriate
- ensure that low level behaviours do not impact on the learning and focus of the children by following the pace of the lessons as demonstrated in training

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 and amendments shared.

RWInc in the Foundation Stage

Nursery staff ensure that they adhere to good practices for introducing phonics within Berrycoombe Berries. Staff follow the guidance set out in the RWInc document '*Guidance for Nursery*' which includes daily opportunities for Nursery Rhymes and story times; alongside planning talk throughout the day and ensuring that children have the opportunity to hear pure sounds and Fred Talk games.

The Foundation Stage Manager uses the guidance set out in the RWInc document '*Making a Strong Start in Reception*'

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

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

Children in YR take home relevant books closely matched to their RWInc assessed stage: these will include *sound blending books* and *Book Bag Books* purchased from the RWInc scheme. Children also take home RWInc packs to support their home learning.

RWI in Key Stage 1

In these year groups, pupils work within ability groups that are defined by their performance on RWInc 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 30-35 minutes and take place 5 days a week.

There is an expectation that there is also an afternoon speed sound session in YR, Y1 and Y2 classrooms. This should be no more than 10 minutes long and focus on common misconceptions.

Children in KS1 and KS2 take home relevant books closely matched to their RWInc assessed stage: these will include *sound blending books* and *Book Bag Books* purchased from the RWInc scheme.



When they are no longer on the RWInc programme, children will take home other books from within the school systems and have access to *Accelerated Reader* and *myOn*.

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
- read with increasing fluency-green word flashcards and the story book
- comprehend the story

Each group leader is expected to feedback any concerns/rapid progress to the RWInc 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 RWInc Phonics guidance documentation.

The Y1 teacher completes a nonsense-word assessment from the Ruth Miskin website 3 times a year in preparation for the Y1 Phonics Check in June. The data from this is cross referenced with the groupings assessments and ensures that children are being supported appropriately.

1-1 tutoring

When the assessments and regrouping have taken place, the RWI leader 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 placed in all classrooms and RWInc teaching spaces-room sharing is kept to a minimum and ensures that all children have access to a quiet space to learn

Resources 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, Oxford Owl website and Ruth Miskin Portal.

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.

Ruth Miskin Portal videos are shared via the class Edmodo and Facebook pages when the school is closed-established during the school's Covid Pandemic practices.



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 Leader.

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 2022

Date: Annually