



Read Write Inc. Policy (September 2014)

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.

Teaching and Learning Style

This is based on the 6Ps:

Pace – Good pace is essential to the lesson.

Praise – Children learn more quickly in a positive climate.

Purpose – Every part of the lesson has a specific purpose.

Participation – Participation is very important in RWI. All children take part in the entire lesson. 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 teachers put into the lesson that bring the teaching and learning to life!

Perseverance – Persevere until everyone can read!

Ability Groupings

Pupils work within ability groups within Years 1 and 2. Ability groups are structured using on-going assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. Children new to the school will be assessed within their first few days and placed in an appropriate ability group. Less able children will be placed into small groups.

RWI in the Foundation Stage

During the Autumn term initial sounds are introduced and practical activities are provided for the children to embed their knowledge of initial sounds. From Autumn 2 children are placed into at least four ability groups and RWI is taught fully.

Parents meetings are held during the Autumn term to introduce parents to RWI and the way in which we teach their children to read. Parents are also given the opportunity to buy sound cards and green/red words to support their child at home.

Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced, any key questions to be asked and any other points worthy of note for future use. All planning is to be stored in the yellow working folder and to be transferred half termly to the storage folder.

Contribution to teaching in other areas.

Reading and writing is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. Pupils are actively encouraged and teachers model the use of all RWI strategies in all areas of the curriculum e.g. Fred talking and the use of the RWI speed sounds charts.

SEN

SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group.

Able Pupils

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children. Also staff of higher ability groups are encouraged to fast track the children through the scheme with an aim of completing the program to move onto Literacy units.

1:1 tuition

Staff from both key stages can refer any child for 1:1 tuition. A member of staff is employed 7 ½ hours a week purely for this reason.

Assessment and Recording

Children are assessed throughout every lesson.

Every time partner work is used the teacher assesses the progress of their children.

The teacher assesses how children

- read the grapheme chart
- read the green and red word lists

- decode the ditty/story
- comprehend the story

Formal assessments are carried out termly using the RWI assessment and grouping charts. This allows the RWI manager to review the progress of the children and inform future planning and needs of the groups.

Resources

As listed in the RWI handbook. Also practical props for many of the books and ditties are stored in the RWI cupboard and used as an exciting stimulus to lessons.

Monitoring and Review

The RWI manager

- assesses all KS1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups
- 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 curriculum committee about the quality of the implementation of RWI and the impact on standards.
- provides training sessions to all RWI staff
- purchases new resources
- monitors planning and marking

RWI in KS2

The teaching of RWI sounds and red/green words will be taught and revised with small groups of children as and when appropriate.

Date of review: September 2014

Date of next review: September 2016