



Read, Write, Inc. Policy



December 2021

This policy sets out the expectations of Read, Write, Inc. (RWI) at Springwood Heath Primary School and its approach in ensuring that all pupils are able to read and write, learning in a positive learning environment.

The policy also enables teachers to comply with the National Curriculum 2014 section 6.0 - set out by the DFE which states that all staff have a responsibility to develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

Aims:

- To use Read Write Inc. so children learn to read effortlessly to enable them to put all their energy into comprehending what they read
- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- To ensure that all staff are aware of the structure of RWI
- To promote self-discipline and learning behaviours
- To promote a positive environment of praise, reward, celebration and encouragement
- To provide information regarding Read, Write Inc. to staff and parents
- To monitor teaching and learning of RWI, Progress and Assessments

About Read, write, Inc:

'Read Write Inc.' produced by Ruth Miskin, is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. In Reception, Year 1 and Year 2 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers. In KS2, some children who are not yet fluent readers and accurate writers will complete a 1:1 or a group intervention programme that equips them with the skills to read and

understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

Read, Write Inc. has 5 underlying principles – the five Ps:

1. **PACE** – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.
2. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than approached what they do wrong. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'. Ask your child to demonstrate!
3. **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme! We love teaching the sessions and this enthusiasm rubs off onto the children. We know it has an impact.

At the core of the programme we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). The children have the pleasure of reading exciting storybooks which is matched to their level – so that they have early success in reading. Children are given home reading books which match their RWI level.

The children follow a structured programme of reading and writing activities in small groups. All staff at Springwood Heath Primary School have been trained in the delivery of this programme. It begins in the Early Years Foundation Stage and once your child is reading at the acquired age related expectations (ARE) and assessed at ARE they will have completed the programme.

The children are assessed and grouped according to their ability. They will work with a Teacher or Learning Support Assistant on the RWI

programme. At the end of each half/term, the children will be assessed again and put into new groups to continue to make progress.

All classrooms display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing. This is in a prominent place in each classroom and is referred to during lessons.

RWI Lead:

- Ensure that the School complies with this policy
- Ensure that this policy is implemented in a fair and effective way
- Ensure lessons are monitored
- Track the progress of each child and groups
- Identify children at risk and organise intervention to enable them to make progress
- Ensure that all staff receive appropriate support and CPD

Staff:

- Be consistent in the teaching and learning of RWI
- Be a positive role model for pupils
- Ensure they are fully prepared for each session
- Feedback to the RWI lead about the progress of their pupils

Parents/carers and pupils:

At Springwood Heath primary School, we follow the Read, Write, Inc (RWI) phonics programme which is overseen by our Early Reading Leader – Mrs Carruthers.

What is Read, Write, Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Springwood Heath Primary School we begin the programme in Nursery (when appropriate, in short sessions, focusing on initial sounds) and continue teaching RWI to children beyond the age of 7 if they still need support with their early reading skills.






RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

Order of the programme


- The programme is ordered through a series of colour-coded books, each progressively introducing new letters and sounds. Children are assessed every six weeks to review whether they are ready to progress onto the next book colour. Below, you can find the progression of book colours and the typical age-range that children will be exposed to them. Children read their school books at home applying skills taught in RWI sessions

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year Two
Grey 1-13	Year Two







READING

When using Read Write Inc to <i>READ</i> the children will:		
	learn 44 sounds and the corresponding letter/letter groups using simple picture prompts	
	learn to read words using sound blending (Fred talk)	
	read lively stories featuring words they have learnt to sound out	
	show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions	






Blending

	<p>Help your child learn to read words by sound-blending (Fred talk) e.g. c-a-t = cat</p> <p>Children learn to read words by blending the letter-sounds that are in the Speed Sound sets (shown further down the page).</p> <p>Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.</p>
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WRITING

When using Read Write Inc to <i>WRITE</i> the children will:		
	learn to write the letters/letter groups which represent the 44 sounds	
	learn to write words by saying the sounds and graphemes (Fred fingers)	
	learn to write simple then more complex sentences	
	compose stories based on picture strips	
	compose a range of texts using discussion prompts	

TALKING

When using Read Write Inc the children will also work in <i>PAIRS</i> :		
	to answer questions	
	to practise every activity	
	to take turns talking to each other	
	to give positive praise to each other	
We are perfect partners!		

