

Callington Primary School

Read Write Inc & Early Reading Policy

Updated October 2024

Read Write Inc and Early Reading Policy

“Once you learn to read, you will be forever free.” Frederick Douglass

Aims of this policy

- To have clear expectations around the teaching and learning of phonics at Callington Primary School.
- To raise standards of phonic knowledge by the end of Year 1
- To raise standards of reading and writing by the end of KS1
- To ensure consistency of approach to our phonics teaching
- To allow new staff to quickly familiarise themselves with the expectations of teaching phonics in KS1

Rationale

We know that using a high quality synthetic phonics scheme with true fidelity is crucial to supporting all children’s reading development. At Callington Primary School, we have chosen Read Write Inc as it enables us to have a more consistent approach to the teaching of phonics across the school. The scheme includes both phonics and a reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children’s reading development. This then supports children with their decoding skills in preparation for them to be ready to learn inference skills and be able to read for meaning, as readers.

For children at Callington, we follow a Read Write Inc approach to meet the children’s phonics needs and whole class Age Related teaching of phonics linked to the appropriate phases.

At Callington Primary School, we know that...

Effective Phonics teaching and learning is essential for high attainment in reading and writing.

Additionally, confidence with phonics is integral across the curriculum and used in all subjects.

Achievement in this area benefits every area of pupils' development and the school as a whole.

In order to move phonics teaching forward, it is necessary to implement a clear and consistent inclusive teaching scheme.

The teaching of phonics and early reading at Callington Primary School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils this key skill in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

At the Callington Primary School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read

- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes a phonics, reading and writing focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

Teaching and Learning style

Read Write Inc is based on the 5 Ps.

- **Praise** – Children learn quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – It is the energy, enthusiasm and passion that teachers put into the lesson that brings the teaching and learning to life.
- **Participation** – A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

The Aims of Read Write Inc

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blow the snow

oa



goat in a boat

o-e



phone home

The RWInc programme will teach children to:

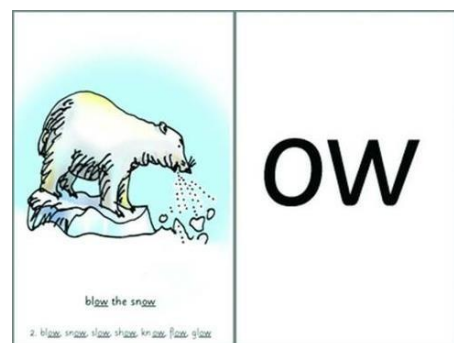
- Apply the skill of blending phonemes to read words
- Segment words in their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonics patterns
- Read texts and words that are within their phonic capabilities as early as possible.

Teaching of RWInc will:

- Be pitched at the correct level for the child, ensuring every child is sufficiently challenged whilst able to make clear progress
- Excite and stimulate children through active learning in which they enjoy achieving and progressing in
- Focus on phonics and reading and incorporate writing where appropriate
 - Encourage consistency of teaching and learning across the school
 - Be pacy and based around a positive learning climate
- Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

Planning

Planning for RWInc is completed with support from the handbooks taking into account the individual needs for each group of children.



The planning identifies the phonics, ditties or story books and activities for the session targeted at the current attainment of the children.

Lessons follow set routines, ensuring consistency across groups.

Assessment

Children are assessed throughout every lesson through teacher observation.

Teachers assess how children:

- Recognise and say the sounds
- Read the green and red words
- Decode the ditty/story
- Comprehend the story



Formal assessment will take place at the end of each term and will focus on the progress of all learners.

Provision

Provision varies slightly between year groups and phases, depending on the age range and needs of specific children. Children will follow aspects of the Read Write Inc programme which meet their early reading needs. Aspects of an inference approach to reading are also included within the RWI sessions, e.g. clarification of words, visualising words and building up a picture of the text together.

EYFS

In the EYFS children receive a daily RWInc session of up to 40 minutes. In addition to this session, children will participate in Fred Talk Game sessions

and Extra 1:1 Tuition if they need it. They will be grouped and put into homogenous groups, once their entry assessments are completed by the Reading Lead/EYFS Lead. In Nursery, children learn to tune into sounds, rhymes and rhythms. Near the end of Nursery, they begin to learn each Read Write Inc sound in terms of its picture and corresponding oral sound.

Key Stage 1

Phonics sessions take place in the first part of each day. Children are grouped according to attainment to make sure teaching and learning is at the correct level for their current achievement.

Groups may contain a mixture of EYFS, Year 1 and Year 2 children, as well as children in Years 3 and 4. As soon as children have a thorough understanding of decoding words these children will then access the Inference approach to reading.

There are daily lessons based on the phases for the children based on the progression through the Letters and Sounds document. This is for the Year 1 children in preparation for their phonics screening check and Year 2 children who still need additional support with this.

Key Stage 2

Children identified as working below age related expectations will receive additional support through RWInc intervention sessions. Year 3 and 4 children will join RWInc sessions. In years 5 and 6 children will take part in Fresh Start Phonics.

This may vary based on children's individual needs.

SEND

Children with SEND are fully involved in the RWInc sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place at other times; this will be identified by teachers in discussions with the SENDCo.

Monitoring and Review

The Phonics Leader will:

- Assess all children at the end of the summer term to ensure that children are placed in the correct groups to start in September.
- Deliver training and model lessons
- Collate data from end of term assessments to monitor progress of all groups.
- Monitor progress of the children by hearing the children read, interviews with pupils and monitoring of assessments.
- Conduct 'coaching sessions' on all RWInc groups to ensure consistency, give advice and check that all children are in the correct groups.

Expected Progression

- EYFS- RWInc Set 1 and 2 sounds and words (Red Ditties to Pink Level books)
- Year One - RWInc Set 2 and 3 sounds and words (Pink to Blue level books)
- Year Two – children become fluent readers who comprehend text well; moving off the Read Write Inc programme and moving to a 'Guided Reading' approach.

For our lowest 20% readers, tuition will also be taking place, to ensure children are able to catch up with their peers. This will be daily.

Book Matching

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Reading for Pleasure

Inspiring and promoting a passion for reading is of the utmost importance at Callington Primary School. Alongside Read Write Inc, a variety of strategies are employed to encourage a passion for reading, for every child.

Library Visits

Every child has a weekly opportunity to browse and select books from our well equipt school library. These books are taken home to be shared with their parents and carers; further supporting the status of books and reading for pleasure at home.

Core Texts and Core Authors

In the EYFS, children are exposed to a varied set of core texts and Authors. These are books and stories which are carefully chosen for a variety of reasons. This may be due to their repetitive language, their traditional aspects, because they offer relevance or different perspectives about children's lives/problems or because they enhance the learning in the topic. Children talk avidly about these books, retelling them, acting them out and sharing their own views and opinions on them.

Hooks into Books

In the EYFS, a fully immersive reading experience is used where adults plan exciting 'Hooks into Books' for their core stories. These 'hooks' are exciting ways to fully engage children into the stories they read through characters, settings or plots. For example, in Reception, children watch a video of the Gingerbread Man who escapes their classroom and goes to travel the world. He leaves the children letters and artefacts about his travels around the world. These experiences leave children completely enthralled by the stories they read.

Core Authors

In Keys Stages 1 and 2, each year group focuses on Core Authors, each half term. These Authors have been selected due to the quality of the books they have written. Children spend time discussing these books in detail, sharing thoughts, opinions, speculating and enjoying their magic. Books range in use from those which offer rich and exciting vocabulary, ambitious narratives to those which offer children experiences beyond their own lived experiences.

Reading Display

Every classroom has a dedicated and exciting reading area where a range of cross-curricular books are showcased. Children can access these books and do so with respect and care.

Useful links

Parent Guide to Read Write Inc

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read><https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/write-inc-phonics-guide/>

<https://www.oxfordowl.co.uk/>

<https://www.ruthmiskin.com/parents/>