

## Read, Write, Inc. Policy

### Reading and the Curriculum.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At Eastwood Village, these skills learnt through the RWI programme and have shown to impact on all areas of the curriculum. The children have access to a wide range of texts.

As well as the storybooks that the children read in the RWI sessions, we also provide decodable books for the children to take home. Home reading is encouraged every day and workshops are held in order to support parents and carers with this.

### Aims and Objectives of RWI

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 4 Ps.

- **Positive Teaching** – Children learn more quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **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!

A strong feature of R.W.I. lessons is partner work.

Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are reassessed continuously throughout the year and the groups are reorganised accordingly.

### Planning

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 taught, new phonic elements that are being introduced and any other points worthy of note for future use, for assessment purposes.

### RWI across school

Set one sounds are introduced to the FS1 children on a weekly basis. RWI is fully implemented in FS2 where the children are split into groups according to the children's most recent RWI assessments. Groups are flexible through KS1 and KS2, where children are filtered through to access the appropriate level group. The children are assessed and grouped to work with children of a similar ability and progress through the programme according to outcomes of assessments carried out every 6 weeks.

### SEND



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All children 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. Children are continuously assessed to ensure that rapid progress is made and no child is left behind.

### **EAL**

Children entering school with limited or no English are assessed and placed in appropriate groups. They are taught set one sounds to ensure that the basic skills are taught, for example, letter sounds and blending before they begin to access ditty books.

### **One to one tutoring**

Regular assessments are also used to identify any children that may need extra support. These children then access daily one to one tutoring in addition to the RWI sessions.

### **Higher achieving pupils**

Higher achieving children are catered for as groups are based on ability. Children are continuously assessed to ensure that rapid progress is made and every child is working within the appropriate ability group. Once the children exit RWI, they access guided reading and EGPS sessions with the class teacher.

### **Assessment and Recording**

Formal assessment is carried out every 6 weeks by the RWI lead teacher using the RWI assessment sheets. This allows for achieving homogeneity within each group and indicates, the correct access point for children moving into a new group.

Each group leader is requested to keep a note to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered. Daily the RWI lead teacher or a trained member of staff will spend a short time with identified children that require extra support (one to one tutoring).

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 words
- ☐ decode the ditty/story
- ☐ comprehend the story



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## Resources

As listed in the R.W.I. handbook.

## Monitoring and Review

The RWI lead teacher:

- ☑ assesses all pupils and designates pupils to the correct groups,
- ☑ organises and assigns adults to groups,
- ☑ 'drops in' on RWI groups to give support and feedback,
- ☑ carries out formal observations in order to support staff and ensure that the programme is being delivered appropriately,
- ☑ 'drops in' on RWI groups to informally check that pupils are in the correct groups
- ☑ where necessary model and team teaches lessons,
- ☑ provides master class sessions to support staff development,
- ☑ attends up-date meetings when they occur and reports back to the RWI group leaders and SLT,
- ☑ is responsible for reporting to SLT and governors about the quality of the implementation of RWI and the impact on standards.

G Bright Jones

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