

Read, Write, Inc.

Policy

This policy sets out the expectations of Read, Write, Inc. (RWI) at Rimon Jewish 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 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.

“Our mission is to teach every child to read and write, and to keep them reading. No exceptions.

Our core mission is to galvanise headteachers and teacher to:

- 1. Put the teaching of reading at the heart of their schools and ensure teachers have the knowledge and determination to teach every child, regardless of age, background or need.*
- 2. Choose the best books to read aloud so children might read them for themselves.*
- 3. Place literature as a central pillar in establishing children’s identity, their place in the world and their understanding of their responsibilities and rights in relation to others.”*

Ruth Miskin, Read, Write Inc Phonics

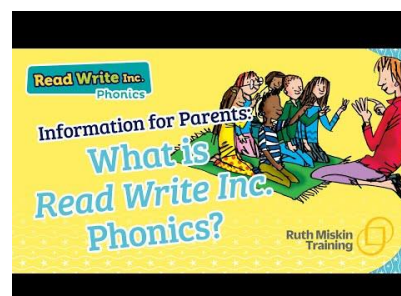
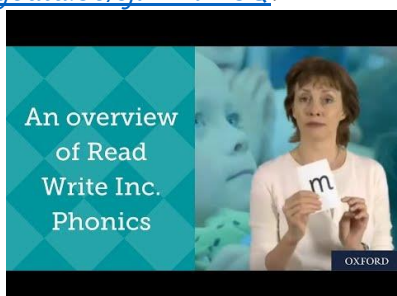
Aims:

- To use the Read Write Inc. programme 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 and Year 1 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers. In Year 2 and 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.

The videos below explain the RWI scheme in more detail. - <https://youtu.be/-6dSsXkD1wM> & <https://youtu.be/sjPILhk7bQ>.



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.

[Please click](#) here to see How RWI meets the aims of the National Curriculum or see document ‘RWI Curriculum’.

RWI Order

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir

Speed Sounds Set 3

ea	oi	ou	oy	
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

[Please click](#) here to see the sounds and their rhyme or see document ‘RWI sounds & rhymes’.

Please watch the video below to help you pronounce the sounds-

<https://youtu.be/TkXcabDUg7Q>



Blending (Fred Talk)

To expose your child to the idea of blending sounds together to make words, break down the words of the simple vocabulary you often use at home.

For example, “please pass me that c – u – p”, “time for b – e - d”. This will help your child to practise their own oral blending as they can repeat the sounds back to you and then say the word. Help your child to say the pure sounds (‘m’ not ‘muh’, ‘s’ not ‘suh’ etc) as quickly as they can and then blend the sounds together to say the whole word.



Please watch the video below to help you ‘blend’ the sounds-

https://youtu.be/dEzfpod5w_Q



Reading

When using Read, Write Inc to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple prompts
- learn to read words using sound blending (Fred talk)
- read lively stories featuring words they have learnt to sounds out
- show that they comprehend the stories by answering ‘Find It’ and ‘Prove It’

Writing

When using Read, Write Inc to write the children will:

- learn to write the letter/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes (Fred fingers)

Talking

When using Read, Write Inc the children will also work in pairs:

- to answer questions
- to take turns talking and listening to each other
- to give positive praise to each other

At the core of the programme we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 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.

EYFS

Children in Reception are taught daily phonics lessons, lasting 30 minutes. In the Autumn term of Reception after transition, the initial sounds (Set 1 Speed Sounds) are taught to the children as a whole class group. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lesson, lasting 35 minutes. This lesson starts with a speed sounds lesson which teaches new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities. The RWI programme supports our children to complete the Phonics Screening Check, which is done at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2. However, we are aware that some children may still need access to the RWI programme and will therefore receive targeted interventions.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete interventions to support them with their reading, comprehension and spelling skills.

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 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. However, for the past two years, our Reception children have learnt RW1 set 3 sounds and moved passed pink books.

Books	Typical Year Group Expectations
Red Fiction story books	Reception
Green Fiction story books	Reception
Purple Fiction story books	Reception
Pink Fiction story books	Reception
Orange Fiction story books	Year One
Yellow Fiction & non-fiction books	Year One
Blue Fiction & non-fiction books	Year One
Grey Fiction & non-fiction books	Year One

Assessment and Monitoring

We assess all pupils following Read Write Inc. Phonics using the Assessment documents from RWI, at least half termly and the EYFS/KS1 Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Book Bag Books

At Rimon, we use the Read Write Inc. (RWI) programme to teach our children phonics in Reception and Year 1, which consequently supports their reading and writing. Alongside the RWI lessons at school, the children take home a reading book. These books support the development of fluency and build confidence in decoding skills and comprehension skills. The 'home reading' is a part of Read Write Inc., and is called '**RWI Book Bag Books**'. This ensures that the books, which your child reads at home, directly relate to the sounds (phonics) which they learn in class. Read Write Inc. Phonics Book Bag Books are engaging texts to support children with additional reading practice outside the classroom. The books are uniquely matched to the existing Read Write Inc. Phonics Storybooks (done in school) to reinforce children's learning of phonics at the appropriate level, helping them to make even faster progress in reading.

Read Write Inc. '**Book Bag Book**' can either be a fiction or non-fiction book, depending on their level. The children will keep this book for the whole week and will be expected to read it each day to help develop their fluency i.e. **they read it at least three times**. Books will only be changed once a week.

[Please click](#) here to see more information on Book Bag Books or see document '*Reading – RWI*'.

Please find at table below which highlights some of the keys phrases school uses when teaching RWI.

Term	Definition
Fred	Fred is a frog puppet we use in sessions. He can only speak in sounds.
Fred talk	Sounding out a word, saying each of the sounds before blending
Fred fingers	'Pinching' each sound from a word on your fingers to help spell a word for example the word chop – 3 fred fingers to pinch the 3 sounds 'ch' – 'o' – 'p'.
Green words	Decodable words
Red words	Irregular words that cannot be sounded out

Story Green words	Decodable words that will be included in the storybook
Speedy green words	Decodable words in the storybook that children should be able to read at speed rather than Fred talking first.
Fred in your Head	Still sounding out a word but doing so in your head rather than out loud. This helps build fluency.
Special friends	Two or three letters working together to make one sound e.g. sh, ch, igh, air, oy, ai.
Chatty friends	Two letters working together to make one sound – split diagraph e.g. a-e, i-e,

Useful Resources

- Ruth Miskin website - <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- Ruth Miskin website- <https://www.ruthmiskin.com/en/parents-copy-2/>

Phonics

- <https://www.phonicsplay.co.uk/resources>
- <https://letters-and-sounds.com/>
- <http://www.topmarks.co.uk/interactive.aspx?cat=40>
- <http://www.ictgames.com/literacy.html>

Reading

- Words for life - https://wordsforlife.org.uk/?gclid=CPmU_4e_57ICFUXHtAodVE8A4w
- Oxford Owl - <https://www.oxfordowl.co.uk/Reading/>
- Magic Keys- <http://www.magickeys.com/books/>
- Storyline online- <http://www.storylineonline.net/>
- Cbeebies - <http://www.bbc.co.uk/cbeebies/topics/literacy>