

Radford Academy

RWI Policy



Read Write Inc Policy The Purpose of the Read Write, Inc Policy This policy outlines the teaching and learning of Read, write inc at Radford Academy.

At Radford Academy we use the RWI programme to get children off to a confident start with their literacy and language. RWI is a teaching method based on letter phonics (sounds). We teach children to recognise and apply the phonics in their reading and spelling. Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. It also allows them to spell effortlessly so that they can put all their energy into composing what they write

Intent:

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.
- Encourage pupil to pupil talk through my turn your turn.

Implementation and assessment:

Ability Groupings Pupils work within ability groups across FS, Years 1 and 2, and smaller groups in Year 3, 4 5 and 6 where needed. Ability groups are structured using on-going assessments carried out every half term. The reading leader will group the children in light of the outcomes of the individual assessments. Pupils can be re-assessed earlier during the terms where needed 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.

Planning and teaching

This is provided through the Read, Write Inc programme in the handbook. The plans are detailed and set routines are to be followed. 4 When using RWI to read the children will:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk to start, then as they progress without Fred Talk
- read stories featuring words they have learned to sound out

- show that they comprehend the stories by answering questions When using RWI to write the children will:
- learn to write the letters/letter groups which represent 70+ sounds.
- learn to spell words by saying the sounds in Fred Talk
- write simple and complex sentences Monitoring and Review The reading leader will:
- assesses all KS1 pupils and designates pupils to the correct groups • .
- assigns leaders to groups
- ‘drops in’ on RWI groups to give advice on teaching and to informally check that pupils are in the correct groups
- Coaching sessions are to insure the set routines in the handbook are being followed correctly where necessary models’ lessons
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- Holds regular development days with for the school to improve practise and keep up to date
- Ensures staff have adequate level of training in place- this may be formal or informal
- purchases new resources
- monitors marking (see above)
- Ensure staff have access to the correct planning for their group (provided by the handbook)

Interventions

In KS1 these include Pinny time and FastTrack tutoring.

In KS2 these can include fresh start or fast track tutoring.