

Packmoor Ormiston Academy

Read Write Inc Policy



Aims:

To teach children to:

- read and spell effectively using the *Read Write Inc. Phonics* programme.

The *Read Write Inc.* Phonic programme

The programme is for:

- pupils in Nursery to Year 2 who are learning to read and write
- any pupils in Years 2, 3 and 4 who need to catch up rapidly.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read ‘tricky’ words on sight (red words)
- understand what they read
- read aloud with fluency and expression
- spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils’ poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Foundation Stage we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily beginning in Nursery. Pupils have frequent practice in reading high frequency words with irregular spellings – ‘red words’ (tricky words)

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

Our aim is for pupils to complete the phonics programme as quickly as possible with a good level of decoding and comprehension.

Assessing and tracking progress

The Reading Leader assesses all pupils from Year R to Year 4 on the *Read Write Inc.* Sound and Word Entry Assessment and we use this data to assign them to the correct *Read Write Inc.* Phonics group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. Children are then assessed every half term to ensure children move fluidly through the groups. Staff also make the reading leader aware of any children that need assessing before half term to ensure children do not get stuck in groups and can make accelerated progress.

The Reading Leader records the percentage of girls, boys, pupil premium and SEND children in each phonics group to track each group of children's progress throughout the year. Pupil premium children are tracked to ensure they make expected progress. Pupil premium funding is used to deliver one to one tutoring to any PP children who are working below the expected level.

Pseudo words are taught in every phonics lesson in preparation for the phonics assessment for year one and year two retake children. Pseudo words are taught using the same method as green words.

Quality of teaching in our school

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the stories they read.

We record the results from the Sound and Word Assessments, which take place every six to eight weeks, on the Assessment Tracker. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

The homogeneous groupings allow the teachers to focus on all pupils for the whole lesson. This means that all the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that

all pupils should answer every question. The teacher uses a variety of methods to retrieve answers from pupils such as sound wave, popcorn etc.

The *Read Write Inc.* programme has pre-planned, detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity in every lesson is prepared thoroughly and has a very clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Simple teaching strategies and a lively pace ensure that all the pupils participate fully—there is no chance for them to lose concentration and miss key elements. In addition, because all the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups help us to focus the teaching and ensure pupils make very good progress.

Additional support for lower-attaining pupils

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have one-to-one tutoring for 10 to 15 minutes three times a week, in addition to their group session. This tutoring helps us to meet their individual needs. The reading leader monitors the frequency and quality assures these sessions through observations. The 'Reading Leader' ensures the strongest teachers teach the lowest attaining groups.

Homework

We support pupils to select appropriate books to take home, depending on what support they might receive at home. We use the Oxford Reading Tree scheme and match it closely to the learning that is taking place in their lessons. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Children in Reception take home letter formation worksheets that match the child's current learning in school.

Quality of teaching and pupils' progress

The Reading Leader monitors pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching is recorded upon a support timetable.

1. The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum – MTYT, TTYP.
2. Close grouping for reading is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Pupils read books at home that closely match their word reading, as well as familiar stories and texts beyond their word reading.
5. Teaching is monitored thoroughly (see Leadership and Management).

Role of the Reading Leader

The reading leader's roles include:

- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through demonstration, coaching, monitoring)
- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- Assess all children to ensure consistency.

The Reading Leader can give this support every day because she does not teach a group herself. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good and outstanding teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our lower ability groups are generally taught in smaller groups by our teachers, with our TA's teaching our on track pupils with the support of the RWI leader.

Professional development

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff attended two-day training in December 2013 and the trainer has returned for a further three development days to continually develop our practice. The Reading Leader attends regional training and relays updates to staff to ensure the school is using the most up to date version of the *Read Write Inc.* programme. Any new staff to the school receive the *Read Write Inc.* two day training.

Date of Next Review: September 2020