



Flintham Primary School

Read, Write, Inc - Intent, Implementation, Impact

Intent

At Flintham Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. Reading is a fundamental part of everything we do at Flintham. We value reading as an essential life skill, and we are dedicated to enabling our pupils to become lifelong readers and develop that love of reading which will never leave them. We believe reading is the key to academic success and so to ensure this we have a holistic approach to the teaching of reading.

We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. The RWI programme matches and for some children exceeds the English National Curriculum and Early Learning Goals. The RWI programme provides clear expectations of pupil's phonics progress term by term, from Reception to Year 2. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.

Implementation

The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage (EYFS), Key Stage 1 and lower Key Stage 2. Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1 or completed the Read, Write, Inc (RWI) phonics programme. During the autumn and spring term, the F1 children take part in a daily phonics-based session focusing on early phonics skills such as rhyme, alliteration, environmental sounds, oral blending and initial sounds. During the Summer term, the children are introduced to the RWI program where they learn set 1 sounds. The RWI program continues into year 3 for those children who need specific phonics book to match their phonics ability.

Assessment of pupil's phonics progress takes place at least every 6 weeks, if not before. Children are grouped according to their phonics ability, therefore they read books that are closely matched to their increasing knowledge of phonics and the 'red words'. This is so that, early on, they experience success and gain confidence. If assessments identify a pupil who is falling behind the programmes pace, targeted support is given immediately. Same day one to one or small group tuition takes place with a trained TA. The RWI leader frequently discusses individual children where teachers 'flag up' any child they are concerned about.

Children are taught to:

- decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' (red words) on sight
- understand what they read or read aloud with fluency and expression or write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words or acquire good handwriting

In addition, children are taught 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 children's poor articulation, or problems with blending or alphabetic code knowledge.

The Reading Leader is given time to monitor the teaching of phonics. Lesson visits and planning checks ensure consistency from one year to the next. Coaching and mentoring opportunities for staff are built into the monitoring timetable, staff meetings and INSET days ensuring teachers have a clear understanding of how pupils learn to read.

Whilst on the RWI programme, children are given sufficient practise in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and home. On a Friday, the children take their current RWI book home, alongside a RWI book bag book for home practise. Parents are encouraged to read at least four times a week with their child. This is highlighted during the RWI parents information evening that we hold, during the EYFS transition evening and during reading incentive tasks that we set.

Alongside daily phonics lessons, the teachers read a wide range of stories, poetry and non-fiction to children. They read stories to the children every day where a love of reading is promoted.

Once the children have completed the RWI program, they then move onto the RWI comprehension program. This is taught for half an hour a day, with one text being covered over the two-week period. The children move onto book banded books and are assessed for fluency and comprehension to check with book band level they will be on.

On top of the daily RWI phonics and comprehension sessions, Year 1 and Year 2 have a weekly whole class guided reading session, focusing on comprehension and fluency. We use the reading VIPERS to support these lessons - Vocabulary, Inference, Prediction, Explanations, Retrieval and Sequencing and key questions linked to each area to further develop a well-rounded reader.

In the EYFS, a vital aspect in the development of essential knowledge and skills in phonics is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis.

Impact

Through the teaching of systematic, synthetic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. The children read books in line with their phonics knowledge. Children can then focus on developing fluency and comprehension throughout the

school. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. Children are also familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction books.

Attainment in phonics is measured by the Phonics Screen test at the end of Year 1 and ongoing assessment throughout the Read, Write, Inc programme by the reading leader.