



RWI Policy

Aspire

At Alexandra Primary School, we hold high aspirations for all our pupils and provide opportunities, at all levels, for our children to develop the reading, writing, speaking and listening skills needed to further education

Achieve

At Alexandra Primary School, we deliver a progressive reading curriculum from EYFS- Year 6 covering all genres that teach children the key skills around reading. Our pupils learn to read and write effectively and quickly using the Read Write Inc. phonics programme. Each Read Write Inc. programme meets the higher expectations of the new curriculum and uses effective assessment to accelerate every child's progress.

Enjoy

Our school promotes a love for reading and writing and we want our children to enjoy and develop a passion for reading. Praise for hard work and good behaviour is fundamental to pupils' progress in RWI. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Children enjoy the use of 'Fred talk' and 'Fred games' which embedded throughout the day.

Read Write Inc. Phonics

The programme is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2, 3, 4, 5 and 6 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

In Read Write Inc. phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Book Matching

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

Assessing and tracking progress

We assess all pupils following Read Write Inc. phonics using the entry assessment. We use this data to assign them to their 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. For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

Any children who are new to the English language, identified as SEND or do not make the expected progress, are identified and receive small focus group interventions in the afternoon.

Role of the Read Write Inc. Lead

The Read Write Inc. lead, carries out termly phonic screening assessments in order to track progress. The Read Write Inc. lead also records the results from the Assessments 1 and 2, which take place every 3 weeks. This data allows us to intervene in different ways for example, 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.

Feedback and marking

We emphasise constructive feedback for example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is used to take forward pupils' learning.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, we organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We use the resources on the parent page on the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents/>