

Read Write Inc Phonics Programme at Whitley Park Primary and Nursery School



The RWI programme for early readers is strongly focussed on a rigorous and sequential approach to teaching phonics and is combined with a sharp focus on ensuring that children acquire a wide vocabulary, addressing identified vocabulary deficit. This provides children with the foundations for future learning. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books align closely to the phonics knowledge pupils are taught when they are learning to read.

Children should move to guided reading groups as soon as they are able; usually when they have completed the phonics programme (grey books).



Our Intent

At Whitley Park we believe that every child has the ability to read accurately and fluently with good comprehension. RWI phonics teaches children to decode words by sounds, rather than recognising whole words. Children are taught the letters (graphemes) that represent these phonemes and also learn to blend them into words.

Implementation

What might you typically see?

During RWI lessons, children are introduced to fully decodable story books and given time to practise their reading skills. A strong focus with these books is rereading for fluency and expression. Teachers model early comprehension skills and develop these through planned discussions. Fully decodable 'Book bag books' that match the story books read in RWI lessons are sent home to consolidate learning and help improve fluency

Children are taught in homogenous groups by fully trained staff across mixed age groups. Children are introduced to a new sound daily and practise reading and spelling words containing the new sound. Children learn a simple alphabetic code followed later by a more complex code.

How the school intervenes swiftly to help those having difficulty to make sure that they keep up.

Children are assessed regularly to identify any gaps in their learning. The Phonics Leader is responsible for identifying children who are not making expected progress and planning for appropriate interventions to help them to keep up this may include;

- Afternoon 10-minute speed sound sessions
- Spotlight positioning in class
- Targeted conversation with parent signposting and supporting with resources that can be use at home
- Pupils provided with extra practice reading books for use at home and in school

We expect discussions between the reading teacher and the reading leader to start as soon as any concerns are raised and for the reading leader to work closely with the reading teacher to plan interventions quickly.

What won't you see?

- A mixture of systematic synthetic phonic programmes being used
- Children grouped purely on age
- Children in groups outside of their phonetic ability
- Books being read that rely heavily on sight recognition, repetitive structures and picture guessing rather than being closely matched to the child's phonetic ability.

What opportunities are there for consolidating knowledge and skills?

Each lesson reviews previously taught sounds and checks retention through reading and spelling. Every RWInc lessons involves whole group word level reading of new vocabulary before reading decodable phonics story books with partners. Reading teachers listen to all children read with their partner for informal assessment of skills.

Impact

Formative Assessment

The Phonics Leader conducts regular learning walks to identify those children whose progress has either slowed or accelerated, allowing for fluidity between groups. Any child whose progress has slowed will be identified for extra intervention to allow them keep up with their group.

Summative assessment

Mock phonic screening completed at regular intervals for early identification of pupils requiring Phonics intervention. People who do not meet the required standard in the Year 1 phonic screening check will continue to receive intensive phonic intervention and be rescreened in Year 2. Assessment assesses the child's understanding of:

- Recognition of graphemes
- Ability to orally blend
- Ability to blend and read words (including alien words)
- Ability to use instant blending for reading with fluency

Phonics screening at the end of Year 1

For non-verbal pupils – RWI Small Steps Tracker is used.

Getting off to a good start with Phonics in Reception

Children will read daily in their Read Write Inc, Phonics lesson from day one in Reception. At least once a week they will share a new book, revise their sounds and their reading pack individually with their teacher.

Each lesson lasts about 20 minutes to begin with, taught in whole class groupings but as children progress through the programme the lessons will be slightly longer. Children will be grouped according to their ability once they have settled into Reception after the Autumn half term. In January Reception children will mix with their peers in KS1 where the Phonics lesson will be slightly longer.

Before your child can start to read, they need to learn to:

Say the sound that is represented by each letter or groups of letters. Know how to blend the sounds together in a word to read it e.g. c-a-t - cat. In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly.

Children will not progress to learn the next set unless they can read them "speedily" as they will need this skill to be able to blend and read words later on.

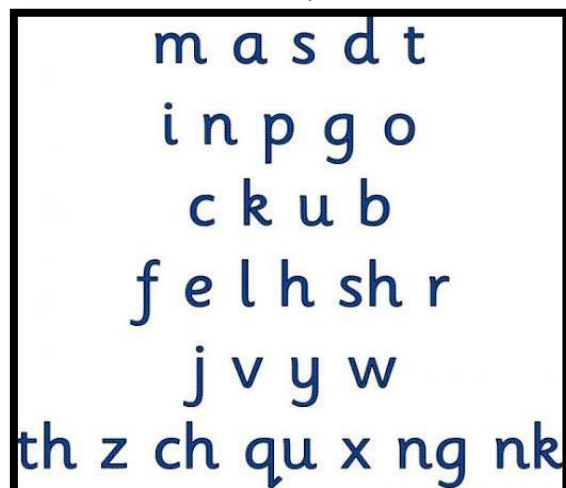


Saying the letter sounds of the alphabet

We use pure sounds so the children are able to blend the sounds into words more easily. You can hear how the sounds are pronounced by clicking on this link:

[how to pronounce the letter sounds](#)

In Reception we teach a letter sound a day and teach them in the following order





Meet Fred!

Children will get to know Fred very well! He is a frog who can only speak in sounds (called "Fred Talk"). For example, instead of saying "dog", he would say d-o-g. Instead of "sheep" he would say "sh-ee-p". The children help Fred to say the word correctly!

Children will also be taught how to write the letter that represents the sound using correct letter formation. Each letter sound has a picture which children become familiar with. Each picture has a handwriting phrase which helps children to remember the sound and to form their letters in the correct way.

It is really important to ensure you help your child to write using lower case letters. They will learn about reading and writing capital letters at a later stage.



Children will start by 'reading/sharing' Wordless books

The purpose of the wordless books is for you and your child to talk about the pictures, to say what is happening, what might happen next, and to make up a story together about the book. Children who are learning the first few letter sounds will bring these books home. It is important at this stage for children to practise their oral blending skills. Try getting your child to look for objects at home that can be sounded out in 'Fred Talk'. You could practise in the kitchen by saying can you see the t-a-p? the s-i-nk? the t-i-n? or in the living room; the ch-ai-r?, the r-u-g? or with toys: the d-o-ll, the c-ar, and animals: c-a-t/d-o-g/p-i-g,

Green Words

These are words that the children can use "Fred Talk" to read.

The green word cards have a dot or "sound button" under each sound.

Words that contain "special friends" (two letters which together make one sound such as sh, th, ch) have a line under the letters that make up the "special friends".

The word "ship" contains three sounds "sh-i-p".



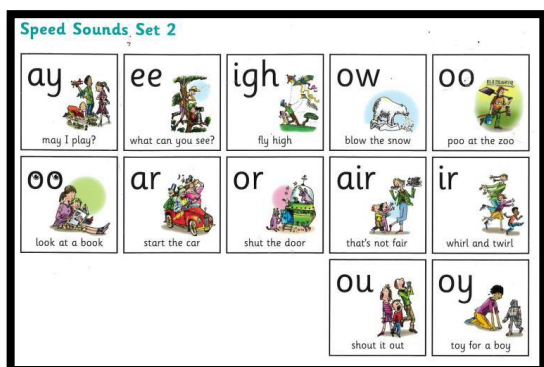
Red Words

| | | |
|-----|------|------|
| I | the | my |
| you | said | your |
| are | be | of |
| no | | |

Red words are words that children can't use "Fred Talk" to read. They either have an unusual spelling or they contain sounds that children have not yet been taught. (If the latter is the case, once the sounds are taught, these words will no longer be red words).

Our aim is for children to know their Set 1 sounds by Christmas to enable them to use the sounds they know to blend for early reading. Once children have mastered their Set 1 sounds, they will start to read 'Ditties' (short, phonetic phrases.) and once they are secure with the Set 1 diagraphs (special friends) they will then move onto RWInc 'book bag books' according to the RWInc colour group they are in. Children will then start to change their book bag book with their Phonics teacher. This way we can ensure that every child is reading at the correct level according to the progress they are making in the Phonics scheme.

By the end of the Reception Year children should be beginning to learn the set 2 sounds below.



Parents/carers are invited into school during the first term of the child's reception year to experience a typical Read write Inc speed sounds lesson with their child.

Other information sharing meetings are also organised by the Phonics Lead so that parents and carers are fully informed of the Phonics screening process in Year 1