

Burlington Infant School



‘Read Write Inc’ Policy

Date:	October 2022
Date Due for Review	October 2024
Approved By:	Full Governing Body

'Read Write Inc' Policy



'Always do your best and be your best'

***'Teach a child to read and keep that child reading and we will change everything.
And I mean everything.'***

Jeanette Winterson

Introduction

At Burlington our pupils learn to read and write effectively and quickly using the 'Read Write Inc' (RWI) synthetic phonics programme.

Aims

We aim to teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- 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.

Planning

Pupils work within ability groups which are defined by their Read Write Inc assessments. Pupils are re-assessed at regular intervals throughout the year and the groups are reorganised accordingly. Children can be moved groups in between these assessments if necessary.

Group leader generated planning is kept to a minimum as the planning is integrated into the teacher's Read Write Inc handbook. This follows set routines for each session.

Delivery of Phonics

- Set 1 (initial sounds) are to be taught in a specific order.
- Sounds taught should be 'pure' sounds i.e. 'b', not 'buh' as this is key to the ability to recognise sounds in words and to blend sounds together in order to read words.
- Set 2 sounds are to be taught after Set 1 (initial sounds).

Burlington Infant School: Read, Write Inc Policy

- Letter names are to be introduced with Set 3.

Read Write Inc across the school

Foundation Stage:

We believe in making a strong start in Reception through whole class, quality first teach. Read Write Inc is taught in ability groups after the Set 1 sounds have all been taught. Once the sounds have been taught assessments will take place to determine groupings.

Key Stage One:

Read Write Inc groups will be set following assessments carried out by the RWI Manager. The sessions will occur daily for 1 hour. These sessions will consist of a 10 minute 'Speed Sounds' session followed by 'Reading' the core story books. Once children have completed the RWI programme they will then access literacy sessions from the English Primary Curriculum.

The Role of the Read Write Inc Manager

- Ensures all pupils are assessed regularly and then designates pupils to the correct groups.
- Assigns leaders to groups.
- 'Drops in' on Read Write Inc groups to give advice to staff and to check that pupils are in the correct groups.
- Provides coaching/mentoring support and training for all staff. This includes demonstration lessons, paired teaching sessions and modelling good RWI practice.
- Monitors the teaching of RWI to ensure consistency throughout the school.
- Speaks with the Headteacher regarding groupings, teaching areas, assessments and other relevant matters.
- Uses RWI data to track pupil progress and attainment, arranging interventions and catch up sessions for individual pupils where necessary.
- Leads RWI Parent Workshops and offers advice to parents.
- Attends RWI update sessions and receives 'Ruth Miskin Updates', reporting back to staff.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.