

Read Write Inc Policy



Moorside Primary School

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of

We are a caring community where everyone is welcome

We all value, respect and support each other

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school

We all agree...

Everyone will always try their best and take pride in all that they do

Everyone will demonstrate good manners at all times

Everyone will respect each other and show consideration

Everyone will respect and care for our environment and resources

Everyone will celebrate each other's successes and achievements

Read Write Inc at Moorside Primary School

Pupils at Moorside Primary learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. The programme is for pupils in Reception to Year Two as well as pupils in Key Stage Two who are learning to read and write.

In Read Write Inc. Phonics pupils learn to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills. They learn to read common exception words on sight and begin to understand what they read. Through the programme pupils learn to read aloud with fluency and expression, learn to write confidently, with a strong focus on vocabulary and grammar. They learn to spell quickly and easily by segmenting the sounds in words and they acquire good handwriting which they apply across the curriculum.

Group Organisation

Following an initial assessment the pupils are grouped and to ensure they get every opportunity to become successful in reading it is important that RWI is delivered daily and at a good pace.

Ensuring our pupils are able to read fluently and confidently is of the utmost importance to us here in Moorside. So we aim to ensure that during times of disrupted timetables RWI will be accommodated at another time of the day and if it is felt the pupils would benefit from additional RWInc they would have a further session at a different point in the day.

RWI Inc Foundation Stage

In Reception RWI is introduced after the first week giving the children a short period of time to settle. In both Playgroup and Nursery our main focus is to develop language comprehension through embedding oral activities. The teachers model speaking in whole sentences, build a sentence orally as well as using talk through play. They use ambitious vocabulary with children during learning experiences. We use a range of core stories to read to children throughout the year (see text overview and early years long term plan). These stories are in addition to the stories, nursery rhymes and songs that are part of the day.

During the summer term in Nursery teachers build on the children's phonological Awareness before teaching the first sounds. They use a range approaches to enhance the children's ability to hear sounds in words as well as teaching the single sounds.

RWI Reading Training

At Moorside we aim to ensure all teachers are trained and regularly updated with developments. We ensure the Read Write Inc. 'cycle of instruction' is embedded across the curriculum.

Every teacher:

- Uses the same silent signal in every lesson.
- Uses My Turn /Your Turn (MTYT), Talk To Your Partner (TTYP) so pupils do not raise their hands to answer questions.
- Ensure that both they and the children will have a clear purpose for each activity.
- Will ensure planning and marking is thorough.
- Will model effectively for all children.

RWI and teacher absence

At Moorside we do our best to plan for every eventuality to ensure first quality teaching for our children. If a leader is going to be absent then to ensure minimal disruption for the children, the reading teacher will plan work in advance and we will arrange a suitable replacement to cover. If the absence is unforeseen and there is no suitable replacement then the children will remain in class with their class teacher.

RWI Reading Leader

Moorside's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). Alongside the RWInc leader we also obtain external CPD for identified staff and pupils. This is as well as discreet development days.

The role of the reading leader is critical. Alongside the headteacher and Senior Leadership Team, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the programme.

The reading leader's roles include: -

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- 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 coaching/ observation and face-to face feedback).
- 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 teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.
- Overseeing the assessment process and ensures it is administered appropriately.
- Moderates the assessment process to ensure consistency of judgements
- Compiles and completes an analysis of the data after each assessment point.
- Groups the children and assigns teachers to each group.
- Assessment of RWI groups.

At Moorside we aim to assess children's phonic knowledge every six weeks. We will collate the data and group the children accordingly. It is our aim for our most confident teachers to work with our slowest progress readers. The Leader will meet with each teacher one-to-one for fifteen minutes to discuss the new groups.

Parents/Carers

At Moorside we value the support of our parents/carers in teaching their children to read. Reading at home allows children to practice the skills they have been taught in school. This does wonders for their confidence as a reader. We invite parents/carers to an initial meeting and we hold Inspire workshops regularly to show how they can help their children read at home. 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 encourage them to read to themselves and to siblings at home. We use the resources on the parent page on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents>

At Moorside we:

- Hold an introduction to RWI Inspire workshop/parents meeting.
- Hold workshop across the year for parents/carers who want extra support.
- At parents meeting we share progress with parents/carers.
- We direct parents to the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents>
- We run a phonics screening meeting for Year One parents/carers and who Year Two parents/carers who need to be retested.
- Give out phonics information to parents/carers to support their child in the program.

Carousel four

Pupils who are not ready for the RWInc programme will be grouped together. The adult leading the group will then carry out one to one targeted work with each child. This should be for around ten minutes and should follow the RWInc programme of learning the letters and sounds first. To carry out the one to one, the teacher will need speed sound cards sets 1, 2 and 3. While the teacher is carrying out one to one with a child, the other children in the group should work independently on purposeful phonics tasks linked to their learning. We have a bank of RWInc/phonics related independent activities collated to support this process.

New EAL

Pupils new to the school, whatever year group they enter, should have a three week settling in period before being grouped for RWInc. In the three weeks, pupils should be exposed to the English language, the letters and sounds that they need to know. After the three weeks, pupils will then be assessed according to RWInc assessment and grouped accordingly and receive one to one intervention with an adult. These interventions will take place daily. N.B. pupils are expected to know all forty-four phonemes and graphemes.

SEN

Pupils will be assessed according to RWInc assessment and grouped accordingly and receive one to one intervention with an adult where appropriate or within a group.

Slow progress

Pupils are assessed every six weeks and then grouped accordingly depending on their progress. If it is found that pupils are making little to no progress, one to one, small group interventions will be implemented. An identified group of pupils may need more than two sessions daily as the repetition will support their ability to retain the information learnt.

Fred the Frog



Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk.

For example, Fred would say m-a – t we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and *blend* them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

Order of teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

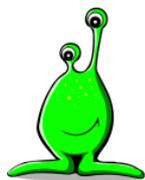
When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray. When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

Click the link below to hear how to pronounce the sounds correctly.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>



Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.

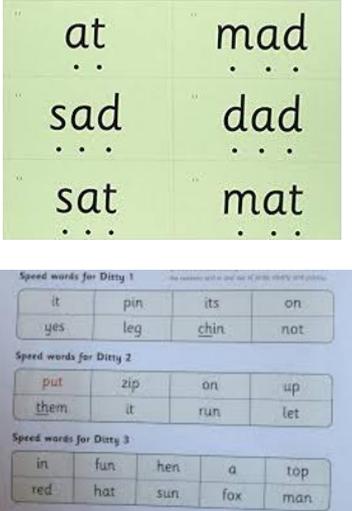
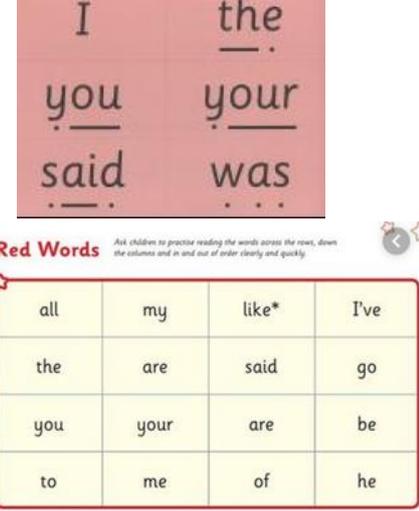
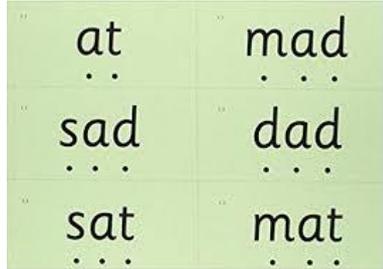
The following websites have enjoyable games for your child to play to practice their reading of alien words.

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

<http://ictgames.com/literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

RWInc Glossary of terms

Word	Meaning	Image/example
Green words	Words that can be decoded. These words are story specific words related to the sound learnt and the book they are reading that matched that sounds. They can be found in the front of the RWInc. books.	
Red words	Words that cannot be decoded easily. Known as high frequency words, these are words the children will see in the book but will not be able to decode them yet.	
Word time	This refers to the time you will spend teaching the children to decode and blend the green words. These are the green cards with the dots and dashes. The green cards all have a number on from 1.1 – 1.7 referencing what 'word time set it is'. The planning in the teacher handbook advises you on which word time cards fit	

	with each sound taught.																																																																		
Carousel four	Children who are new to the country or are just not ready for phonics will be in this group. The teacher with this group will give 1:1 phonics teaching for at least 10 minutes with each child. While one child is having 1:1, the other children in the group will complete independent, purposeful activities related to phonics.	A bank activities is available on the t-drive.																																																																	
Speedy sounds	This refers to the sounds the children are taught in their RWINc lessons. They should be reviewed each lesson so they become 'speedy'. They are the set 1, 2 and 3 sounds (refer to progress in phonics document).	<p>Simple Speed Sounds chart</p> <p>Consonants: stretchy</p> <table border="1"> <tr><td>f</td><td>l</td><td>m</td><td>n</td><td>r</td><td>s</td><td>v</td><td>z</td><td>sh</td><td>th</td><td>ng</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>nk</td></tr> </table> <p>Consonants: bouncy</p> <table border="1"> <tr><td>b</td><td>c</td><td>d</td><td>g</td><td>h</td><td>j</td><td>p</td><td>qu</td><td>t</td><td>w</td><td>x</td><td>y</td><td>ch</td></tr> <tr><td></td><td></td><td>k</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Vowels: bouncy</p> <table border="1"> <tr><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>ay</td><td>ee</td><td>igh</td><td>ow</td></tr> </table> <p>Vowels: stretchy</p> <table border="1"> <tr><td>oo</td><td>oo</td><td>ar</td><td>or</td><td>air</td><td>ir</td><td>ou</td><td>oy</td></tr> </table>	f	l	m	n	r	s	v	z	sh	th	ng											nk	b	c	d	g	h	j	p	qu	t	w	x	y	ch			k											a	e	i	o	u	ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy
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Special friends	Two letters (graphemes) together that make one sound (phoneme).	ee ea both of these make the long e sound.																																																																	
Chatty friends	Two letters (graphemes) that make one sound (phoneme) but the letters are split up. Also known as a split diagraph.	e – e Pete																																																																	
Alien words	Made up words containing the sounds that children have been learning.	e.g. fleep smoll spoom skay <table border="1"> <tr><td>kif</td><td>taff</td></tr> <tr><td>fup</td><td>bub</td></tr> <tr><td>hep</td><td>gol</td></tr> </table>	kif	taff	fup	bub	hep	gol																																																											
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Fred talk	This refers to children verbally decoding a word using the sounds they can see and then blending it together.	th – i – ck thick ch – i – ck chick																																																																	

Fred fingers	The purpose of this is to spell green word correctly. Children pinch their fingers as they say each sound. They can then see how many sounds are in that word and write it down.	
Fred in your head	This is when a child will decode and blend a word completely in their head. With practise of this, children will become more fluent readers.	
Hold a sentence	These sentences include words that children have already been taught how to spell. The purpose is to 'hold' a whole sentence in our heads before writing it with correct spelling and punctuation.	
My turn your turn	Hand signals are used here. The teacher will say the word/sentence first and point to themselves. The child will then repeat what the teacher has said but only when being pointed to by the teacher.	
Pinny time	This refers to short, snappy times where children are shown a speedy sound or a green word and asked to say it/blend it on the spot. This can be done at any time throughout the day, it is not a session where children sit and listen. It can be done during times where the children are working on other pieces of work.	<p>e.g.</p> <p>flash the card with the sound/word, ask children to say/read it. Do this with two or three different sounds/words – Teachers should target those SEN, EAL and slow movers with pinny time.</p>