

Phonics/Read Write Inc Curriculum Policy

Approved by Governors:	Date: May 2024	
Signature of Governor:	Name:	Signature:

Read Write Inc at Westglade

Introduction

This policy reflects Westglade Primary School's values and philosophy in relation to the teaching and learning of phonics, using Read Write Inc as the chosen scheme. It sets out a framework within which teaching and non - teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy document is intended for:

- all teaching staff
- school governors
- parents/carers
- LA advisers / inspectors
- inspection teams including Ofsted
- teaching students

Copies are provided for school staff and governors.

Intent

Phonics, within English, is a core subject within the National Curriculum. We aim for our children to become readers, authors and knowledge gatherers throughout their time at Westglade. The school aim is to promote a long-term love of reading and provide opportunities for children to become immersed in a range of texts. Our desire is that children become enthusiastic and critical readers and to understand how language works. In writing, we encourage children to express themselves creatively and imaginatively and to communicate with others effectively. We aim for children to grow, discover and blossom through their comprehensive understanding of the English curriculum and meet all the expectations of the National Curriculum.

Implementation

Read Write Inc.

Children are exposed to early phonics teaching during their time in nursery where interactive tasks are used to develop initial sound knowledge and the identification of phonemes. They are also exposed to a rich range of language throughout the setting and books are available for children to read as well as adults sharing books. As the children move into F2, they are taught through the Read Write Inc. programme, which is delivered across Key Stage 1. This teaches children how to accurately decode and develops their reading fluency as well as teaching the wider skills of reading including inference and prediction. Children work their way through the programme and are assessed every 6 weeks by the RWI Lead to ensure effective progression; children will move groups where appropriate.

EYFS

Continuous provision supports the development of writing and fine motor skills across the setting; enhancements provide exciting stimulus to provoke interest and engagement. Children have access to books and reading opportunities indoors and out. In the autumn term of F2, children who are not at the expected level/making good progress in RWInc are identified for Fast Track Tutoring in order to 'keep up not catch up'.

Key Stage 1

Read Write Inc continues into KS1, until children are fluent and ready to move onto shared reading. In KS1, children continue to receive Fast Track Tutoring. When they are fluent readers they move onto a shared reading group. This may be in Year 1, 2 or when in KS2.

In addition, children in Year 1 receive daily afternoon booster sessions for phonics, to prepare them for the Phonics Screening Check (PSC) in June. Videos linked to these sessions, and about the PSC are shared via Class Dojo with parents.

Management and Role of the Read Write Lead

The role of the lead is:

- To receive any information/resources which arrive in school.
- To monitor the implementation of RWI throughout the school.
- To support colleagues with teaching through the Quality Assurance learning walks.
- To identify gaps in resourcing for this subject, to be involved in ordering new equipment.
- To attend networks and training, including regular RWI updates via the portal and provide CPD for staff where required, including weekly coaching, refresher training and annual development days with our Ruth Miskin advisor.
- To identify areas for monitoring/coaching through the analysis of data and through regular learning walks.
- To analyse termly data and monitor progress to ensure children remain on track; where this does not happen, provide teachers with gap analysis and arrange intervention.
- To analyse half termly Year 1 PSC data and organise interventions/booster sessions as required.

Parental Involvement

Parents are invited into school when their child is in F2 to learn more about Read Write Inc. Videos are then shared throughout the year via Dojo which they can watch with their child. These videos support each RWInc group and are shared with the whole school. Some videos that support parents specifically are also sent out from the Ruth Miskin portal. In Year 1, a parent meeting is held to inform them about the PSC and ways in which they can support their child. Regular updates then go home to share progress made towards the threshold mark of 32.

Adaptive Teaching

Adaptive teaching is integral to what we do at Westglade and Read Write Inc supports this approach. In Read Write Inc, every child moves at a pace appropriate for them and children are supported through the Fast Track Tutoring approach. The portal provides CPD on supporting children with SEND, and our Ruth Miskin advisor supports us in this too.

Challenge

Children are moved onto the next group as soon as they are ready, with staff able to identify children who are ready to progress whenever, rather than waiting until the assessment week. This means some children may complete the programme ahead of the age-related expectations. Children are challenged to read on sight from early on in the programme and supported by being in small groups; this ensures all children can be encouraged to meet their potential and make maximum progress.

Impact

By the time children leave Westglade, they should be confident, fluent readers and understand the importance of reading for pleasure as well as to develop their knowledge; children are able to make links across texts, understand purpose and talk cohesively about reading. We aim for all children to meet the expectations of the National Curriculum. As children move on from Westglade, we hope that their passion for reading, creativity and high aspirations stay with them to continue their journey of growth, discovery and blossoming.

