

Separate RWI home/school reading book matching phonic ability

RWI phonics scheme taught from Reception

CPD focusing on RWI updates and progress of children



Phonics at Avanti Park- what does it look like?

KS2 intervention groups

Regular monitoring/ phonics assessment

Children from Reception to Y2 grouped in ability phonics groups

Parent workshops preparation for the Y1 phonics screening

Development days for staff delivered by a RWI specialist teacher

RWI at Avanti Park School



- Our pupils learn to read and write effectively and quickly using the **Read Write Inc. Phonics programme**. Children learn 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both **reading** and a **writing** focus. Reading is the key that unlocks the whole curriculum,, so the ability to efficiently decode is essential. The RWI sessions are timetabled for 1hour every day as the continuity and pace of the programme is key to accelerating the progress of the children's reading development.

The programme is for:

- Pupils in Reception - Year 2 who are learning to read and write
- Any pupils in Year 3 to 6 who need to catch up rapidly

Overview of the RWI Scheme



- This is a scheme, developed by [Ruth Miskin](#), which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.
- We teach in this way, because research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently and to read for enjoyment.

Aims and Objectives of RWI

To teach the children to:

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

Intent

- To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.
- To ensure children in EYFS and KS1 are given the best opportunity to achieve expected progress, or more, in reading.

Impact

- The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.
- Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

Assessing and Grouping

- Pupils work within ability groups which are defined by their performance on RWI phonics tests. We group pupils homogenously, according to their progress in reading rather than their writing.
- Children are streamed for daily reading sessions across EYFS and KS1 and during this time we use **RWI phonic based/ colour banded reading books**. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement.
- Assessment and Recording- Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of their children. The teacher assesses how children:
 - Read the grapheme chart
 - Read the green and red word lists
 - Decode the ditty/story
 - Comprehend the story

Assessing and Grouping

- **Formal assessment** is carried out every **half term by the R.W.I leader** using the R.W.I. assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.
- Children in EYFS and KS1 are assessed using the RWI assessments test at the end of each term. The test identifies the children's progress so far as well as their targets
- In addition to this, children in Year 1 are also assessed using a phonics screening check just before the October and February half term. Regular assessment using the phonics screening test, alongside the RWI assessment test, enables us to stream children for phonics and RWI, ensuring the teaching they receive is tailored to the level they are at. The final Year 1 phonics test takes place in June. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words – it is a combination of 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with their teacher. This is carried out by a member of staff who has undertaken the phonics testing training and who the children are familiar with. Children who do not pass this in Year 1 will be re-assessed in Year 2, in the same manner. The results of this are reported to parents in the summer.
- Throughout the year we invite parents to phonics workshops and training sessions, which support the parents in listening to their child read and encouraging their child's development of phonics. Home-school readers are also phonics based; ensuring continuity and these are at the level of each individual child. Reading books are changed on a weekly basis.

Implementation/Teaching and learning style

This is based on the 5 Ps.

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Delivery of Phonics

Reading

- Initial sounds are to be taught in a specific order.
- Sounds taught should be **'pure'** ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. E.g. bl is two specific sounds, which are referred to as **'special friends'**
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)



Delivery of Phonics

Writing

- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes.
- Children use **FRED FINGERS** to segment and order sounds within words. FRED FINGERS - Children segment words placing individual sounds on the fingers of their non-writing hand from left to write. For example: 'The word is stray, Fred says s t r ay.'
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3. RWI Phonic Speed Sound Sessions are to follow a prescriptive pattern at sound and word time level.



RWI Phonic Speed Sound Sessions are to follow a prescriptive pattern at sound and word time level:



Sound level

1. Hear it/Say it - Children orally practise saying the pure sound as modelled by the teacher.
2. Read it - Children recognise the grapheme and the tag line/phrase that goes with the sound.
3. Write it - Children practise writing the sound in a variety of ways.
4. Review - Mix today's sound amongst other previously taught sounds for assessment.

Word time level

1. Hear it/Say it - Children FRED TALK words that contain today's learnt sound as modelled by the teacher.
2. Read it a. Teachers use sounds to practise constructing words (Assisted Blending) using FRED TALK (real and nonsense). b. Teachers assess children as they independently read GREEN WORDS.
3. Write it - Children write words containing today's learnt sound using FRED FINGERS.
4. Review - Add words to spell which contain previously taught sounds and RED WORDS from the current bank of red words.

Skills and progression

Strand	Skills by the end of EYFS	Skills by the end of Y1	Skills by the end of Y2
Reading Word Reading	<ul style="list-style-type: none"> Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k Set 2 teaches alternative vowel sounds: ay ee igh ow oo ar or air ir ou oy Children read and understand simple sentences They decode regular words and read them aloud accurately They read some common irregular words Children learn some common exception words as Red words 	<ul style="list-style-type: none"> Set 2 teaches alternative vowel sounds: ay ee igh ow oo ar or air ir ou oy Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards The majority of the Y1 common exception words are practised as Red Words Children read multi-syllabic words from Green Level onwards. Children read each book three times, focusing on decoding, then speed, then fluency. 	<ul style="list-style-type: none"> As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart Children continue to decode more unfamiliar words and multi-syllabic words The majority of the Y2 common exception words are practised as Red Words
Reading Comprehension	<ul style="list-style-type: none"> Children read and understand simple sentences They demonstrate some understanding when talking with others about what they have read They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions They ask 'how' and 'why' questions about their experiences and in response to stories and events 	<ul style="list-style-type: none"> Discuss word meanings Recognise and join in with predictable phrases Discuss the title and key events Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check the text makes sense as they read and correct inaccurate reading Make inferences based on what is being said and done Predict what might happen based on what has been said so far Explain clearly their understanding of texts they have read
RWI Books	<ul style="list-style-type: none"> To be able to read green or purple books by the end of EYFS 	<ul style="list-style-type: none"> To be able to read blue or grey books by the end of year 1 	<ul style="list-style-type: none"> To be able to access the Literacy and Language comprehension modules accurately and confidently.

Behaviour management



In order to maintain pace in lessons and enhance the learning of the children, we use behaviour management techniques (silent cues) in all our groups.

STOP hand signal – Children stop their activity and raise their hand.

MTYT – My Turn Your Turn - The teacher models and the children copy the action.

TTYP – Talk to your partner – Children work in pairs.

V of Vision – Children sit in a V shape with designated places, all able to see the teacher clearly.

1:2:3 – Children's transition between activities (1. Stand up; 2. Move to the new learning space; 3. Sit down).
Sticker Rewards – Children receive stickers for continued hard work.