

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

Aims and Objectives of RWI

To teach the children to:

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Intent

- To create an inclusive, inspired and challenging curriculum, which develops

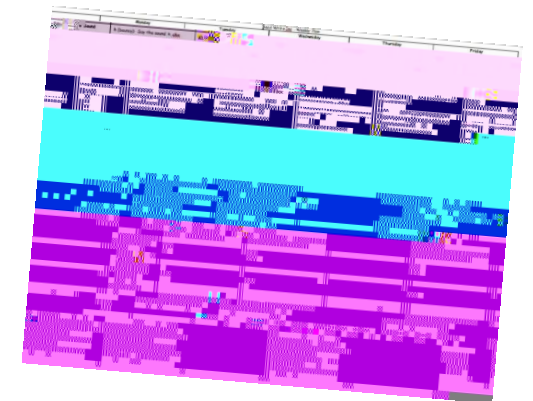
Assessing and Grouping

- 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

- **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

Planning

- Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines.
- Each group leader has a printed format for planning ditties or storybook lessons. To this framework is added the particular ditty/storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.
- Teachers/TAs are responsible for planning and organising resources for their RWI group, with the support of the Reading Leader as required.



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

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

Skills and progression



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.