



Wallsend Jubilee
Primary School

Read, Write Inc. Policy
2018-19

Read Write Inc Policy

Read, Write Inc at Wallsend Jubilee

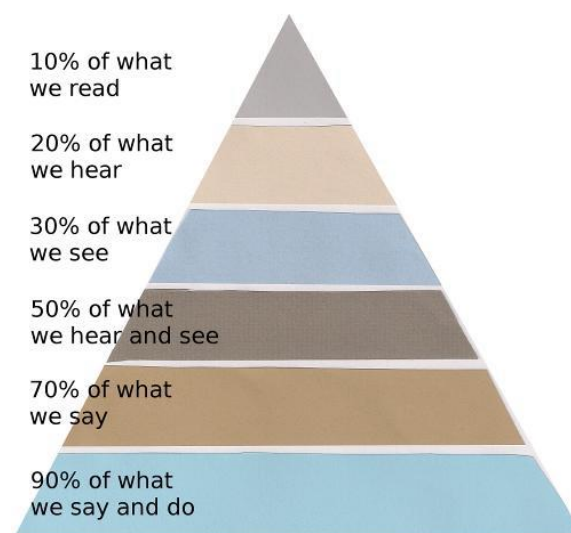
We want our children at Wallsend Jubilee to '*read to learn*', not just '*learn to read*'. At Wallsend Jubilee we understand that reading opens the door to learning and a child who is a confident reader will continue to learn successfully.

The government now recognises the model of the 'simple view of reading', recommended in the Rose Report (2006). Children need to have both good word recognition and good oral language comprehension in order to read.

The Read, Write Inc programme teaches reading and writing and is an inclusive literacy programme for all children learning to read. It aims to have all children reading by the age of 6 - 7 out of 12 schools in the HMI Ofsted report children reading by six using *Read Write Inc*.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

An essential feature of Read, Write Inc lessons is partner work. This is based on the learning pyramid.



Teaching others is the most effective way of retaining learning. In Read, Write Inc children have the opportunity to work with a partner to consolidate their learning

Aim

- For **every** child to make progress in Read, Write, Inc

Read, Write Inc Teaching and Learning styles

There are 5 key elements to be implemented in each lesson to ensure Read, Write Inc. is taught effectively.

PACE - Adults will deliver fast paced sessions that are fun and creative. All children can complete a range of meaningful tasks quickly.

PASSION - All adults will teacher Read, Write Inc. sessions with great enthusiasm which children will respond to and share with each other.

PRAISE - All children will be praised by the adult and by peers throughout each session. Teacher will focus on the positive work of children rather than mistakes.

PURPOSE - All staff will deliver sessions with a clear purpose taken from Read, Write Inc. documents, this being shared at the beginning of each lesson so children have a clear outcome.

PARTICIPATION - All children will be actively involved in every session, this will be done through different learning contexts.

Read, Write Inc in the Foundation Stage

Read, Write Inc. will begin in Foundation Stage during Autumn term. A meeting will be held to inform all parents about the scheme being used to teach reading and phonics.

In reception children will complete a 30 minute session of Read, Write Inc. daily.

How Read, Write Inc is taught in Wallsend Jubilee

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult children show that they comprehend the stories by answering questions

Writing

The children will:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- use punctuation that is appropriate for their groups level. Punctuation includes; capital letters, full stops, question marks, exclamation marks, apostrophes, speech marks and commas.
- compose a range of texts using discussion prompts
- use a range of word level skills - adjectives, adverbs, verbs and nouns

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

Children are regularly assessed using Read, Write Inc phonic assessments and work within ability groups. Pupils are re-assessed throughout the year and groups are reorganised accordingly.

Display

In every classroom and teaching area there will be a Read, Write Inc display. It will be made up of speed sounds and a sound chart. Red words will be displayed to reinforce these and be available for children to use when writing. Each learning area will display 'Zog' words with a picture Zog and 'Power words' to display new vocabulary.

Resources

Resources will be kept in a central location for all teaching staff to collect when needed and returned when finished with. All resources will be boxed and colour coded. It is the responsibility of every adult to return all resources to the right box when finished with. Resources will be checked regularly at the end of each half- term by the Read, Write Inc Manager.

ALN Pupils

All children who complete the scheme will be grouped accordingly and will be placed into a comprehension group using and consolidating the skills they have acquired on the Read, Write Inc programme. Thereafter, children will be placed into 'Basic Skills' groups where they can continue to consolidate their knowledge and understanding. During the basic skills sessions children will complete 'Get Spelling', guided reading, handwriting and grammar tasks.

Planning

Teacher generated planning is minimised as the planning is integrated into the Read, Write Inc teacher's handbooks. Each group will have a copy of the detailed planning for their colour group. Teaching staff will highlight and annotate planning, noting next steps and issues to be addressed in future teaching.

Assessment and Recording

All Read, Write Inc teaching staff will be expected to keep a register. This will identify children who are absent or pupils who need extra reinforcement of a particular element that has been covered. The Read, Write Inc manager will carry out assessments on children every half-term or whenever necessary to ensure children's progress. Recording may take the form of dictation (hold a sentence), correcting sentences (edit a sentence) and completing a piece of writing linked to a series of pictures (story script).

Marking

Children will mark their own shorter writing tasks during their Read, Write Inc sessions under the guidance of the teacher. Children will receive oral feedback immediately from both the teacher and their peers throughout the session. In longer writing tasks, children will continue to receive oral feedback. Teachers or children will underline 'power words' and other exciting vocabulary using yellow, if children assess own work they will underline good features using green.

Spellings

Children completing the RWInc scheme will be given spellings each week from their group teacher. Group A-C will receive 5 spellings, derived from the sounds they

have learnt. Groups D-J will receive 10 spellings each week, these spellings will be made up of words taken from Year 1 and 2 spelling lists and green and red words. Spellings will be given out on Monday and brought back to school by Friday, the day the spelling test will take place.

Children who complete the RWInc scheme will move on to RWInc Spelling scheme. They will receive spellings from their RWInc spelling group.

Monitoring and Review

The R.W.I. manager will:

- Assess all pupils and place pupils to the appropriate groups.
- Assign leaders to groups
- 'drop in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary model lessons
- attend up to date meetings when they occur and report back to the R.W.I. group leaders
- speak with the head teacher regarding groupings, teaching spaces and the progress of children
- Is responsible for reporting to the governors' about the quality of the implementation of R.W.I. and the impact on standards.

Policy Dated: September 2018

Policy Written By: S.Fenton and J.Tappenden

(Literacy Co-ordinator) (RWInc Manager)

Policy to be reviewed: September 2019