



# Lawn Primary and Nursery School

## Read, Write, Inc. Policy – the teaching of Phonics and Early Reading

### **Policy Owner**

RWI co-ordinator: Polly Gillett

Supported by Headteacher: Lindsay Wood

### **Policy History**

<i>September 2022</i>	<i>First created and approved</i>
<i>October 2025</i>	<i>Reviewed and small changes made</i>

*“Reading transforms the human brain, which transforms the mind, which transforms the life of every reader.”* Maryanne Wolf

We have chosen to use the Read, Write, Inc. approach to provide direct and consistent phonics instruction to all children in their early years so that they can learn to read as quickly and effectively as possible, opening the door to worlds of reading, pleasure, knowledge and lifelong learning, the transformation of lives.

Read, Write, Inc. (RWI) is an inclusive Literacy programme for all children in Reception, Year 1 and Year 2 learning to read. It also includes guidance for Nursery practitioners to support children with listening and attention, pre-requisite for learning phonics. It also provides direct teaching and intervention for children in Key Stage 2, who continue to require phonics instruction, including the Fresh Start programme for Years 5 and 6.

Children learn the 44 common sounds in the English language and how to blend them to read and spell. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. RWI sessions take place every day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

### **AIMS AND OBJECTIVES**

To teach children to:

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

### **TEACHING AND LEARNING STYLE**

Our teaching and learning approach in RWI 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 RWI, lessons is the expectation that all learners participate via choral responses, My Turn, Your Turn, and partner work (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

### **PLANNING AND ASSESSMENT**

Pupils work within ability groups which are defined by the information provided by RWI assessments. Pupils are assessed every half term and the groups are reorganised accordingly. Planning for the lessons follows the scheme directly in sequence and delivery. All planning can be found in the RWI Handbooks and online portal, to which all staff have access.

Children are formatively assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- Speedily recognise the sounds taught;
- Read the grapheme chart;

- Use sounds to blend and segment words for reading and spelling;
- Read the green and red word lists;
- Decode the ditty/story;
- Comprehend what they read.

RWI assessments also provide information for teachers about the correct match of phonetically decodable reading book for each child, according to a set of RWI colour bands.

### **RWI ACROSS THE SCHOOL**

**Foundation Stage:** RWI is fully implemented in Reception where the classes are taught as class groups in term 1 and then split into progress groups after an assessment is completed. During each lesson there will be a speed sounds session followed by handwriting.

**Key Stage One:** RWI teaching will take place in progress groups following assessments carried out by the RWI leader. The sessions will occur daily.

**Lower Key Stage Two:** Any children requiring phonics teaching will be taught in progress groups to ensure they catch up with their peers. Children joining the school will be assessed to see whether this applies.

**Upper Key Stage Two:** Children in UKS2 requiring phonics teaching will be taught using Fresh Start to ensure that they receive direct phonics instruction which matches their broader development and interests.

### **MONITORING AND REVIEW**

The RWI leader:

- Assesses all Reception and KS1 pupils and designates pupils to the correct groups;
- Coaches RWI teachers and checks that pupils are in the correct groups;
- Speaks with the Headteacher regarding groups and a 1-1 intervention of pupils needing further support;
- Is responsible, along with the Headteacher, for reporting to the governors about the quality of the implementation of RWI and the impact on standards.