



Read, Write, Inc. Policy



We Learn, We Lead, We Inspire

Sept 2021

This policy sets out the expectations of Read, Write, Inc. (RWI) at Iqra Primary School and its approach in ensuring that all pupils are able to read and write within a positive learning environment.

The policy also enables teachers to comply with the National Curriculum which highlights that all staff have a responsibility to develop pupils' reading and writing in all subjects and to support their acquisition of knowledge.

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. Pupils should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Aims:

- To use Read Write Inc. so children learn to read effortlessly to enable them to put all their energy into comprehending what they read
- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- To ensure that all staff are aware of the structure of RWI
- To promote self-discipline and learning behaviours
- To promote a positive environment of praise, reward, celebration and encouragement
- To provide information regarding Read, Write Inc. to staff and parents
- To monitor teaching and learning of RWI, Progress and Assessments

About Read, write, Inc:

'Read Write Inc.' produced by Ruth Miskin, is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. In Reception, Year 1 and Year 2 children will follow a daily

phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers. In KS2, some children who are not yet fluent readers and accurate writers will complete a 1:1 or a group intervention programme that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

Read, Write Inc. has 5 underlying principles – the five Ps:

1. **PACE** – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.
2. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than approached what they do wrong. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'. Ask your child to demonstrate!
3. **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme! We love teaching the sessions and this enthusiasm rubs off onto the children. We know it has an impact.

At the core of the programme we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). As their confidence in decoding develops they are taught to comprehend and compose ideas for their own writing. The children have the pleasure of reading exciting storybooks perfectly matched to their level – so that they have early success in reading. Children are given home reading books which match their RWI level.

The children follow a structured programme of reading and writing activities in small groups. All staff at Iqra Primary School have been trained in the delivery of this programme. It begins in Reception and once your child is reading fluently, they will have completed the programme.

The children are assessed and grouped according to their ability. They will work with a Teacher or Learning Support Assistant on the RWI programme. At the end of each half/term, the children will be assessed again and put into new groups. In addition to the RWI programme, the children will also be working on writing skills and SPaG in their classes with their class teacher.

Children then move onto RWI Spelling activities which meet their year group expectations. These sessions follow a similar pattern to the Phonics sessions.

All classrooms display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing. This is in a prominent place in each classroom and is referred to during lessons.





RWI Lead and Governors:


- Ensure that the School complies with this policy
- Ensure that this policy is implemented in a fair and effective way
- Ensure lessons are monitored
- Track the progress of each child and groups
- Identify children at risk and organise intervention to enable them to make progress
- Ensure that all staff receive appropriate support and CPD Staff:
- Be consistent in the teaching and learning of RWI
- Be a positive role model for pupils
- Ensure they are fully prepared for each session
- Feedback to the RWI lead about the progress of their pupils

Parents/carers and pupils:


- Read their school books at home applying skills taught in RWI sessions

READING






When using Read Write Inc to <i>READ</i> the children will:	
	learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
	learn to read words using sound blending (Fred talk)
	read lively stories featuring words they have learnt to sound out
	show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions




Blending





	<p>Help your child learn to read words by sound-blending (Fred talk) e.g. c-a-t = cat</p> <p>Children learn to read words by blending the letter-sounds that are in the Speed Sound sets (shown further down the page).</p> <p>Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.</p>
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WRITING

When using Read Write Inc to <i>WRITE</i> 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 (Fred fingers)
	learn to write simple then more complex sentences
	compose stories based on picture strips
	compose a range of texts using discussion prompts



TALKING

When using Read Write Inc the children will also work in PAIRS :	
	to answer questions
	to practise every activity
	to take turns talking to each other
	to give positive praise to each other
We are perfect partners!	

