



# Leigh C of E Academy

## Read, Write Inc Vision and Guidelines 2022



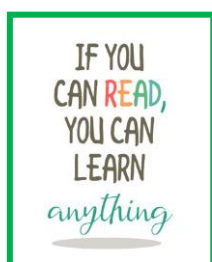
### Intent

Our vision is for children to enjoy Read, Write Inc. (Our schools synthetic systematic phonics programme), and to achieve and make outstanding progress throughout their time at Leigh. We aim to offer children a variety of high-quality learning experiences through a broad and balanced curriculum, which provides opportunities for children to learn, practice and embed their phonics skills in a cross curricular approach.

Through the effective teaching of Read, Write, Inc we will:

- ❖ Help children to develop the skills and knowledge that will enable them to read and spell effectively, to understand a variety of genres, and equip them with the skills to become lifelong readers.
- ❖ Teach children to be effective and competent communicators and good listeners so they can participate fully as members of society.
- ❖ Inspire children to love reading and read for a range of purposes including for pleasure both at school and at home. "To learn to read is to light a fire" (Victor Hugo).
- ❖ Provide opportunities for children to experience an abundance of correctly pitched, quality and engaging texts that ignite their imagination and inspire their writing.
- ❖ Encourage our pupils to appreciate our rich and varied literary heritage.

We are an inclusive school; we set high expectations and aim to provide accurate and regular assessment in order to support individuals at every part of their learning journey in all circumstances. This should then enable all children to 'aim ever higher' and make outstanding progress in English.



## Implementation

Phonics is taught based on the Read, Write, Inc. (RWI) systematic synthetic phonics programme in the following ways:

### Nursery

- In the Autumn and Spring term through Phase 1 Letters and Sounds games, focusing on developing listening, attention and understanding and sound discrimination and auditory memory.
- In the Summer term, (for those children who are ready), there are daily RWI sessions using the RWI nursery speed sound lesson plans using the picture cards to develop visual memory which then move on to the phoneme recognition.
- Pupils are assessed each half term and grouped to provide tailored differentiation to revisit phonemes or move forward.
- Phonemes are displayed using the frieze.
- Early literacy resources and games to be provided in continuous provision to consolidate and apply learning.
- By the end of the summer term pupils will have been taught all of the Set 1 phonemes.
- By the end of the year children know and can read most/all of the Set 1 sounds and are beginning to orally blend.

### Reception

- Staff to assess the baseline data within the first two weeks of the school year to establish starting points for each child using the RWI assessment materials.
- The pupils are then grouped and differentiated teaching is provided by various staff, across Key Stage 1, dependent on where the children are, using the RWI Inc synthetic phonics programme daily.
- This begins with 20 minute, 5 times a week, speed sounds lessons and will move into word time, ditties, and story books, progressively, alongside sound recognition, whilst basing the lesson on the RWI lesson plans.
- By the end of Autumn 2 pupils should be receiving a 40-minute sound recognition/story book lesson.
- There are additional sound and reading catch-up session each week where needed.

- The RWInc toolkit (hand signals, my turn, your turn, Fred fingers, hold a sentence, write a sentence, phoneme, digraph, special friends, friend on the end) will be used throughout the curriculum as well as RWI lessons. (see appendix 3.1)
- The story books are vital in order to teach the mechanics of reading, provide pupils with the skills to problem solve and strategy check and to then apply their phonic knowledge to other areas of the curriculum, especially writing.
- Children work on a text over a week, decoding words, eliciting meaning, developing comprehension skills, and acquiring the ability to articulate and apply strategic methods for lifelong reading.
- The text which they have worked on over that week is then earmarked to be read at home as an eBook on a Friday (this enables children to feel confident when reading a book that they know).
- The children will also take home a RWInc book bag book which links to their storybook.
- Phonemes are displayed using the frieze and speed sounds chart.
- Early literacy resources and games to be provided in continuous provision to consolidate and apply learning.
- By the end of the year children know and can read all of **Set 2 sounds** and are using the green RWInc story books and book bag books.

#### Year 1

- Whole key stage, end of previous years assessment levels, coordinated by RWInc champion, will determine groupings and assessment levels to inform the differentiated teaching groups. New starters to be assessed using the RWI assessment materials within the first few days of arrival and grouped according to the differentiated groups.
- RWI is taught in the determined differentiated groups for 40 minutes 5 times a week, based upon the RWI and story books lesson plans (see suggested lesson formats appendix 1.1)
- There are additional sound and reading catch-up session each week where needed.
- The RWInc toolkit (hand signals, my turn, your turn, Fred fingers, hold a sentence, write a sentence, phoneme, digraph, special friends, friend on the end) will be used throughout the curriculum as well as RWI lessons. (see appendix 3.1)
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- The text which they have worked on over that week is then earmarked to be read at home as an eBook on a Friday (this enables children to feel confident when reading a book that they know).
- The children will also take home a RWInc book bag book which links to their storybook.
- Phonemes are displayed using the frieze and speed sounds chart.
- Literacy resources and games to be provided in continuous provision to consolidate and apply learning.
- Pupils to be assessed half termly and regrouped if needed.
- By the end of the year children know and can read **Set 3 sounds**, can read and write the **Y1 common exception words**, and are using the RWInc Blue story books and book bag books.
- Pupils will carry out the DfEE phonics screen in the summer term.

## Year 2

- Whole key stage, end of previous years assessment levels, coordinated by RWInc champion, will determine groupings and assessment levels to inform the differentiated teaching groups. New starters to be assessed using the RWI assessment materials within the first few days of arrival and grouped according to the differentiated groups.
- RWI is taught in the determined differentiated groups for 40 minutes 5 times a week, based upon the RWI and story books lesson plans (see suggested lesson formats appendix 1.1)
- There are additional sound and reading catch-up session each week where needed.
- The RWInc toolkit (hand signals, my turn, your turn, Fred fingers, hold a sentence, write a sentence, phoneme, digraph, special friends, friend on the end) will be used throughout the curriculum as well as RWI lessons. (see appendix 3.1)
- The story books are vital in order to teach the mechanics of reading, provide pupils with the skills to problem solve and strategy check and to then apply their phonic knowledge to other areas of the curriculum, especially writing.
- Children work on a text over a week, decoding words, eliciting meaning, developing comprehension skills, and acquiring the ability to articulate and apply strategic methods for lifelong reading.
- The text which they have worked on over that week is then earmarked to be read at home as an eBook on a Friday (this enables children to feel confident when reading a book that they know).
- The children will also take home a RWInc book bag book which links to their storybook and a book to share with adults.
- Phonemes are displayed using the frieze and speed sounds chart.

- Pupils to be assessed half termly and regrouped if needed.
- Pupils who are required to re-sit the DfEE phonics screen will do so by The end of the Autumn term that year.
- By the end of the year (ideally by Spring half-term) children will have moved off the RWInc story books and be using the content domains for reading comprehension teaching and learning, in line with Key Stage 2, read and write the Y2 common exception words and can read and comprehend securely Gold/White banded books.

## KS2

- After having been provided with two extra terms of RWInc in KSI to close gap children will receive PAT phonics as recommended by the school link Educational Psychologist.
- This will take the place of whole class reading.

## Impact

### Nursery

- Assessments will begin at the end of Summer 1 using the RWI nursery assessment sheet (please see handbooks) and routinely assessed each half term (or sooner if needed) following this.
- All pupils data will be placed on a tracker to monitor progress over the year (see nursery tracker appendix 2.1)
- All pupils will also be assessed against Development Matters using the school's assessment tool at the end of the year.

### Reception

- Assessments will be taken at the Reception baseline point using the RWI assessment sheet (please see handbooks).
- Children will then be grouped accordingly and then routinely/half termly assessed to track progress and adjust groupings and/or move to **Set 2 sounds, or further if necessary.**
- RWI story books and correlated book bag books will be adjusted to match the pupils RWI assessment level routinely alongside the half termly assessment schedule, or sooner if necessary.
- All pupil's data will be placed on a tracker to monitor progress over the year (see reception tracker appendix 2.2)
- All pupils will also be assessed against Development Matters using the school's assessment tool at the end of the year.

### Year 1

- Assessment data will be collected and collated at the end of Reception year Summer 2 and pupils will be grouped accordingly into streamed groups across KSI and foundation stage, if necessary.
- Pupils will be assessed half termly to track progress using the relevant levelled RWI assessment sheet (please see handbooks) and groupings and levels will be adjusted accordingly in preparation for the next half term.
- Story books and correlated book bag books will be adjusted to match the pupils RWI assessment level routinely alongside the half termly assessment schedule, or sooner if necessary.
- All pupil's data will be placed on a tracker to monitor progress over the year (see year 1 tracker appendix 2.3) and assessed for reading through the Statt Sheffield assessment objectives.

- Pupils who are significantly behind will receive additional tutoring intervention sessions to fast-track learning.
- All year 1 pupils will take part in the Year 1 Phonics screening.

## Year 2

- Assessment data will be collected and collated at the end of Year 1 Summer 2. The Year 1 Phonics screen will also be used to inform judgements and groupings.
- As in year 1 pupils will be grouped accordingly into streamed groups across KSI and foundation stage, if necessary.
- All pupils will be assessed half termly, to track progress using the relevant levelled RWI assessment sheet and groupings and levels will be adjusted accordingly in preparation for the next half term.
- Story books and book bag books will be adjusted to match the pupils RWI assessment level routinely alongside the half termly assessment schedule, or sooner if necessary.
- All pupil's data will be placed on a tracker to monitor progress over the year. (see Year 2 tracker appendix 2.4)
- Pupils who are significantly behind will receive additional tutoring intervention sessions to fast-track learning.
- Those pupils who did not pass the Year 1 phonics screen will complete it again in Year 2.
- Towards the end of the year the children will be administered the Key Stage 1 SATs reading papers to assess their end of Key Stage attainment and progress. (Dependent on government guidance)

## Monitoring

- Assessment data will be collated, analysed and verified at half termly points throughout the school year.
- Conversations will be had with staff to problem solve support for pupils who are not making sufficient progress during pupil progress meetings.
- The improvement of the Phonics screen results, over years, will be compared and measured to monitor the impact of the programme.
- Teaching and learning will be monitored at points throughout the year, and lesson feedback will be presented to teachers with strengths and areas for development. I will be looking for consistency and compliance of the programme.
- Pupil (and staff) voice will be gathered and recorded to ascertain the pupils understanding of what, how and why, with regards to RWI (Usually taken with a group of children or the

member of staff) following lesson observations which those persons were involved in. Pupils will be asked about links between previous years learning and how they feel their current learning will feed into future learning of skills. Pupils and staff will be asked about the lesson which has been observed.

- Pupils' phonics understanding will also be monitored cross curricular for a group of pupils at points throughout the year.

Appendix I.I: RWI Model plan (detailed plans can be found in the RWInc handbook for each set of sounds and each storybook)

| Read, Write, Inc: Five-day Timetable : green - yellow groups |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                                                    |                                                                                    |                       |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------|
| Time                                                         | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Day 2                                                                              | Day 3                                                                              | Day 4                                                                              | Day 5                 |
| 20 mins<br>Daily Speed<br>Sound and<br>word time<br>session  | <p>Say new sound orally - no card</p> <p>Show card MTTT say sound/say mnemonic</p> <p>Orally blend the words on the card</p> <p>Pair with small card and show it on speed sound chart</p> <p>Review the sounds - find today's sound from the pack</p> <p>Green words (for today's sound) - special friends, Fred (segment), push card forward for them to say the word</p> <p>Fred in your head (recently learned words or same sound different spelling for set 2/3 teaching) - Fred in your head, push card forwards to say the word</p> <p>Speed words - read known words from previous set and those confidently learned - no <u>Fredding</u></p> <p>Alien words - special friends, Fred, push card forward to say the word</p> <p>Red words - revision read and new from story book</p> <p>(If this is the second time around with sounds for the group include multisyllabic words)</p> <p>Transition to table 1,2,3 hand signal</p> <p>Write today's sound x3 (join letters from set 3 onwards) - use formation from early RWI</p> <p>Write green words with today's sound in - ask the children to show Fred fingers and pinch the sounds on before writing - after writing self-check (purple pen for Year 2)</p> <p>Revise previously taught green words</p> <p>Red Rhythms - spelling red words Tuesday/Friday</p> <p>Hold a sentence - Wednesday</p> |                                                                                    |                                                                                    |                                                                                    |                       |
| 20 mins<br>Story book                                        | Speed Sounds from story book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words) | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words) | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words) | Final Read - Children |
|                                                              | Orally blend to teach story green words - using the text not cards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | First Read - Children                                                              | Second Read - Children                                                             | Third Read - Children                                                              |                       |
|                                                              | Orally blend to teach speedy green words - using the text not cards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Read Aloud - Teacher                                                               |                                                                                    | Questions to talk about                                                            | Build a sentence      |
|                                                              | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    | Think about the Story                                                              |                                                                                    | Change books          |
|                                                              | Story Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |                                                                                    |                                                                                    |                       |

## Read, Write, Inc: Five-day Timetable - blue and grey books

| Time                                                        | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Day 2                                                                              | Day 3                                                                              | Day 4                                                           | Day 5                 |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------|
| 20 mins<br>Daily Speed<br>Sound and<br>word time<br>session | <p>(Work from additional sounds)</p> <p>Say new sound orally - no card</p> <p>Show card MTTT say sound/say mnemonic</p> <p>Orally blend the words on the card</p> <p>Pair with small card and show it on complex speed sound chart</p> <p>Review the sounds - read all but find today's sound from the pack</p> <p>Green words (for today's sound) - special friends, Fred (segment), push card forward for them to say the word</p> <p>Fred in your head (recently learned words or same sound different spelling for additional sounds teaching) - Fred in your head, push card forwards to say the word</p> <p>Speed words - read known words from set 3 and those confidently learned - no <del>Fredding</del></p> <p>Multisyllabic words - special friends, Fred, push card forward to say the word</p> <p>Red words - revision</p> <p>Transition to table 1,2,3 hand signal - if from carpet</p> <p>Write today's sound x3 (join letters)</p> <p>Write green words with today's sound in - ask the children to show Fred fingers and pinch the sounds on before writing - after writing self-check (purple pen)</p> <p>Revise previously taught green words</p> <p><u>Write</u> a multisyllabic word</p> <p>Red Rhythms - spelling red words Tuesday/Friday</p> <p>Hold a sentence - Wednesday</p> |                                                                                    |                                                                                    |                                                                 |                       |
| 20 mins<br>Story book                                       | Speed Sounds from story book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words) | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words) | Partner Practice with Lolly sticks (Speedy Green Words in back) | Final Read - Children |
|                                                             | Orally blend to teach story green words - using the text not cards<br>Vocabulary check                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | First Read - Children                                                              | Second Read - Children                                                             | Third Read - Children                                           |                       |
|                                                             | Partner Practice with Lolly sticks (Speed sounds, Story Green Words and Red Words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Read Aloud - Teacher                                                               |                                                                                    | Questions to talk about                                         | Build a sentence      |
|                                                             | Story Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                    | Think about the Story                                                              |                                                                 | Change books          |

Reception class begin with speed sounds lessons only, in the first half of Autumn term, until the first group of sounds are taught in order to start word time. As they progress they will move onto ditty lessons and then the red storybooks.

### Appendix 2.1: Assessment trackers

| Year N                     | None | A | B | C | Red | Green | Purple | Pink | Orange | Yellow |
|----------------------------|------|---|---|---|-----|-------|--------|------|--------|--------|
| Baseline - Jan<br>Spring 1 |      |   |   |   |     |       |        |      |        |        |
| End of Spring<br>1         |      |   |   |   |     |       |        |      |        |        |
| End of Spring<br>2         |      |   |   |   |     |       |        |      |        |        |
| End of<br>Summer 1         |      |   |   |   |     |       |        |      |        |        |
| End of<br>Summer 2         |      |   |   |   |     |       |        |      |        |        |

### Appendix 2.2: Assessment trackers

| Year R                  | None | A | B | C | Red | Green | Purple | Pink | Orange | Yellow |
|-------------------------|------|---|---|---|-----|-------|--------|------|--------|--------|
| Baseline                |      |   |   |   |     |       |        |      |        |        |
| End of Autumn<br>term   |      |   |   |   |     |       |        |      |        |        |
| End of Spring 1<br>term |      |   |   |   |     |       |        |      |        |        |
| End of Spring 2<br>term |      |   |   |   |     |       |        |      |        |        |
| End of Summer 1         |      |   |   |   |     |       |        |      |        |        |
| End of Summer 2         |      |   |   |   |     |       |        |      |        |        |

## Appendix 2.3: Assessment tracker Year 1

| Year 1                     | None | Red | Green | Purple | Pink | Orange | Yellow | Blue | Grey |
|----------------------------|------|-----|-------|--------|------|--------|--------|------|------|
| Entry to Year 1 assessment |      |     |       |        |      |        |        |      |      |
| End of Autumn 1            |      |     |       |        |      |        |        |      |      |
| End of Autumn 2            |      |     |       |        |      |        |        |      |      |
| End of Spring 1            |      |     |       |        |      |        |        |      |      |
| End of Spring 2            |      |     |       |        |      |        |        |      |      |
| End of Summer 1            |      |     |       |        |      |        |        |      |      |
| End of Summer 2            |      |     |       |        |      |        |        |      |      |

## Appendix 2.4: Assessment tracker Year 2

| Year 1                     | None | Red | Green | Purple | Pink | Orange | Yellow | Blue | Grey |
|----------------------------|------|-----|-------|--------|------|--------|--------|------|------|
| Entry to Year 2 assessment |      |     |       |        |      |        |        |      |      |
| End of Autumn 1            |      |     |       |        |      |        |        |      |      |
| End of Autumn 2            |      |     |       |        |      |        |        |      |      |
| End of Spring 1            |      |     |       |        |      |        |        |      |      |
| End of Spring 2            |      |     |       |        |      |        |        |      |      |
| End of Summer 1            |      |     |       |        |      |        |        |      |      |
| End of Summer 2            |      |     |       |        |      |        |        |      |      |

## Appendix 3.1 Hand signals

In my V so that you can see

This organizes children into a line of vision where both the child and teacher can ensure full engagement.

### Team Stop Signal

This helps us stop children in a calm manner, ready for what comes next. It replaces all other stopping techniques such as: clapping, clicking, singing rhymes, shaking instruments, shouting, singing etc. The stop signal is used at all times of the school day: during lessons, on the playground, in assemblies, during transitions, in the dining room, on trips and in staff meetings and professional development.

### Turn To Your Partner Signal (TTYTP)

Partner work is used consistently in all lessons and this is the signal that tells pupils to turn to their partner to discuss something or answer a question.

### My Turn, Your Turn Signal (MTYT)

This silent signal is used when staff want the children to repeat something after them to reinforce their learning.

### 1, 2, 3 Signal

This silent signal moves the children silently from the carpet to their tables in under 15 seconds. In reverse, it moves the children from their tables to the carpet in under 15 seconds. It speeds up movement around the classroom and ensures that it is done quietly with no disruption to learning.

### Praise effort

Well done, I can see that you've worked very hard on learning/improving/remembering to ...

### Partner Praise

- 'Great teamwork! You can both..... Eg. worked so hard/ listened carefully'