



Read Write Inc Policy

Aims and Objectives.

To teach children to:

- decode texts effectively so all their time can be used to comprehend what they read
- spell accurately so that all their time can be directed towards composing their writing

Teaching and Learning Style

This is based on the 4 Ps.

Positive Teaching - Children learn more 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!

A strong feature of R.W.I. lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner).

Reading

The children will

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending/Fred Talk
- read lively stories featuring words they have learned to sound out □ show that they comprehend the stories by answering questions.

Writing

The children will

- learn to write the letters/letter groups which represent 44 sounds.

- learn to write words by saying the sounds in Fred Talk
- write simple sentences
- compose stories based on picture strips
- compose a range of stories based on writing frames.

Talking

Children are assessed so they work with children at a similar 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

Planning

Planning for Read Write Inc is done on a similar format to that recommended in the Read Write Inc handbooks. The planning identifies phonics, ditties or storybooks and writing activities for the session.

SEN

SEN pupils are fully involved in R.W.I in small group sessions focusing on recognising, saying and using pure sounds.

Assessment

Children are assessed throughout every lesson.

Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children

- recognise and say the sounds.
- read the green and red word lists
- decode the ditty/story
- comprehend the story

. Formal assessment is carried out regularly by the R.W.I. manager using the R.W.I. phonic checks. This indicates, the correct access point for children

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 .

Resources

As listed in the R.W.I. handbook.

Class Readers in Year 1 and Reception.

Monitoring and Review

The R.W.I. Manager

- regularly assesses KS.1 pupils and designates pupils to the correct groups.
- Regularly assesses KS 2 children requiring intervention.
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head teacher and Literacy Co-ordinator regarding groupings, teaching spaces and other pertinent matters.