

# RWINc Policy

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## The teaching of Phonics

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## Aims of this policy

- \* To have clear expectations around the teaching and learning of phonics at West Melton Primary School
- \* To raise standards of phonic knowledge by the end of Year 1
- \* To raise standards of reading and writing by the end of KS1
- \* To ensure consistency of approach to our phonics teaching
- \* To allow new staff to quickly familiarise themselves with the expectations of teaching phonics in KS1

## Rationale

Previous to 2015/16 there was no consistent approach to the teaching of phonics at KS1. In comparison to national figures, phonics and reading attainment was low. Therefore it was necessary to find a consistent approach that all staff could follow that would accelerate the progress of phonics and reading.

RWInc is a literacy programme that helps children learn synthetic phonics. The scheme includes both phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

## The Aims of RWInc

The RWInc programme will teach children to:

- Apply the skill of blending phonemes to read words
- Segment words in 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 phonics patterns
- Read texts and words that are within their phonic capabilities as early as possible

Teaching of RWInc will:

- Be pitched at the correct level for the child, ensuring every child is sufficiently challenged whilst able to make clear progress
- Excite and stimulate children through active learning in which they enjoy achieving and progressing
- Focus on phonics and reading and incorporate writing where appropriate
- Encourage consistency of teaching and learning across the school
- Be pacy and based around a positive learning climate
- Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

## Planning

Planning for RWInc is completed with support from the handbooks taking into account the individual needs for each group. The planning identifies the phonics, ditties or story books and activities for the session targeted at the current attainment of the children. Lessons follow set routines, ensuring consistency across groups. Folders for each colour will eventually have lesson planning and the necessary cards/pictures/resources for each book. This will be developed during 2017/18. These folders, together with the planning books and other resources, will be kept in the literacy cupboard in the KS1 library area.

## Assessment

Children are assessed throughout every lesson through teacher observation.

Teachers assess how children:

- Recognise and say the sounds
- Read the green and red words
- Decode the ditty/story
- Comprehend the story

Formative assessment will be recorded on the Weekly assessment sheet which will allow for any patterns of underachievement to be highlighted

Formal assessment will take place at the end of each term during the Progress check week.

## Provision

Provision varies slightly between year groups and phases.

### EYFS

In the EYFS children receive a daily 30 minute RWInc session.

### Key Stage 1

Phonics sessions take place from 9.10am till 9.40am. Children are grouped according to attainment to make sure teaching and learning is at the correct level for their current achievement. Groups may contain a mixture of Year 1 and Year 2 children.

### Key Stage 2

Children identified as being below the expected level of attainment for phonics and reading will receive additional support through RWInc intervention sessions.

These will take place daily during the afternoon. If considered appropriate, it may be that identified pupils will work within the KS1 groups.

### SEN Pupils

SEN pupils are fully involved in the RWInc sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place at other times; this will be identified by teachers in discussions with the SENDCo.

### Additional support

There may be some children who are identified as needing a boost to their phonics knowledge. These children will be identified by the teacher and sessions will be delivered by support staffs in class, the timings are at the teacher's discretion.

### Monitoring and Review

The Literacy Leader and/or SLT member will:

- Assess all children at the end of the summer term to ensure that children are placed in the correct groups to start in September
- Collate data from end of term assessments to monitor progress of all groups.
- Monitor the weekly progress by regular scrutiny of the weekly assessment sheets
- Conduct 'Drop ins' on all RWInc groups to ensure consistency, give advice and check that all children are in the correct groups

### Expected Progression

- Reception - RWInc Set 1 and 2 sounds and words (Red Ditties to Pink Level books)
- Year One - RWInc Set 2 and 3 sounds and words (Pink to Blue level books)
- Year Two - RWInc consolidate Set 3 sounds and words (Grey level books)