



**Wallsend Jubilee Primary**  
**School**

**Read, Write Inc. Policy**

# Read Write Inc Policy

## Read, Write Inc at Wallsend Jubilee

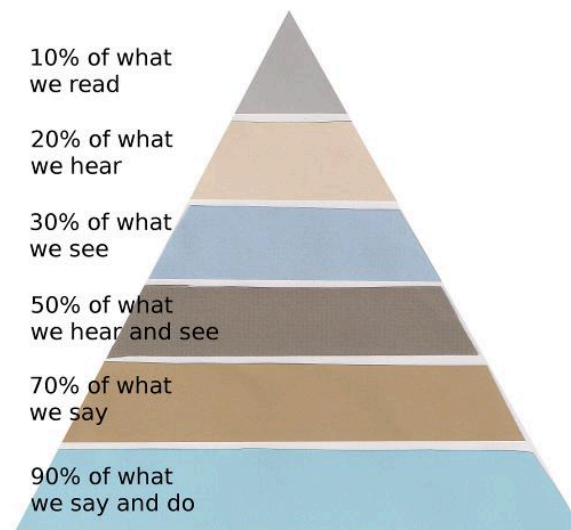
We want our children at Wallsend Jubilee to '*read to learn*', not just '*learn to read*'. At Wallsend Jubilee we understand that reading opens the door to learning and a child who is a confident reader will continue to learn successfully.

The government now recognises the model of the 'simple view of reading', recommended in the Rose Report (2006). Children need to have both good word recognition and good oral language comprehension in order to read.

The Read, Write Inc programme teaches reading and writing and is an inclusive literacy programme for all children learning to read. It aims to have all children reading by the age of 6 - 7 out of 12 schools in the HMI Ofsted report children reading by six using *Read Write Inc*.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

An essential feature of Read, Write Inc lessons is partner work. This is based on the learning pyramid.



Teaching others is the most effective way of retaining learning. In Read, Write Inc children have the opportunity to work with a partner to consolidate their learning

## Aim

- For **every** child to make progress in Read, Write, Inc

## Read, Write Inc Teaching and Learning styles

There are 5 key elements to be implemented in each lesson to ensure Read, Write Inc. is taught effectively.

**PACE** - Adults will deliver fast paced sessions that are fun and creative. All children can complete a range of meaningful tasks quickly.

**PASSION** - All adults will teacher Read, Write Inc. sessions with great enthusiasm which children will respond to and share with each other.

**PRAISE** - All children will be praised by the adult and by peers throughout each session. Teacher will focus on the positive work of children rather than mistakes.

**PURPOSE** - All staff will deliver sessions with a clear purpose taken from Read, Write Inc. documents, this being shared at the beginning of each lesson so children have a clear outcome.

**PARTICIPATION** - All children will be actively involved in every session, this will be done through different learning contexts.

## Read, Write Inc in the Foundation Stage

Read, Write Inc. will begin in reception during autumn term following the 'Making a strong start: A guide for reception' document. A meeting will be held to inform all parents about the scheme being used to teach reading and phonics.

In reception children will complete a 20 minute session of Read, Write Inc. daily, building up to 40/50 minutes as the year progresses.

## How Read, Write Inc is taught in Wallsend Jubilee

### **Reading**

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult children show that they comprehend the stories by answering questions

### **Writing**

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
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- use punctuation that is appropriate for their groups level. Punctuation includes; capital letters, full stops, question marks, exclamation marks, apostrophes, speech marks and commas.

### **Talking**

Children are assessed so they work with children at the same 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

Children are regularly assessed using Read, Write Inc phonic assessments and work within ability groups. Pupils are re-assessed throughout the year and groups are reorganised accordingly.

### **Intervention**

Interventions will be held to support those who need additional support in Read, Write Inc. Members of RWInc teaching staff may hold intervention sessions with small groups and individuals and pupils will access intervention through the Ruth Miskin Portal.

## **Display**

In every classroom and Read, Write Inc teaching area there will be a pocket chart to build CVC/CVCC words, display speed sounds and green words and a simple or complex speed sound chart. Red words will be displayed to reinforce learning and a 'Zog' will be in view to promote pseudo words.

## **Resources**

Each Read, Write Inc teaching staff are resourced appropriately to cater each group on the Read, Write Inc Scheme. Books, assessments and handbooks will be kept in a central location for all teaching staff to collect when needed and returned when finished with. All resources are boxed and clearly labelled. It is the responsibility of every adult to return all resources to the right box when finished with. Resources will be checked regularly at the end of each half-term by the Read, Write Inc Manager.

## **ALN Pupils**

All children who complete the scheme will be grouped accordingly and will be placed into a comprehension group using and consolidating the skills they have acquired on the Read, Write Inc programme. Thereafter, children will be placed into 'Guided reading and spelling' groups where they can continue to consolidate their knowledge and understanding. During these sessions children will complete 'Get Spelling', guided reading, handwriting and grammar tasks.

## **Planning**

Teacher generated planning is minimised as the planning is integrated into the Read, Write Inc teacher's handbooks. Each group will have a copy of the detailed planning for their group.

## **Assessment and Recording**

All Read, Write Inc teaching staff will be expected to keep a register. This will identify children who are absent or pupils who need extra reinforcement of a particular element that has been covered. Assessment leads will carry out assessments on children every half-term or whenever necessary. Assessment outcomes are reported to Miss Tappenden and are stored in a spreadsheet and on a tracker. Assessment is used to inform intervention needs and to regroup children appropriately. Assessment outcomes are shared with all Read, Write Inc staff each half term during data and regrouping meetings.

## **Marking**

Children will mark their own spellings during their Read, Write Inc sessions under the guidance of the teacher. Children will receive oral feedback immediately from both the teacher and their peers throughout the session.

## **Spellings**

Children will spell 3 words a day using their new sound, they will spell 3 random words using previous sounds taught. Your child's spellings may also include multisyllabic words. Once your child has completed the scheme, they will focus on more complex spelling rules that involve adding suffixes.

Your child will also receive year groups spellings from their teacher and will complete a weekly spelling test.

## **Monitoring and Review**

The RWInc manager will:

- Assess year 2 pupils and support others to assess reception and year 1 pupils
- Analyse data and identify interventions
- Regroup pupils appropriately
- Assign leaders to groups
- Carry out daily coaching sessions
- speak with the head teacher regarding groupings, teaching spaces and the progress of children
- report to the governors' about the quality of the implementation of Read, Write Inc and the impact on standards.

**Policy Dated:** September 2024      **Policy Written By:** J.Tappenden

(RWInc Leader)

**Policy to be reviewed:** September 2026