



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Read Write Inc. Phonics at Raeburn Primary School

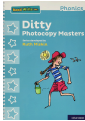
Intent			
High Expectations	Modelling	Vocabulary	Inclusion
Our goal is for all children to be able to work out unfamiliar words quickly, read familiar words speedily and read texts, including the sounds/words they have been taught, fluently. Each year, children are expected to reach the RWI end of year outcomes at the appropriate step or beyond. In Year 2, we aim for children to be ready to access the RWI comprehension programme by the end of the Spring term or earlier. We strive towards these ambitious outcomes by closely monitoring our children's progress in line with the steps on the RWI Storybook and Sounds trackers. We engage with families through regular communication and share resources to encourage parents to support their child to practise the skills they have been taught in school. We provide paper copies, Book Bag books, ebooks and virtual classroom links to facilitate home learning. For those children who may find aspects of the programme challenging and struggle to progress, we identify the gaps in learning and set out to close these quickly. We ensure that all children at Raeburn have the opportunity to achieve successful outcomes.	Reading teachers teach our children the knowledge and skills required to succeed in independent reading by following RWI teaching steps with fidelity, modelling these as exemplified on the RWI portal. Continual professional development is provided, where the best practice is modelled by RWI trainers, the reading leader/s and RWI coach/es. RWI Development days, whole staff meetings, regular in person/online practice sessions and side-by-side coaching each allow a dedicated programme of continuing professional development. Staff have access to the RWI portal where tailored pathways can be followed. Staff across the school receive RWI phonics training so that they are familiar with the terms and strategies used to teach phonics at Raeburn. All reading teachers are provided with the relevant resources for their group to ensure consistency in delivery. Teachers use MTYT ('My turn, your turn') and TTYP ('Turn to your partner') so that pupils can mirror or practise what the teacher has modelled.	At Raeburn, we recognise the important role of Oracy and the way in which it underpins literacy and vocabulary acquisition. Elements of oracy are an expectation in all of our lessons. Teachers model 'Thinking out loud' (TOL) and encourage children to articulate their own thoughts through discussion and partner practice. Reading teachers explicitly introduce Story Green Words during RWI storybook sessions in order for children to familiarise themselves with words they may encounter in the text. Teachers connect the meaning of the word with the written words to help the children learn the word more quickly. All RWI groups display the relevant storybook green and red words. We use a three-tiered approach to support vocabulary development and capture words from storytime sessions. Reading aloud to children is placed high on our curriculum agenda and provides an opportunity to introduce our children to literary language, story structure and exposes them to a rich and varied vocabulary.	Children are assessed and placed in homogenous groups based on their phonics knowledge. Following ongoing assessment, these groups are constantly adjusted to ensure successful progress for each child and build their confidence in reading. Grouping takes into account the needs of all children so that they are supported and catered for. All children are expected to take part in the lesson and teachers identify spotlight children. Some children may require additional tutoring. Additional afternoon RWI lessons are used to close sound gaps or to build fluency, depending on the needs of the child/group at any given time. Daily one-to-one or small group tutoring is provided for the lowest 20% of readers in order to accelerate the progress they make with reading. For these learners, additional assessments and target setting drives optimum impact. Regular sessions of targeted pinnytime are used to consolidate sound and word reading for individuals or groups.
Knowledge and concepts	Skills	British Values	Cultural Capital
-Correlate sounds and the letter, or groups of letters, that can be used to represent them in three sets of Speeds Sounds Lessons. -Simple and enjoyable mnemonics are taught in the initial stages to help children to grasp the letter-sound correspondence (Set 1) and moving onto phrases (Special Friends at Set 1, Set 2 and 3) - 'Fred Talk' just like Fred frog is used to sound out words before reading (decoding). - Special friends and chatty friends are identified in words where more than one letter is used to represent a sound. - Employ spot the 'Special Friend, Fred Talk, Read the word' for decodable words. -Recognise that some words may need 'tweaking' to make them sound familiar. - High frequency words that are not phonically regular are taught as 'tricky' words called Red Words. - Know that nonsense words can be said in different ways where graphemes have alternative pronunciations.	- Building accuracy in reading sounds, words, whole sentences and complete texts. - Building fluency reading texts (including sounds/words they have been taught). - Chunking multisyllabic words using syllabification. - Identifying question types as literal (fastest finger) and inferential (think about questions). - Segmenting words for accurate spelling using Fred fingers to hear and record each component sound. - Writing each grapheme with correct formation and placement on a line. - Writing common exception spellings correctly and understanding how some of their sounds include alternative 'tricky' graphemes and the letter/s that represent the sounds. - To write dictated sentences containing the sounds/words they have already been taught with increasing accuracy. - Using basic punctuation to demarcate sentences.	British Values are integral in all areas of our curriculum and during RWI sessions, elements are highlighted and discussed with the children. Relevant texts from storytime and the RWI lessons may act as a stimulus for discussion relating to the British Values.	In our RWI sessions, we ensure that all children, regardless of background and prior experiences, have the opportunity to learn to read. We ensure that children encounter a range of vocabulary and unfamiliar words are discussed and used in context to broaden a child's understanding of language. The texts that we share in our English and wider curriculum provide a rich and varied reading diet for our children so that they are given opportunities to build their knowledge of the world. Connections are made between these texts and those read in RWI sessions. We carefully select texts and continue to review and adapt these to reflect both familiar or contrasting situations for our children. From F1 upwards, we expose our children to varied experiences, language and knowledge by sharing high quality stories, poems and non fiction texts which will help to equip them with the cultural knowledge and appreciation of the diverse world in which we live.

Implementation		
Curriculum (concepts, knowledge and skills)	Reading across the curriculum	Vocabulary and Oracy
RWI phonics is a systematic synthetic phonics programme which encompasses reading, writing, spelling, comprehension, handwriting and oracy activities which are closely matched to each child's stage of reading accuracy and fluency. Children are taught to be independent readers of sounds, words, sentences and whole texts as they work through the programme. Success is guaranteed by daily delivery of new knowledge and consolidation of previous learning with an emphasis on children responding with independence, accuracy and at increasing speed. Reciprocal writing skills are managed through word spelling and the writing of dictated sentences. Oracy and comprehension are integral to each of the reading and writing activities. Partner work is very important in RWI sessions and the teacher observes and checks what pupils know and only moves on when children are ready, remodelling where necessary. RWI phonics begins in F1 through the use of picture cards to introduce the sounds with short burst focused sessions. Daily sessions in F2 are between 20 and 45 minutes- gradually increasing during the year as children move through the groups. In Key Stage 1, daily sessions last 45 minutes and RWI sessions may also be delivered in Key Stage 2 (usually lasting between 30/45 minutes at least 3 times per week). The three sets of Speeds Sounds are a fundamental element of the RWI programme where children rapidly learn sounds and the letters, or groups of letters, they need to represent them. To make reading and writing easier for the children, RWI starts with a simple code so the children learn to read and write each of the 44 speech sounds. They then quickly go on to read and write the other letters or groups of letters representing the 44 speech sounds. They will learn to read more complex words, including multisyllabic words. In the early stages, children will use the simple code to write any word they can say but the more words they read, the more accurate their spelling will become. Simple and enjoyable mnemonics are used to help children to grasp the letter-sound correspondences. Knowledge is taught and consolidated every day. High Frequency words that are not phonically regular are taught as 'tricky' words (Red Words) and are practised frequently. Practising oral blending is a key part of the learning process before reading and the term 'Fred Talk' is used when modelling this with the children. Nonsense words are used as part of the programme so that children can practise their decoding skills applying their knowledge of the sounds and letter correspondences they have been taught. In RWI storybook lessons, children learn to read accurately and fluently with good comprehension. They will read a text at least three times. The first read focuses on accuracy, the second on fluency and the third on building comprehension of the text. They learn to form each letter, spell correctly (using 'Fred Fingers') and compose their ideas step-by-step. In sessions, the children write every day, rehearsing out loud what they want to spell. 'Hold a sentence' is modelled with the children so that they can build independence when composing sentences. Writing tasks are pitched to match the level of the group's sound knowledge.	Whilst following the RWI phonics programme, children's reading books are closely linked to each child's stage of reading development. RWI reading books are mostly stories, with factual titles for additional practice (mostly in the higher colour bands). This continues until children complete the main programme, at which point their level of reading challenge is determined by teachers carrying out formative assessments during RWI Comprehension and whole class reading sessions. Teachers read a range of stories, poetry and factual titles to the children to enhance their joy of reading and fuel their aspirations to become accomplished readers themselves. High-quality texts are selected from a range of authors and offer the desired appeal and vocabulary richness. We also encourage parents to share a range of texts with their children at a level at which they cannot access themselves (books from home or 'share at home books' from school. We reinforce the importance of reading aloud to children at all ages and stages. Children take home appropriately matched texts according to their phonics knowledge as well as being given the opportunity to select a library book to 'share at home'.	Oracy is an element within all RWI lessons. We want our children to work together, teach each other, practise together, talk together and five feedback to each other. We want to develop the co-operative behaviour necessary for children to articulate their ideas and understanding. We use strategies such as: MTYT (My Turn Your Turn) TTYP (Turn to your partner) TOL (Thinking out loud) Partner talk and partner practice Choral work High Quality Questioning We model and teach our children to decode words - blending each speech sound into a spoken word. The more times a word is decoded, the quicker it is recognised and therefore becomes part of a child's store to more readily draw upon at later stages (orthographic store). The more words a child is familiar with, the more fluently they read and they can focus more on comprehension of a text. When a new word is decoded, it is important to learn not only its pronunciation but also its meaning through repetition and use in context. We encourage discussion around new vocabulary through explicit teaching of new words. Story Green Words are low frequency words with sounds the children have been taught. They give practice in decoding unfamiliar words and learning new vocabulary. These are taught before children read the story so that they can put more effort into comprehending the story. In class, we share a range of texts with our children, regularly model 'Thinking out loud' and provide an opportunity to talk about the meanings of new vocabulary. We want children to attempt to use adventurous words in their daily interactions and writing because they have encountered such language in their reading and classroom environment. 'Voice choice' is a key element from Yellow to Grey books as we model and encourage our children to read books with expression, enthusiasm and feeling relevant to the context and characters.
Inclusion	Assessment	CPD
We have high expectations of all children and expect them to make progress and access our sessions. As stated on the Ruth Miskin website, we strive towards the belief that 'every child can learn to read, if we do the right things'. We want our children to be involved in the same RWI programme but we tailor it towards a child's individual needs within the framework. We use adaptive teaching and scaffolding to support learners. The structure of the Speeds Sounds Lessons uses simple mnemonics which help all children to grasp the letter-sound correspondences quickly - especially those who are at risk of making slower progress or those who are new to learning English. Partner work is a key feature of RWI sessions so that all children can take part with reading teachers praising partner work. Homogeneous ability grouping is a key element of our organisation in school, where children have the opportunity to read at their 'challenge point'. 'Keep up, not catch up' interventions are carefully planned so that children can be involved in targetted sessions to mirror the main lesson structure and reinforce memory connections. The rigorous assessment cycles help to ensure that children who progress rapidly are moved on whilst those that may find aspects challenging, are flagged as our 'spotlight' focus.	AFL strategies and principles underpin everything we do. Every child is assessed every half term, or more frequently for some children, especially in the early stages of the programme in F2. Children who demonstrate accelerated learning are assessed as soon as their reading advancement is noticed by their reading teachers. The lowest 20% of readers are assessed as part of the tutoring programme to address gaps in their learning and work to close these quickly. The RWI tracker grid is used on the portal to track overall progress as well as individual pupils being identified for additional tutoring.	- Regular practice sessions using the RWI portal /feedback from coaching. - RWI training is provided for all staff across the school through INSET, staff meeting refreshers or training sessions using the RWI portal. - Bespoke side by side coaching with individual teachers and training pathways set up on the RWI portal. - Designated reading lead/s to support staff with side by side coaching, support and development opportunities - Designated reading coach/es to support staff through side by side coaching, support and development. - Access to the RWI portal and regular face to face development days (at least 3x per year) with Ruth Miskin RWI trainer.

Monitoring	Whole School/Parental involvement	Phonics Screening Check
Overall success across the school is monitored by both internal and outside agencies. A close relationship with our RWI trainer, alongside regular ‘Development Days’ is well established. In addition to our regular coaching alongside RWI teachers, we are advised on the range of actions necessary for maximum progress and attainment for all children.. Governors and SLT are regularly updated on attainment and progress by the Reading Leader/s through the Teaching and Learning committee meetings as well as updated actions plans. RWI Storybook and Sounds trackers, online Assessment sheets, Progress grids and pupil support guidance/resources are readily available for SLT and other staff to access on the Ruth Miskin Portal. The reading leader/s regularly monitors that teachers are delivering RWI with fidelity. The designated reading coach/es are timetabled for regular coaching and support for RWI which helps to ensure the programme can be delivered consistently with fidelity to the scheme as well as identifying any further training needs. These can be addressed through side by side coaching, additional practice sessions or via a pathway on the Ruth Miskin Portal. A triangulated approach to this coaching and feedback has meant that a strong team of reading teachers has been established with the joint vision that reading is a priority and children should be fully supported on their journey.	We celebrate our children’s gains in reading accuracy and fluency. We regularly praise effort and recognise the successes our children make at each stage with specific recognition of their achievements, no matter how small. Teachers may select some pupils for ‘Headteacher awards’ for our weekly celebration assembly. Parents are involved in many ways including face-to-face and virtual meetings, guidance booklets or teacher demonstrations, web links, virtual classroom links, RWI books, library books, ebooks on the Oxford Owl website, reading workshops and ‘mystery reader’ sessions. We encourage parents to read with their child and share stories at least 5 times per week. This ties in with our Raeburn Reading League.	It is mandatory that all Year 1 children are assessed in the Phonics Screening Check. The purpose of the check is to ascertain how accurately each child is able to read a mix of real words and nonsense words. The check contains forty words, which become progressively more challenging, finishing with some multisyllabic words. Once taken, scores are relayed to the DFE and schools are required to inform families of the outcome. For children in Year 1 who do not meet the threshold score, they are required to repeat a check the following year in Year 2. We invite parents/carers into school for an annual workshop to share stories and provide information about RWI and the screening check.
Whole school displays	All classrooms in KS1 And KS2 have a Speed Sounds Chart displayed (Simple +/or Complex) EYFS classrooms display the alphabet frieze from the RWI programme Teaching spaces display a pocket chart with key vocabulary from the focus text.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Children are motivated to take part in their RWI lessons and talk about their reading and writing experiences with enthusiasm. They are able to talk about why learning to read is exciting and important and how it relates to real life. They enjoy being a ‘mini teacher’ for their friends when learning the sounds and words in story books. Children are confident to talk about their learning journey through RWI and are proud to tell others when they transition to a different reading group.	- Children know how to read aloud, using the underlying skills taught in lessons. These include spotting special friends, using Fred talk and reading some high frequency words speedily. - They know that there are two different types of comprehension questions and that these are both included at the end of each reading book. - They know that speedily responding to sounds and words helps to build accuracy and fluency with whole texts.	- Children understand and correctly utilise subject specific vocabulary, for example fred talk, fred fingers, red rhythms. - Children demonstrate how speedily they can read a range of words including the red words and speedy green words. - Children process unfamiliar green words applying the strategies and knowledge they have been taught. - Children use the appropriate tactic for finding answers to questions, knowing when they need to search the text or when they need to consider what they have already read.	Children continue to be taught in RWI groups until they are accurate in their decoding of taught phonemes and can read RWI texts with increasing fluency. Where children transition into Year 3 and Year 4 and still require RWI teaching, groups are established for daily morning lessons at least 3 times per week. In Year 5 and Year 6 children are taught through the RWI Fresh Start programme where required.

Overview of groupings in RWI Phonics and focus teaching for Speed Sounds sessions

Set 1 Sounds Group A	Set 1 Sounds Group B	Set 1 Sounds Group C	Ditties PCM	Red Ditty Books	Green	Purple	Pink	Orange	Yellow	Blue	Grey
											
Read single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Review all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1/Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <i>Once secure, begin to read some Set 3 sounds and matching Phonics Green Words</i>	Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <i>Once secure, read some Set 3 sounds and matching Phonics Green Words</i>	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read unfamiliar multi-syllabic words. Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words

Expectations of progress overview (F2 - Key Stage 1)

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
F2	Read 16 single-letter Set 1 sounds	Read all 25 Set 1 single letter-sounds Blend sounds into words orally	Read all 25 Set 1 single-letter sounds Blend sounds to read words Read short Ditty stories	Read 31 sounds (Set 1 Special Friends) Read Red Storybooks	Read 35 sounds (4 double consonants) Read Green Storybooks	Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks
Year 1	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read 52 sounds (first 5 Set 3 sounds) Read Pink Storybooks	Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks	Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks
Year 2	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read Grey Storybooks with fluency and comprehension	Access RWI Comprehension and Spelling programmes	Access RWI Comprehension and Spelling programmes	Access RWI Comprehension and Spelling programmes

RWI Lesson Structure in Foundation 2 and Key Stage 1 x 5 per week

Ditty sheets and Red Ditty Book (30-45 minute sessions)	Green to Orange books (45 minutes)	Yellow to Grey books (45 minutes)
Daily Speeds Sounds Lesson (10-15m)	Daily Speeds Sounds Lesson (10-15m)	Daily Speeds Sounds Lesson (10m)
Storybook reading and some writing elements	Storybook reading and some writing elements	Storybook reading and some writing elements

RWI Lesson Structure in Key Stage 2 (phonics/reading focus) x 3 or 4 times per week (dependent on timetabling)

Blue and Grey books (30/40m)
Daily Speeds Sounds/Review Lesson (5-10m)
Storybook reading elements

Order of teaching the sounds

<u>Learning Set 1 Speed Sounds</u>	<u>Learning Set 2 Speed Sounds</u>	<u>Learning Set 3 Speed Sounds</u>	
These are the Set 1 Speed Sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x These are the sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck Other double consonants are taught through word reading (ss ff ll)	These are the Set 2 Speed Sounds: ay ee igh ow (as in <i>blow</i>) oo (as in <i>zoo</i>) oo (as in <i>look</i>) ar or air ir ou (as in <i>out</i>) oy	These are Set 3 Speed Sounds:	
		ea (as in <i>tea</i>) oi (as in <i>spoil</i>) a-e (as in <i>cake</i>) i-e (as in <i>smile</i>) o-e (as in <i>home</i>) u-e (as in <i>huge</i>)	aw (as in <i>yawn</i>) are (as in <i>care</i>) ur (as in <i>nurse</i>) er (as in <i>letter</i>) ow (as in <i>brown</i>) ai (as in <i>snail</i>) oa (as in <i>goat</i>) ew (as in <i>chew</i>) ire (as in <i>fire</i>) ear (as in <i>hear</i>) ure (as in <i>sure</i>)

'Growing the chart' - as children encounter different ways of writing each sound in texts, these are added to the speed sounds chart.

Simple Speed Sounds Chart

Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds - bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speeds Sounds chart

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							