

Read, Write, Inc

RWI Phonics

The systematic teaching of phonics ensures that children have the fundamental skills to decode and encode enabling them to read and write.

At Igthenhill, we use the Read, Write Inc. programme to teach phonics and early reading. Children are assessed at regular intervals to ensure that they progress through the scheme as quickly as possible. Following assessment, children are separated into small RWI phonic groups where they complete their RWI lessons daily.

All lessons follow a set structure including 10 minutes phonics teaching and 20 minutes teaching of reading.

Children who are in Reception, or who are not yet in Green group, also complete a 30 minute RWI writing lesson. The set structure ensures continuity and progression between groups and teachers. In addition to this, daily phonics practise takes place in classes, where children play games and complete different activities relating to phonics and spelling.

In Read Write Inc. phonics pupils:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read common exception words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting skills

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing may lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception and year 1, we emphasise the alphabetic code. Children rapidly learn sounds and the letter or groups of letters that represent the sound. Simple mnemonics (ditties) help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

RWI Reading

Reading is taught using the Read, Write, Inc. phonics programme. There are nine activities in both reading and writing which are repeated with a range of texts. The nine reading activities are:

1. Speed sounds – Children practise reading sounds at speed so that they can recognise them in words with ease.
2. Reading key words – Children learn how to put sounds together (blend) to read words. Red words are introduced which are not phonetically decodable, i.e. children have to learn them without sounding them out.
3. Listen to the introduction – The teacher reads and discusses the introduction to develop language comprehension.
4. Discuss vocabulary – The teacher explains new vocabulary, again developing children's language comprehension.
5. Read the story – Children apply their decoding skills to read the story.
6. Re-read the story and discuss key questions – Children read more fluently applying decoding skills. They apply comprehension skills to answer the questions.
7. Read the story with fluency and expression – Develops children's decoding and language comprehension.
8. Answer questions to read and answer – consolidates children's understanding of the text.
9. Practise speed words – children read words at speed committing them to memory.

Regular assessment by the Read Write Inc. Manager, monitors children's progress in reading. When children can fluently read and comprehend (grey level), they complete the RWI programme.