



*River View Primary & Nursery
School*

Reading Policy 2023

Read Write Inc Phonics

What is Read Write Inc?

Read Write Inc is an inclusive literacy programme for children learning to read and write, beginning with the first stages of reading in the Early Years Foundation Stage, and aiming for children to be reading confidently and fluently by the end of Year 2.

Read Write Inc aims to teach children to:

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

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace - good pace is essential to the lesson
- Praise/Positive Teaching - children learn more effectively in a positive climate
- Purpose - every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion - this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Sounds

Children learn the 40+ graphemes and their sounds in order, in three sets, plus additional sounds.

Set 1 - m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk

Set 2 - ay ee igh ow oo ar or air ir ou oy

Set 3 - ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

Additional sounds - ck kn wh ph au tious/cious tion ue ie e-e oe e ey

Storybook levels

Lessons follow a 1-day, 3-day or 5-day timetable depending on the storybook level.

- 1-day timetable - Ditty sheets, Red Ditty books
Children work on one ditty story a day.
- 3-day timetable - Green books, Purple books, Pink books, Orange books
Children work on one book across three days.
- 5-day timetable - Yellow books, Blue books, Grey books
Children work on one book across five days. They complete grammar and vocabulary activities in addition to the reading and writing activities.

Who does Read Write Inc?

All children in Reception, Year 1 and Year 2 follow the Read Write Inc programme. Once children in Year 2 have completed the RWI programme, they move onto Whole Class Reading (see section on Whole Class Reading below). Children who need extra support with their reading

in Years 3 and 4 continue with RWI, and those in Year 5 and 6 follow the 'Fresh Start' programme.

Read Write Inc is delivered by teachers and teaching assistants who have been specifically Read Write Inc trained. Members of staff who are new to the programme are given extra support to ensure high quality teaching.

What happens during Read Write Inc lessons?

Read Write Inc is taught daily. Year 1 lessons are an hour long, and Reception and groups containing Year 2-4 children last for half an hour. Lessons begin with a 10-minute speed sound lesson in which children learn a new sound and revisit familiar sounds and practise reading these in real and nonsense words. For the rest of the lesson, children work on activities based around the storybook.

What resources are needed to deliver a RWI lesson?

Resources are listed in the RWI handbook. These include simple and complex speed sounds charts, small and large sound cards, small picture cards, magnetic board and letters, fiction and non-fiction levelled reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, RWI handbook. Every classroom and any other rooms that are used to deliver RWI lessons have a simple or complex speed sound chart displayed on the wall. Each member of staff who delivers RWI has their own set of sound and word cards, a pinny, and a Fred Frog. All other RWI resources are kept in the Resource Room. The storybooks and related resources are stored in coloured trays and should be returned once finished with. Staff should inform the RWI co-ordinator if they require any additional resources not available in the box. It is good practice to use additional props to help bring the story to life. These can be ordered or purchased and then stored in the correct box. Staff have access to online resources on the Oxford Owl and Ruth Miskin websites. These are either printable resources or interactive files that can be displayed on the screen and used during the lesson.

Reading in EYFS

Nursery

Children in nursery are introduced to initial letters sounds using Letters and Sounds Phase 1 (listening for and distinguishing sounds in the environment). Nursery staff use 'Fred Talk' daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. In Spring term, children who are ready are started on Read Write Inc Set 1. The staff have phonic flashcards to introduce the letter picture, a phonic frieze, and a Fred the Frog toy.

Reception

Read Write Inc is taught daily in Reception. Children also participate in a whole-class speed sounds lesson every afternoon to teach and review sounds that have been identified through teaching and assessments.

Teachers use the time in the morning when the children enter the classroom, and before home time as an opportunity for the children to practise their sounds. This is often done through using the Ruth Miskin speed sound lesson videos.

As part of the continuous provision in Reception, a reading area is set up with around 10 books. The children are encouraged to go and access these texts independently, but sometimes an adult will also facilitate this to support, motivate and help the children enjoy the books. The books in the reading area are changed weekly to allow the children to experience new texts regularly and to retain their interest. Read Write Inc sound and word cards are also added to the reading area to allow children to role-play their phonics lessons.

Books are also added to other areas of the provision if appropriate; for example, counting books related to maths, or books linked to construction in the construction area.

A 'Talk Through Stories' session is delivered daily, which consists of a 10 minute vocabulary session in the morning, and a 20 minute story session in the afternoon.

Children who have been identified as needing extra support with their reading have RWI 1:1 tutoring, which involves a 10 minute session with adult, three times a week.

Whole Class Reading

What is Whole Class Reading?

Whole Class Reading enables the children to practise, refine and apply key reading skills in a structured situation. Children work on an unfamiliar fiction text each term that is appropriate for their age and ability. These texts cover a wide variety of authors and genres. In addition, non-fiction texts, playscripts and poetry are available for shorter one or two week blocks when a text has been completed. The texts used in Whole Class Reading are stored in their sets in the Resource Room.

Who does Whole Class Reading?

Whole Class Reading is taught four times a week in Year 3 to 6. Year 2 children move onto Whole Class Reading as soon as they have completed the Read Write Inc programme.

Whole Class Reading is mainly taught by teachers and some smaller groups are taught by experienced teaching assistants.

What happens during Whole Class Reading lessons?

Whole Class Reading lessons follow a 4-day structure and build on many of the key elements of the Read Write Inc Programme to allow a smooth transition from Key Stage One to Key Stage Two. All Year 2 and 3 groups, and groups in Year 4, 5 and 6 working at below Age Related Expectations work on one chapter a week. All Year 4, 5 and 6 groups working at or above Age Related Expectations work on two chapters a week. Occasionally, it is necessary to adapt the timetables, for example if a group is working on a long text with many chapters, then an extra chapter is read by the teacher each week to ensure the text is completed within a term.

The following activities are completed throughout the week:

Chapter Prediction - Children discuss what has happened in the text so far and predict what they think will happen in the next chapter. They use what has happened in the text so far and their own knowledge and experiences to write an accurate prediction. If it is the start of a

text, children predict what they think the whole book will be about. This is then revisited at the end of the term, once the text is completed, to do their prediction check.

Vocabulary Check - Children learn how to pronounce unfamiliar words that will appear in the chapter they are about to read. They discuss the meaning of these words.

Partner Read - Children read the chapter aloud with their partner. Children take it in turns to read a page with their partner: one child reads one page while the other child follows the text with their finger, then they swap over for the next page. They read the same chapter several times throughout the week to build fluency and support their understanding of the text.

Echoing - The adult reads a section of the chapter one sentence at a time and the children repeat ('My Turn, Your Turn').

Chapter Summary - Children discuss what has happened in the chapter and identify the main events. They write a few sentences to summarise the chapter.

Prediction Check - Children read the prediction they wrote at the start of the week and decide whether it is correct/partly correct/incorrect and say how they know.

Teacher Read - The adult reads the chapter to model reading fluently and with intonation and expression. They include some 'Thinking Out Loud' to model having a good understanding of the text, including inference and deduction skills.

Retrieval Questions - Children answer questions which require them to retrieve information from the text. They do the first one together with the adult and then try the rest independently.

Inference, Deduction, and Author's Choice Questions - Children answer questions which require them to infer and deduce using clues from the text plus drawing on their own knowledge and experiences. Occasionally, they answer questions about the choices the author has made, for example the vocabulary they have decided to use.

Assessment

Read Write Inc

Children who are on the Read Write Inc Programme are assessed half-termly using the RWI assessments. These assessments test the children's ability to recognise and read sounds, and segment and blend words (both real and nonsense words) with sounds they know. Once they are onto the latter stages of the programme, children's reading speed is assessed - they are asked to read a short passage in one minute to get a words-per-minute score, and errors are also recorded to assess their reading accuracy. These assessments are used to group the children ready for the coming half term.

Adults who teach Read Write Inc are encouraged to inform the RWI co-ordinator if they have identified a child who is struggling, or conversely a child who is doing very well. The RWI co-

ordinator will carry out an additional assessment to decide whether it is necessary for the children to move to a group that is more suitable for their reading ability.

Children who are on the Fresh Start programme are assessed in a very similar way. They are placed into small groups and start learning the sounds and working on the modules that are most appropriate for their reading level.

Adults who deliver RWI or Fresh Start are encouraged to continuously assess the children in their group. They are encouraged to make notes about each child's decoding and comprehension skills against the objectives, and to communicate regularly with the class teachers to inform them about the children's progress in reading.

Whole Class Reading

Adults who teach Whole Class Reading are expected to continuously assess the children in their group. Adults are encouraged, but not required, to make notes about each child's decoding and comprehension. If they identify a child who is struggling, or conversely a child who is doing very well, they should notify the reading subject co-ordinator who will make a decision on whether it is necessary for that child to move groups so that they are reading a text that more closely matches their reading ability.

Adults are required to fill in the reading assessment tracker half-termly, to indicate whether each child, or groups of children, have met each reading objective. The objectives from the National Curriculum for decoding and comprehension have been adapted and written out to suit our school. Class teachers are expected to use this tracker to make their teacher assessment judgements for each child each term.

PIRA tests

As a summative assessment, PIRA tests are carried out termly.

Assessment 1 - End of Autumn Term (December)

Assessment 2 - End of Spring Term (End of March)

Assessment 3 - In Summer Term 2 (End of June).

The children complete these tests independently, with no model or support, and therefore the results usually give a good indication of a child's decoding and comprehension skills. The scores can be standardised to allow the data to be compared across the school. Children's standardised scores are shared with parents on the reports that are sent home each term.

The data from the PIRA tests are recorded and collated on the Rising Stars (Hodder Education) portal. Class teachers and the reading co-ordinator are able to analyse the data and use this to inform future groupings and planning.

Peer and Self Assessment

In all reading lessons (RWI and Whole Class Reading) children read with a partner. They are encouraged to support their partner, for example by helping them to decode unfamiliar words if they are struggling.

In RWI, children are given the opportunity to self-assess. They 'tick or fix' their own writing in various activities throughout the week. They check their own spellings as part of the speed sound lesson. They use the check box during 'hold a sentence', 'edit a sentence' and when they

complete their writing activity to ensure they have included the spelling and punctuation that is expected of them.

After children have answered their questions on the text in Whole Class Reading lessons, the answers are discussed and children mark their own work. They are encouraged to write in the correct answer in red pen if their answer is incorrect.

Home Reading

All children have a River View book bag. Reading books are changed every Monday, therefore children are expected to bring their book bag into school with their reading book(s) in every Monday. Even if they have not finished their book, they are expected to bring their book bag into school so they can discuss their book with an adult. Children are not expected to bring their book bag in for the rest of the week. Adults who are involved with changing children's reading books record whether each child has brought their books back. If children have not brought their book back to school, a text is sent home to remind them to bring it in. If the book is not brought in the following week, the child's teacher makes a phone call home. If the book is not brought in after this, then a fine is issued and no further books are sent home until this is paid, or the book is returned. If books are damaged upon return to school, a letter will be sent home and in some cases a fine will be issued to replace the book.

Children take home different numbers and types of reading books depending on their age and ability.

- Children who are on the Read Write Inc programme (who are not yet blending independently):
 - A RWI sound blending 'Book Bag Book'
 - A picture book to share with someone at home
- Children who are on the Read Write Inc programme (Reception - Year 4):
 - The RWI book they are reading at school
 - A RWI 'Book Bag Book' that matches their RWI level
 - A picture book to share with someone at home
- Children who are on the Fresh Start programme (Year 5 and 6):
 - An 'Anthology' book that matches their level (based on the module they are working on)
 - A book of their choice from the selection of authors/topics in their classroom
- Children who 'free readers' and are no longer on Read Write Inc (Year 2 - Year 6):
 - A book of their choice from the selection of authors/topics in their classroom

Some free reader children may take home more than one book. This may be because they have chosen a book that is challenging for them and they may need to share this book with someone at home so they can be supported when reading it. Therefore, the child may decide to take home a second book that more closely matches their reading ability so they can enjoy reading this independently. Alternatively, a child may choose a book that they find easy to read, and may choose or be encouraged to take home another book that more closely matches or challenges their reading ability to develop their reading skills.

Home Reading Books

- The Read Write Inc storybooks that the children take home are kept in their corresponding storybook trays that are used in RWI lessons.
- The Read Write Inc 'Book Bag Books' are stored in the Resource Room, grouped in colour levels.
- The picture books are kept in EYFS and Year 1 and distributed amongst the classes and RWI groups.
- The free reader books have been sorted into crates of authors and topics/genres. Some of these have been separated into lower and upper phase so the books are age-appropriate. Every class has three crates and children can choose their reading books from these. These crates are changed every half term.
- 'Recommended Reads' books for each year group stay in the classrooms all year. Children may also choose their reading book from this crate if they wish.
- The library has a wide collection of books, sorted into different categories. Most of these books are non-fiction and link closely to the topics children learn in their science and foundation subject lessons. Once the library is open, children will be able to select a book as their 'library book' to take home to read in addition to their 'reading book'. Children will be encouraged to choose books related to the topics they are currently learning, or subjects they have learnt about in the previous term.

Boom Reader

The Boom Reader app has replaced physical home reading record books. Adults who change the children's reading books add new reading books on the Boom Reader app. Parents can log when their child has read at home using the Boom Reader app on a mobile phone or tablet, or through the Boom Reader portal through the website on a desktop device. Children in Year 5 and 6 are encouraged to login to record when they have read by themselves.

'Rainbow Reader' Reward

Teachers can use the Boom Reader app to monitor how many times the children in their class are reading at home. They record this and children are presented with a Rainbow Reader badge in celebration assembly every 25 times they have read. If a child has read 200 times by July, they are rewarded with a trip to the cinema.

Additional reading in the timetable

- 'A Book and a Bagel'

As children enter their classroom in the mornings, they have 'A book and a bagel' time before registration. This is a chance for them to sit and enjoy a text while they eat their bagel. The texts for this time have been selected carefully so that children can enjoy them in short bursts and dip in and out of them, for example: poetry, comics, non-fiction, short stories, leaflets.

As well as reading their bagel books, Year 5 and 6 have a subscription to 'First News' and receive a newspaper every week.

- **Book Club**

Two separate book clubs are run for Lower Phase (Years 1, 2 & 3) and Upper Phase (Years 4, 5 & 6). The book clubs meet weekly for around half an hour. One text is focused on for a half term. The children do a variety of fun activities based on the book. The text is read and discussed and the children do activities which help to develop and apply their reading skills and enhance their enjoyment of reading.

- **'Class Reader'**

Each class has a book on the go that the teacher reads aloud to the class each week. These books are deliberately chosen to be at an age-appropriate interest level for the children, but at a level that is more challenging than the pupils can read for themselves. This is so the teacher can model reading aloud and inspire the children to read.

Reading across the curriculum

As reading is such a fundamental skill, at River View we are committed to providing the children with opportunities to develop their reading skills across the curriculum, not just in their reading lessons. Here are some of the additional opportunities the children have to practise, apply and improve their reading skills:

- **Writing lessons**

As reading and writing are so closely related, half-termly English units are based on a book. This allows the children to experience a wider range of texts and offers them inspiration for their own writing. Children discuss unfamiliar vocabulary from the book and are encouraged to use this in their own writing.

- **Theme Weeks**

A lot of the 'theme weeks' we have in school are based around books and we do a range of different activities, including art and writing, inspired by the text. Often, the whole school uses the same book but the activities are differentiated to suit the age and ability of the children and each year group takes a slightly different route when exploring the key concepts and themes of the text. Sometimes, each year group works on a different book that all link to the same theme.

- **World Book Day**

Every year, we celebrate World Book Day, which is on the first Thursday in March. Children are encouraged to come to school dressed as a book character and they participate in various activities throughout the day. Sometimes one book is used across the whole school and activities are differentiated for the different year groups. Some years, different books are used in each year group or phase, that are all linked to a theme.

- **P4C (Philosophy for Children)**

Books are often used as a stimulus in P4C lessons. Some of these books inspire discussions about the nine protected characteristics. Children are encouraged to identify key themes and

concepts within the book, which lead them onto generating philosophical questions, which in turn generate meaningful discussions and debates.

- Singing

When the children sing during singing assemblies, music lessons, and when rehearsing for a performance (e.g. Harvest, Christmas etc), they often read the lyrics on the screen. Due to the repetitive nature of song lyrics, and that songs are practised over and over again, this is a fantastic way for children to develop their reading fluency. They begin to recognise more words and be able to read these by sight. It is also a great way for children to learn new vocabulary.

- Foundation Subjects

Children are exposed to a wide range of texts during their 'I Wonder' lessons and other subjects such as RE and PSHE. For example, children often read and discuss stories from religious texts in RE. They use non-fiction books or reference texts such as atlases in Science and Geography. They read and pick out key information from different sources in History. They read and follow instructions in subjects like Design and Technology and Computing.

- Break times and OPAL

Books are offered as a choice during break time and OPAL (Outdoor Play and Learning) during lunchtime.

- Assemblies

Sometimes, books or extracts from texts are read during an assembly and used as a stimulus for discussion. A video of a story being read is played at the start or end of one assembly a week for the children to listen to as they enter or leave the hall.

Children with Special Educational Needs and English as an Additional Language

Children in Years 3 and 4 who still require phonics remain on the Read Write Inc programme and are placed in appropriate ability groups alongside the Year 2 children. Children in Years 5 and 6 who are not able to access Whole Class Reading follow the Fresh Start programme. Some SEND children with an IEP have a reading target and they work on this target three times a week. One-to-one phonics tutoring can be used as an intervention to help children make more rapid progress with learning their sounds. 'EP reader' and 'Lexia' are additional interventions offered to specific children who require extra support.

'Hi-Lo' texts are offered as an alternative to the reading books in the crates. These are high content (engaging for older children) but low ability (few words, simpler vocabulary).

Reading Subject Co-ordinator

The Reading Subject Co-ordinator is expected to take part in continuous professional development in order to stay up-to-date with the latest government statutory and non-statutory guidance by:

- attending meetings and training courses
- reading any new guidance that is released.

The Reading Subject Co-ordinator is expected to support teachers in providing high quality teaching of reading by:

- emailing staff to inform them of any changes

- leading reading training for staff
- meeting with the headteacher to discuss the reading provision in the school
- being approachable and accessible, either in person or via email, to provide specific support to any staff member who needs it
- providing a skills progression map showing the reading skills taught at each year group
- making decisions on which texts are taught in each year group and ability group in Whole Class Reading
- organising books and buying new books

The Reading Subject Leader monitors and ensures the effectiveness of the reading provision in school by:

- keeping an up-to-date audit of the reading resources within the school
- carrying out learning walks across the school
- carrying out observations of reading lessons
- carrying out book trawls
- monitoring how children and parents are accessing the Boom Reader app.
- monitoring how the reading objectives are being tracked on the reading assessment tracker
- organising events linked to reading to elevate the status of reading in the school and help children to develop a passion for reading (e.g. World Book Day, author visits, sponsored reads).
- reviewing and updating the school reading policy
- liaising with the link Governor and attend meetings to keep the Governing Body informed and updated.

RWI Co-ordinator

The RWI Co-ordinator is expected to:

- oversee the assessment of all children in Reception, Year 1 and Year 2, plus any Year 3 and 4 pupils who still require phonics.
- use the RWI assessments to group pupils.
- Use the RWI assessment to track children's progress and analyse data.
- assigns an adult to each RWI group, based on size of group, ability level, level of support required.
- carry out learning walks to observe RWI being taught and to informally check that pupils are in the correct groups.
- Supports staff in the delivery of RWI, which may involve team-teaching or modelling lessons
- attends RWI update meetings or training when they occur
- informs adults who deliver RWI of any changes to the RWI programme, either via email or through staff meetings.
- speaks with the head teacher regarding groupings, adults, teaching spaces etc
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Organise 1:1 tutoring groups for children not making progress
- Arrange for an external RWI school consultant to come into school for a day twice a year to support with the monitoring of RWI.

Governor

The school will appoint a designated link governor who will:

- meet with the Reading Subject Co-ordinator at least once a year to discuss the effectiveness of the reading provision within the school, and how it is being monitored
- visit the school and talk to pupils about their experiences of reading
- promote and support the positive involvement of parents in reading
- attend training and other events relating to reading
- report any recommendations to the governing body
- to be involved in reviewing the school's reading policy annually.

Parents/carers

The school aims to involve parents/carers in their children's learning as much as possible.

- Parents have access to the school's reading policy as well as curriculum overviews.
- Parents are informed of their child's effort, progress and attainment in reading through parent meetings and pupil reports.
- Parents/carers are invited into school to participate in workshops linked to reading.
- Parents/carers have access to the Boom Reader app to log each time their child reads at home.
- Parents/carers are informed when their child has not returned their reading book (via text, phone call, or letter).

Policy Review

The policy was reviewed: September 2023

Next review due: September 2024