



## R.W.I. AT WILKINSON PRIMARY SCHOOL

### Aims and Objectives:

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
- develop a love of reading through reading stimulating and involving texts

### Teaching and Learning Style:

This is based on the 5 Ps.

**Praise** - Children learn more quickly in a positive climate.

**Pace** - Good pace is essential to the lesson.

**Purpose** - Every part of the lesson has a specific purpose.

**Passion** - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of R.W.I. lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner). Children are actively encouraged to participate through use of partner talk. This ensures 100% participation within the lesson.

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### Organisation:

**Grouping** - Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly. Assessments take place approximately once every 8 weeks. The assessments indicate where on the program the child should be placed.

### Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use. Planning is completed for each new book, ditty or sound being taught. Teachers have in their classrooms timetables to indicate what should be covered on each day to ensure all writing and reading skills are being covered as well as ensuring new sounds are being taught and old sounds are being re-inforced.

### R.W.I. in the Foundation Stage

#### Nursery

Initial sounds are introduced on a weekly basis with the children contributing to a 'sound table'. Parents receive information on the sounds being taught. After training it has been decided to incorporate ideas from the ' Sounds and Letters' programme to reinforce the teaching of the initial sounds.

Children who are showing higher than average reading ability are moved into groups held in Reception. Other children moving at average or below average speeds are grouped accordingly within the Nursery base. Children have approximately 10 - 15 minutes of R.W.I daily.

#### Reception

R.W.I. is fully implemented in the Reception area and the classes are split into groups depending on the speed of their learning. Groups are then organised within the base according to the child's ability. Reception children showing higher than average reading ability are sent to groups working in K.S. 1. Children in Reception have sessions beginning at approximately 20 minutes each moving to approximately 40 minutes for the higher level of children.

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## K.S. 1

As in Foundation, children are assessed and grouped accordingly. The groups are assessed approximately every eight weeks and children are moved as soon as the need arises. Children are moved through the stages of difficulty as speedily as possible. The aim of R.W.I. through K.S. 1 is to have children moving on to the Comprehension Stage of the R.W.I. scheme and Literacy Hour by Year Two.

Children who show higher than average ability are placed in groups in K.S. 2 to ensure their learning needs are met.

### Contribution to teaching in other areas:

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential.

### SEN

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group.

### Able Pupils

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

### Assessment and Recording

Children are assessed throughout every lesson.

Every time partner work is used the teacher assesses the progress of her children.

The teacher assesses how children

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

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Interventions are carried out with those pupils that are deemed to be in need of help to retain their position within their group.

Formal assessment is carried out every 8 weeks approximately by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Recording may take the form of dictation (hold a sentence), correcting sentences (edit a sentence) and completing a piece of writing linked to a series of pictures (story strip).

### **Resources**

As listed in the R.W.I. handbook.

### **Monitoring and Review**

The R.W.I. manager

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors curriculum committee about the quality of the implementation of R.W.I. and the impact on standards.
- Organises training when needed
- Organises observations periodically
- Organises governor observations periodically with the link governor
- Organises parent workshops each year
- Organises R.W.I. experts to monitor the Teaching and Learning within the school
- Renewing resources as needed

Policy dated Oct 2023

Policy to be reviewed Oct 2025

Policy written by T. Neal

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