



RWInc Policy

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR): *K. McGhee* **Date:** 26/07/2025

Next review due by: 26/07/2026

Intent

At Princess May Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and their peers, as well as from reading and discussing a range of stories, poems and nonfiction. At all years throughout the school, the children are taught the skills they need but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time the children start Year 3 they are fluent readers able to access a range of texts. To support the children's comprehension skills, the teachers teach the children how to read like a reader wherever needed.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. All pupils are expected to read daily at home and the school, parents and children all sign a 'reading pledge' at the beginning of the year committing to this. Reading within class will be seen across all subject areas and include a wide variety of materials.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. These words are 'rescued' within the class and children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds and as such is a significant focus throughout the year at Princess May. The majority of our topics are based on and around high-quality texts and reading is encouraged throughout the year through events such as author visits; authors of the term; library visits; reading records and reading challenges.

Implementation

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. The expected level of progression is as follows:

- Introducing set 1 sounds by Summer term Nursery
- Achieving Green level (RWInc) – Some Set 2 Sounds in phonics by the end of Year R.
- Achieving Yellow level (RWInc) –all set 3 sounds by the end of Year 1.
- Achieving Grey level (RWInc) by the end of Year 2.
- KS2 – Age-appropriate texts (core texts)

At Princess May, early reading is a priority. Therefore, we ensure that:

- direct, focused phonics is taught every day in Reception and KS1
- children read from books with the sounds they know, while they are learning to read

- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

Impact

By focussing on the teaching of reading and using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Hackney Education cross-school moderation to ensure secure teacher judgements.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

Cultural Capital

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. We believe that it is important that pupils are able to make links between what they read and their own experiences. Our pupils will also have the opportunity to meet and work with authors and build their knowledge of literature. Reading is practiced and embedded across the curriculum.

Teaching and Learning

Nursery children are exposed to the set 1 sounds cards during the summer term, they play 'fred games' to get them familiar with the RWInc routines. **Reception** RWI lessons start immediately after Reception teachers have completed their Baseline Assessment. Children are organised into RWI Groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Reception. Reception children start with daily 10 minute lessons, this builds to daily hour lessons. Daily KS1 RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five RWI lessons are taught every week and each lesson lasts for approximately 1 hour. Both the Reception and KS1 RWI lessons start with a 10-minute phonics input session, where new sounds are taught, or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words. Following on from this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading, and then they apply this knowledge to read RWI storybooks at their phonic level. The final part of the teaching sequence has an assessment focus, where pupils apply their phonic knowledge to read alien /pseudo words.

Assessment

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. Assessment is a critical element of our programme. The teachers' assess: pupils' phonic knowledge - the speed at which pupils are able to read the text - their understanding of the stories they read

Formative Assessment

Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

Summative Assessment:

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time, and also to update AWL assessment grids. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

Planning and Resources

Planning is minimised as we follow the Princess May RWI planning scheme, which is based on the RWI Handbooks and plans. This ensures consistency across the program, as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a 5-day teaching cycle.

Every RWI teacher has their own box of RWI Resources these include:

- simple and complex speed sounds charts,
- small and large phonics flash cards,

- magnetic boards and letters (set 1 teacher only)
- green and red word flash cards,
- phonics wall friezes and Fred the Frog.
- Set 1, 2 and 3 teaching sequence resources.
- RWI storybooks (with Story Green words and Speedy Green words),
- Ditties and linked texts and props are all stored centrally in the management room.

Expectations

- Teachers follow Princess May RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson.
- Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained.
- Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task.
- Use of effective partner work, turn-taking and children taking on the ‘teacher role’, means that children have an active role in all parts of the lesson. We teach pupils 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. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.
- Parents are provided with personalised QR codes linking directly to online resources matched to their child’s current RWI group, enabling consistent reinforcement of phonics learning at home.

EYFS

Nursery

- Initially, during the autumn term children develop a love of language and enjoy listening to stories. EYFS staff use ‘Fred Talk’ and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words.
- At the beginning of Reception teachers use phonics flashcards to teach two Set 1 Speed sounds per week with the aim that, by the end of the end of the Autumn term, all Set 1 sounds will have been taught. During this process children hear the sound, see pictures of objects that start with that sounds, hear a phrase to assist the children to help remember the sound, see the grapheme, and then write the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk. At the end of Autumn 1 a RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child. Because of this assessment, classes are split into small homogenous groups. Children that know no or very few sounds, learn the Set 1 sounds from the beginning again, in very small groups, with a focus on repetition and Fred talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending. Children that know many sounds, but can’t orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known

sounds to independently blend words containing 3 or more sounds and reading RWI Storybooks.

Reception

- Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Reception and Key Stage 1 children are integrated for their RWI lessons by the end of the Spring term; this allows children in Reception that are making exceptionally speedy progress to be taught in homogenous groups. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every six to eight weeks and the RWI groups are reorganised accordingly. RWI lessons occur from 9:00 until 10:00

Marking

- Self-marking (Pupil use blue pen(and green pen ticks