



RWI at Grove Street Primary School

| Intent | | | |
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| <i>All children to have a secure long term, deep and adaptable understanding of reading and reciprocal writing which they can apply in different contexts.</i> | | | |
| High Expectations | Modelling | Vocabulary & Oracy | Inclusion (SEND, EAL, disadvantaged) |
| <p>All children are expected to reach the RWI end of year attainment, or better. Progress from each child's starting point should be five bands by the end of the year.</p> <p>In pursuit of high expectations, family support is engaged to assist children in practising those skills already taught in school. Home learning is facilitated through virtual classroom links, e-books and paper format book bag books.</p> <p>For struggling readers, gaps in learning are identified and closed swiftly, ensuring successful outcomes for all children.</p> | <p>Teachers teach the skills needed to succeed in independent reading by following RWI teaching steps with fidelity, modelling knowledge and skills exactly as exemplified on the RWI portal.</p> <p>Continual professional development is provided, where the best practice is modelled by RWI trainers or the reading leader.</p> <p>Whole staff Inset days, weekly practice sessions and regular side-by-side coaching each allow a dedicated programme of continuing professional development.</p> | <p>We intend to create an oracy and vocabulary rich environment.</p> <p>Daily teaching of Talk Through Stories ensures a richly developed vocabulary that the children both understand and are directed to use in varied contexts.</p> <p>High-calibre stories are chosen from reputable authors and offer the desired appeal and vocabulary richness.</p> <p>On classroom based vocabulary boards, the vocabulary is captured and it is kept displayed until it is embedded in the children's understanding and language.</p> | <p>Children are placed in homogenous groups that ensure successful and confident reading progression.</p> <p>Additional afternoon RWI lessons are used to close sound gaps or to build fluency, depending on the needs of the group at any given time.</p> <p>The lowest 20% of readers are afforded daily one-to-one tutoring to accelerate their reading success.</p> <p>For these learners, fortnightly assessment and target setting drives optimum impact.</p> <p>Regular sessions of targeted pinny-time are used to consolidate sound and word reading for individuals or groups.</p> |
| Knowledge & Concepts | Skills | British Values | Cultural Capital |
| <ul style="list-style-type: none"> • Know that we use spot the special friends, fred talk, read the word for decodable words. • Know that some words have tricky letters that do not say their usual sound. • Know that decodable words may need tweaking to make them sound familiar. • Know that nonsense words can be said in different ways where graphemes | <ul style="list-style-type: none"> • Building accuracy in reading sounds, words, whole sentences and complete texts. • Building fluency. • Chunking multisyllabic words using syllabification. • Identifying question types as literal (fastest finger) and inferential (think about questions). | <p>All children develop an acute understanding of British Values and how they relate to the life choices of themselves and others.</p> | <p>The varied situations and experiences encapsulated in story and information books, enrich the children's cultural awareness, knowledge and competence.</p> <p>High calibre literature shared through Talk Through Stories further exposes children to different cultural experiences from the wider world.</p> |

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| <p>within them have alternative pronunciations.</p> | <ul style="list-style-type: none"> • 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 do not correspond to usual sounding. • Using basic punctuation to demarcate sentences. | | |
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| Implementation | | |
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| Curriculum (Concepts, Knowledge & Skills) | Reading Across the Curriculum | Vocabulary & Oracy |
| <p>RWI encompasses reading, writing, spelling, comprehension, handwriting and oracy activities which are closely matched to each child's stage of reading accuracy and fluency.</p> <p>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, revision of the known and an emphasis on responding with independence, accuracy and increasing speed, Reciprocal writing skills are managed through word spelling, the writing of dictated sentences and lengthier pieces of writing.</p> <p>Oracy and comprehension are integral to each of the reading and writing activities.</p> | <p>Whilst following the RWI programme, children's reading books are closely linked to each child's stage of reading development. RWI reading books are mostly stories, with some factual titles in the higher colour bands. This continues until children complete the programme, at which point their level of reading challenge is decided by Accelerated Reader.</p> <p>Teachers read a range of poetry and factual titles to the children to enhance their joy of reading and fuel their aspirations to become accomplished readers themselves.</p> | <p>Oracy is prominent in all RWI lessons, including strategies such as:</p> <div data-bbox="1787 884 1989 1091" style="text-align: right;">  </div> <ul style="list-style-type: none"> • build and hold a sentence. <div data-bbox="1509 1139 1711 1347" style="text-align: center;">  </div> <ul style="list-style-type: none"> • my turn-your turn |

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| | | <ul style="list-style-type: none"> • talk Partners • partner practice • sharing comprehension ideas |
| Inclusion | Assessment | CPD |
| SEND EAL Disadvantaged | Assessment is rigorous for all children whilst learning on the RWI programme. Every child is assessed at least every six weeks, or more frequently for many of them. Accelerated learners are assessed as soon as their reading advancement is noticed by their teacher. The lowest 20% of readers are assessed every two weeks. | <ul style="list-style-type: none"> • weekly Practice Sessions • INSET RWI days for the whole school • regular staff meetings for whole school teacher training • bespoke coaching of individual teachers |
| Monitoring | Whole School / Parental Involvement | Phonics Screening Check PSC |
| Overall success across the school is monitored by both outside and internal agencies. Half-termly visits are made by our Ruth Miskin Consultant/Trainer Sara-Rice Oxley and English Hub Learning Support advisor Rachel Dean. As well as observing RWI teachers to check for continued excellence, they advise 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 means of Progress Reports, a RWI grouping grid, a Progress grid and observation/learning walks recorded on Nautilus. The reading leader regularly monitors that teachers are teaching RWI with fidelity by viewing actual/recorded teaching. | <p>We celebrate each child's gains in reading accuracy and fluency, however slight. Star readers are regularly selected by teachers in Star of the Week assemblies.</p> <p>Parental involvement is invited in many ways including face-to-face meetings, virtual lessons, teacher instruction films, electronic reading books, book bag books, paper learning packs and workshops/parent meetings in school.</p> | <p>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.</p> <p>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.</p> |
| Working Walls / Whole School Displays | RWI displays show-case the range of writing ability developed in RWI lessons, from single letter writing through to substantial writing tasks. | |

| Impact | | | |
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| Pupil Voice | Evidence in Knowledge | Evidence in Skills | Outcomes |
| <p>Children are enthusiastic about RWI lessons; they are able to talk about their reading and writing experiences. Children are able to talk about why learning to read is exciting and important and how it relates to life.</p> <p>Children are confident to talk about their learning journey through RWI and are proud to tell teachers, friends and family when they transition to more challenging reading groups.</p> | <ul style="list-style-type: none"> • 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 speedy responding to sounds, words and whole text shows that we are fluent as well as accurate readers. | <ul style="list-style-type: none"> • 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, speedy green words and unfamiliar green words that require processing. • Children use the appropriate tactic for finding answers to written questions, knowing when they need to search the text or when they need to consider what they have already read. | <p>Children continue to be taught in RWI groups until they are accurate in their decoding of all taught phonemes and they can read text fluently at a speed of at least ninety words per minute. Where children transition into Year 3 and Year 4 and still require RWI teaching, groups are established for daily morning lessons. In Year 5 and Year 6 children are taught through the RWI Fresh Start programme in afternoon groups.</p> |