



The Intent, Implementation and Impact of our RWI Curriculum

School Mission Statement



St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.

"I came so that you may have life, life in all its fullness" John 10:10

Intent

"Teach a child to read and keep that child reading and we will change everything. And I mean everything." Jean Winterson.

At St. Michael's we believe that the ability to read nourishes growth in all areas of the curriculum. We strive for our children to learn to read quickly and accurately from the moment they are put in our care. Through the Read Write Inc. programme, developed by Ruth Miskin, children are exposed to sounds that will allow them to blend letter sounds to create words. Our intention is that all pupils will develop the ability to decode words and begin to read CVC (consonant vowel consonant) words during their time in EYFS.

At St. Michael's we understand that each pupil will consolidate sounds at various speeds, we continually measure progress to ensure that pupils make progress and that they can celebrate their success.

Implementation

At St. Michael's, RWI is taught daily in EYFS and in years 1 and 2. Daily lessons introduce new sounds in a fun and inspired way, using Fred talk and Ditty books to consolidate phonological knowledge. Lessons are quick paced with teacher modelling at the core and various assessment for learning strategies are used throughout the lesson for quick assessment of those pupils who may need further support.

Sound charts are displayed in every class, along with red and green words, that focus on the sounds being taught. Pupils learn how to identify the sounds they need to read and write words and, through hold a sentence, pupils learn to orally rehearse their sentence before writing it, also using Fred talk when needed. Through continuous observations and assessment teachers are able to ensure that children are being stretched, challenged and supported appropriately.

Those pupils who will still need to build their phonological knowledge after year 2, are supported as they enter the juniors. Pupils are grouped according to their band level and support is given in class to help them consolidate their phonological awareness. In all key stage 2 class, sound charts are displayed so that pupils are able access alternatives of a sounds (graphemes) enabling them to continue to consolidate their spelling skills and decoding of unfamiliar words. Progress will be monitored and pupils will regrouped as and when necessary.

Impact

The impact of the Read Write Inc. is clear, pupils develop the necessary skills needed to become confident, fluent and able readers. Pupils are able to understand what they have read across all areas of the curriculum as they move throughout the school. They will also be able to apply their phonological knowledge to their spellings, knowing spelling alternatives for different sounds (graphemes) and are able to apply these consistently and accurately.

The Read Write Inc. programme makes the learning and understanding of sounds fun for pupils and fosters the love of reading for life.