

St. Michael Catholic Primary and Nursery School

RWI Policy



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

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

Introduction

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading gives children the tools to become independent life-long learners. At St. Michael's we begin this journey through Ruth Miskin's Read Write Program (RWI). We passionately believe that through this program, children in our school will get the best start on their life long reading journey.

Read Write Inc. (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. At St. Michael's, we begin the programme in Reception and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

The principles of The RWI program are:

Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about.

Participation – ensure every child participates throughout the lesson.

Partnership work is fundamental to learning.

Praise – ensure children are praised for effort and learning, not ability.

Pace – teach at an effective pace and devote every moment to teaching and learning.

Passion – be passionate about teaching so children can be engaged emotionally.

Aspects of the 2014 English National Curriculum for English that apply to the early stages of the teaching of reading, aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Using the RWI Scheme, in Early Years to Year 2, we aim to teach the children to:

- apply their phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound

- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- read aloud books, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 - reread these books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- spell words containing each of the 40+ phonemes by segmenting the sounds in words • spell common exception words correctly • add prefixes and suffixes to previously taught words
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition
- make phonetically plausible attempts to spell words correctly
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
 - form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size

Reception:

In Reception, all children will learn how to ‘read’ the sounds in words and how those sounds can be written down. Reading The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Work well with partners
- Develop comprehension skills in stories by answering ‘Find It’ and ‘Prove It’ discussion questions

Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk
- Learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

- Answer every question
- Practise every activity with their partner

- Take turns in talking and reading to each other
- Develop ambitious vocabulary

Years 1 and 2:

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for 30 minutes. Once children become fluent speedy readers, they will move on to spelling rules for their Year group.

SEN pupils:

SEN Pupils SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small group teaching may be identified by the class teacher and appropriate interventions will be put into place.

How Read Write Inc is taught:

Fred Talk:

RWI is taught using pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that pupils will be able to blend the sounds into words more easily. In lessons, a puppet, called Fred, who is an expert on sounding out words is used to engage pupils. When Fred is used it is called, 'Fred Talk'.

E.g., m-o-p, c-a-t, m-an, sh-o-p, b-l-a-ck



Sound sets

Pupils are taught in sounds through 3 sets.

Set 1: Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. At this stage, letter names are not used. Pictures are used to accompany each sound; this allows pupils to recognise the sound and then form the shape of the sound.



Set 1	
Sound	Rhyme
m	Whoosh, Up Maisie, down Masie, mountain, mountain, whoosh
a	Whoosh, round the apple, down the leaf, whoosh
s	Whoosh, Slither down the snake, whoosh
d	Whoosh, round the dinosaur's bottom, back up his neck and down to his feet, whoosh
t	Whoosh, up the tower, down the tower, whoosh and across the tower
i	Whoosh, down the insects body, whoosh and a dot for the head.
n	Whoosh, down Nobby, up Nobby and over the net, whoosh
p	Whoosh, down the plait, up and over the pirates face, whoosh
g	Whoosh, round the girls face, down her hair and give her a curl, whoosh
o	Whoosh, around the orange, whoosh
c	Whoosh, curl around the caterpillar, whoosh
k	Whoosh, down the kangaroos body, back up to his shoulder around his tail and down his leg, whoosh
u	Whoosh, down and under the umbrella, up to the top and down to the puddle, whoosh
b	Whoosh, down the laces, over the toe and touch the heel, whoosh
f	Whoosh, down the stem and draw the leaves, whoosh
e	Whoosh, Lift off the top and scoop out the egg, whoosh
l	Whoosh, down the long leg, whoosh
h	Whoosh, down the horse's head to the hooves and over his back, whoosh
sh	Whoosh, slither down the snake, then down the horse's head to the hooves and over his back, whoosh
r	Whoosh, down the robot's back, then curl over his arm, whoosh
j	Whoosh, down his body, curl and dot, whoosh
v	Whoosh, down a wing, up a wing, whoosh
y	Whoosh, down a horn, up a horn and under the yak's head, whoosh
w	Whoosh, down, up, down, up the worm, whoosh
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Whoosh, Zig-zag-zig, down the zip, whoosh
ch	Whoosh, curl around the caterpillar, then down the horse's head to the hooves and over his back, whoosh
qu	Whoosh, round the queen's head, up to her crown, down her hair and curl, whoosh
x	Whoosh, cross down the arm and leg and cross the other way, whoosh
ng	A thing on a string
nk	I think I stink

Set 2:

When children are confident with all of the set 1 sounds, they will move onto the set 2 sounds. This set focuses on the long vowel sounds. There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g., ay as in play, ee as in tree and igh as in high.

ea: cup of <u>tea</u>
oi: spo <u>il</u> the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebrat <u>ion</u>)
tious / clous: (scrumptious / delicious
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

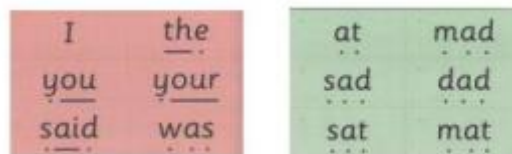
Set 3:

Once pupils are confident with set 1 and 2 sounds, they will move onto the final set of sounds to be learnt in the RWI program. There are 20 Set 3 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ea as in tea, ow as in cow and are as in care.

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can <u>yo</u> <u>se</u> e
igh: <u>fl</u> y <u>hi</u> gh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>po</u> o at the <u>zo</u> o
oo: <u>loo</u> k at a <u>boo</u> k
ar: <u>sta</u> rt the <u>ca</u> r
or: shut the <u>do</u> or
air: that's not <u>fa</u> ir
ir: <u>wh</u> irl and <u>tw</u> irl
ou: <u>sh</u> out it <u>ou</u> t
oy: <u>to</u> y for a <u>bo</u> y

Ditty Books:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties. These books will be given to the children according to their phonics ability. Within all the books, children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.



Nonsense words (Alien words):

As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These are words that do not make sense. These words will also feature heavily in the Year One Phonics Screening check in the summer term.



Year 1 Phonics Screening Check:

In June, all pupils in year 1 will take the phonics screening check. There are two sections in this 40-word check and it will assess phonics skills and knowledge learnt through Reception and Year 1. It will check that pupils can:

- Sound out and blend sounds in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g., cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo words. These are words that are phonically decodable but are not actual words with an associated meaning e.g., brip, snorb. Pseudo words are included in the check specifically to assess whether pupils

can decode a word using phonics skills and not their memory. Completing the screening check will help to identify the children who need extra help and ensure they are given support to improve their reading skills. Pupils will then be able to retake the check so that pupils can continue to be supported until they are confident with their sounds.

Assessment:

Formative- daily formative assessment opportunities are built into every RWI lesson. Through pupil response, group work and partner talk teachers are able to assess pupil's phonological knowledge on the spot and are able to make immediate changes to the pace of the lesson or the focus. Formative assessment allows teachers to make quick observations and identify those pupils who are making slow, steady or accelerated progress and are then able to plan for additional support (for those making slow progress) or to advance pupils to a more suited group (for those making accelerated progress).

Summative- pupils are assessed at the beginning of the academic year, from these assessments they are grouped according to ability. At the end of every term (every 6 weeks) pupils are re-assessed and re-grouped where necessary to ensure that progress is being made and pupils are challenged when necessary. Pupils will be assessed using RWI materials, which assess the pupil's sound to grapheme correspondence, their ability to apply phonic knowledge to decode regular words and to read common exception words. Their reading fluency is all assessed. Pupil's progress is tracked and is used to reorganise groups and plan interventions.