



## RWI Guidance

### *Parklands Primary School*

#### **How we teach children to read and write at Parklands Primary School?**

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level programmes, Comprehension and Spelling. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too. Readers who need to continue this journey in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for 45 minutes a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up.

#### **How do we get children to remember what we teach them?**

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day

#### **How do we make phonics easy for children to learn?**

*Read Write Inc.* Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?



## How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the ‘tricky Red’ words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, or longer if needed, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

## How do we teach children to spell confidently?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

### ***Fred Fingers***

We teach children to spell using ‘Fred Fingers’: we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

### ***Red Rhythms***

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-ai-d.

Children learn to spell new words and review past words every week, they practise spelling them with a partner and – when they’re ready – we give them a test to celebrate their spelling success.

## How do we assess and track children’s progress?

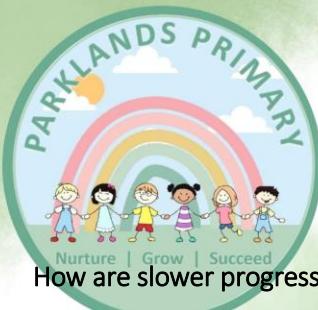
For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading.

We assess Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment.

We track each child’s individual progress on the RWI online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.



## How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately.

We make sure children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

## What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.
- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

### Expectations of progress

	<b>YR children can:</b>	<b>Y1 children can:</b>	<b>Y2 children can:</b>
<b>End of Autumn 1</b>	Read 16 single-letter Set 1 sounds	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all 25 Set 1 single-letter sounds  Blend sounds into words orally	Read 52 sounds (first 5 Set 3 sounds)  Read Pink Storybooks	Read Grey Storybooks
<b>End of Spring 1</b>	Read all 25 Set 1 single-letter sounds  Blend sounds to read words  Read short Ditty stories	Read 58 sounds (11 Set 3 sounds)  Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read 31 sounds (Set 1 Special Friends)  Read Red Storybooks	Read 64 sounds (17 Set 3 sounds)  Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read 35 sounds (4 double consonants)  Read Green Storybooks	Read 69 sounds (22 Set 3 sounds)  Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read 41 sounds (first 6 Set 2 sounds)  Read Green Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes)  Read Blue Storybooks	Access RWI Comprehension and Spelling programmes



## How is the programme led to ensure these expectations are achieved?

The Reading Leader's role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

Importantly, they are released from class teaching duties during *Read Write Inc.* sessions so they can ensure reading teachers achieve a high standard of teaching.

All staff have been thoroughly trained to teach reading. They attend a two-day Phonics training course and receive termly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training in weekly practice sessions. These ensure teachers and teaching assistants get better at teaching every week: everyone practises together so they can teach reading confidently. They underpin the progress of all teachers and children.

The practice sessions set the agenda for the weekly coaching and feedback schedule. Reading teachers are coached and receive face-to-face feedback and practise of any steps that need further rehearsal.

## How can parents help at home?

The children take home two books every week: a *Read Write Inc.* 'phonics' Storybook for children to read to parents, and a picture book for parents to read to them.

### *Read Write Inc.* 'phonics' Storybooks

Children will have already read the 'phonics' storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

### *Picture books*

We show parents how to read the picture book with their child; to read it expressively and, once they know the story, encourage their child to join in. We show parents how to talk about the pictures – to think about how the characters might be feeling and thinking. We explain that it's a great way for their child to learn new vocabulary – that even very early storybooks contain vocabulary that we don't often use in conversations- scurry, delight, scamper.

The picture book is likely to be beyond their child's decoding ability, so we don't ask children to read the story to parents until they are able to read the later phonics storybooks.

Reviewed date: September 2025

Reviewed by: Georgia Egan – Phonics Leader

Next Review date: September 2026