

# Oak Meadow Primary School

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## Policy: Read Write Inc.

*From tiny acorns mighty oaks grow.*

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## **Curriculum Statement – Read Write Inc.**

### **Intent**

Our aim at Oak Meadow is to get all children reading as soon as possible and to develop a love of reading from an early age. We provide children with the phonic skills they need to develop reading fluency and stamina. Read Write Inc. also develops children's comprehension and understanding of what they have read and subsequently builds a child's confidence. Through the Read Write Inc. scheme, all children are taught the sounds and skills necessary to blend words. They engage with a variety of interesting books, which they not only decode phonically but unpick and discuss through thoughtful comprehension questions to develop a pleasure for reading. As they progress through the scheme, they are able to read with fluency, intonation, expression and a storyteller's voice. A range of exciting writing opportunities supplement the story books which allow the children to begin to write effectively drawing upon the skills taught such as 'Fred talk' and 'hold and write a sentence.'

### **Implementation**

The Read Write Inc. scheme is taught to children in Early Years and Key Stage One, with the opportunity for Key Stage Two children to continue to access the scheme should they still have gaps in their phonological understanding. Read Write Inc. lessons are taught daily for 45 minutes and all group leaders are fully Read Write Inc. trained. Since we have many group leaders, this allows for the scheme to be taught in smaller group sizes. All children are grouped according to their phonic ability and are assessed every half term to ensure they remain in the correct group. Children are first taught to read by assisted blending with the help of Fred the Frog (Fred Talk). Children then move on to independently blending sounds into words. Read Write Inc. home reading books complement the scheme and a new book is given to each child weekly, which matches their phonic ability and Read Write Inc. group to ensure that they can phonically decode all of the letters and sounds within the colour banded book. Children are heard to read daily during phonic sessions and at least once a week by a member of their year group staff. These books are then taken home to be shared with family members to continue to support the child's learning outside of school.

### **Impact**

Outcomes of Read Write Inc. are evident as the children become confident to tackle a variety of texts, both fiction and non-fiction, with greater reading fluency and understanding. The children use their phonics knowledge to support their writing, which is clear in both their Read Write Inc. books and English books.

### **Skills Progression**

All Read Write Inc. groups teach children the skills appropriate to the ability of that group moving from Set 1 to Set 2 to Set 3 sounds. The skills taught during Read Write Inc. link directly to the whole school skills progression for reading. (See Appendix 1).

### **Assessment**

Assessment plays a key part in the progression of children through the Read Write Inc. scheme. It informs the groupings and diagnoses what particular sounds children need to learn and practise before they are secure enough to move on to the next group. Children are assessed every half term using the prescribed Read Write Inc. assessment. Alongside this, regular book moderations are carried out by the Read Write Inc. and English Lead to monitor the ongoing progress of individual children's work to ensure that by the end of Year 1, children will have the confidence and understanding to pass the Phonics Screening Check.

## **Early Years**

As soon as children join Oak Meadow in Reception, they begin daily sessions of Read Write Inc. and are grouped according to baseline assessments. They are then assessed half-termly with the standardised Read Write Inc. assessment and, at the end of Reception, according to the Development Matters Reading Attainment targets.

## **Cross – Curricular Links**

Read Write Inc. has cross-curricular links to many other areas of the curriculum. Children use their phonic knowledge to support them in their reading and writing, which also provides them with a wide range of vocabulary to support their learning within different topics.

## **SMSC Development**

The teaching of Read Write Inc. offers opportunities to support children's social development, for example using 'talk to your partner' strategies and reading buddies during lessons. Supporting children to work collaboratively in partners encourages them to work together, gives them numerous opportunities to share their ideas, take turns and show respect towards each other. Children will access stories from a variety of cultures through suggested link texts that complement each storybook.

## **Diversity**

At Oak Meadow, we ensure that we celebrate ethnic and cultural diversity and provide a balanced curriculum. With support from the subject leader, all group leaders will identify and tackle potential barriers to ensure all children have full access to the teaching of Read Write Inc. such as additional home languages spoken by specific children. In addition, opportunities to explore different cultures and beliefs are provided throughout the Read Write Inc. scheme through the reading materials and suggested linked texts.

## **Planning and Resources**

Read Write Inc. resources are located in the cupboards in the Reception/ Year 1 shared area and in the cupboards outside the Deputy Headteacher's office. Each Read Write Inc. teaching area is provided with a working wall where a Set 1, 2, 3 sound chart is displayed alongside green words, red words and vocabulary linked to the story of the week. Group leaders follow the prescribed Read Write Inc. lesson plans and adapt if necessary to support individuals or groups of children who need it. Group leaders identify weekly learning objectives and key vocabulary prior to the lessons to support the week's learning.

## **Subject Essentials**

Children are assessed regularly to check progression and the effectiveness of the teaching. All groups are ability set and differentiation takes place within groups where necessary to support individual children. All work in books will be marked using the agreed marking codes as set out in the school's Marking Policy and next steps are given where appropriate. Handwriting will follow the Read Write Inc. and Nelson Handwriting scheme.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning;
- To model the teaching of Read Write Inc.;
- To ensure progression of key skills are identified within each year group and to ensure that these are secure at the end of Key stage One;

- To monitor books and ensure the key skills are evidenced in outcomes;
- To oversee the teaching of Read Write Inc.;
- To ensure the confidence, knowledge and skills of all staff in teaching Read Write Inc. and to regularly monitor this;
- To lead further improvement in and development of the subject as informed by effective subject overview;
- To ensure that Read Write Inc. has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

### **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment, which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Inclusion**

All pupils are entitled to access the Read Write Inc. scheme at a level appropriate to their ability. The school makes full use of additional adults who are deployed effectively to teach Read Write Inc. enabling smaller more effective group sizes that meet the needs of all children. Support for individuals is well considered and planned for.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the Read Write Inc. scheme. The subject leader will ensure governors are kept up to date with any actions and initiatives that are relevant to the subject. Regular reviews of action plans are sent to the governors each year and governors meet with subject lead and provide link governor reports annually.

### **Health and Safety**

Read Write Inc. will be delivered in a safe and healthy manner. Every effort will be taken to identify risks, and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.

## Appendix 1:

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				