



SCOTT WILKIE PRIMARY WHOLE SCHOOL APPROACH
TO READING

Written January 2013

At Scott Wilkie Primary we recognise that reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation. It is for this reason that we place a heavy emphasis on reading and have an allocated 1hour dedicated slot to teaching children reading skills.

We have a structured approach to reading and follow the RWI reading programme. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Read, Write, Inc. Phonics

Read, Write, Inc.(RWI) Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. We use the Fresh Start Programme in KS2 for children that are working at level 2a and above.

Aims and Objectives

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

Praise

Children learn quickly in a positive climate.

Pace

Good pace is essential to the lesson.

Purpose

Every part of the lesson has a specific purpose.

Passion

This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation

A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required. TA's will be given preparation time prior to the daily sessions.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.

- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

R.W.I. across the school

Foundation Stage:

R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

Sessions will take place daily between 11.30-12.00am. Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, inline with the EYFS.

Key Stage One:

R.W.I. groups will be set following assessments carried out by the R.W.I manager. The sessions will occur daily for 1 hour.

Sessions will take place daily from 9.00-10.00am.

Key Stage Two:

R.W.I. groups will be taught in Yr3/Yr4/Yr5 along with the 'Fresh Start' Programme for children that are working at level 2a -Level 4C. In Yr6 reading will take place between 10.00-11.00 and will focus on teaching reading skills using SATS materials.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

Assessment and Recording

- Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:
 - read the grapheme chart
 - read the green and red word lists

- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Children that are not making rapid progress will be targeted for RWI 1:1 tutoring which take place every afternoon in both KS1 and KS2

Monitoring and Review

The R.W.I. manager

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the Deputy Head Teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.
- Will deliver training to staff and hold planning workshops to all Staff
- Will analyse results and compile a termly report regarding progress

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Scott Wilkie Primary we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home twice a week and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

All children in KS1 and KS2 will be given:

A reading book at an appropriate level to take home, together with a reading record book. Children's individual reading will be monitored by staff and supported by classroom assistants.

Children will take their reading record books home everyday, a comment will be written in the reading record. Rewards will be given for regular reading at home.

Children will write about what they have read.

If they do not write about what they have read then they will be kept in by the teacher.

If parents fail to listen to their children read then they will be called to the school to discuss ways in which they could facilitate this.

Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Parents are invited into school in the autumn term of the Reception year to learn about how reading taught and developed. Parents will continue to be invited into school to be consulted about any changes with regard to reading. Parents are welcomed to work in school using reading activities as a basis. It is important that teachers and parents regard this process as a valuable means of communication.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis. This will be done during the Reading/Writing sessions.

Reading Environment

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment - library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm

Leader: Neerasha Singh/Sinead Culora

Link to School Improvement:

Discussed and agreed by SLT:

Discussed and Agreed by Governing Body:

Review Dates: