

‘Read, Write, Inc’ at St Stephen’s C of E Primary School

Nursery	<ul style="list-style-type: none"> • Nursery children are introduced to the RWI Set 1 sounds and pictures in the summer term. • The Nursery teacher will pass on their assessments at the end of the Nursery year to the Reception Class Teachers during their transition meetings.
<p>Children in Reception and Year 1 are assessed using the RWI assessments every 6-8 weeks and then grouped into smaller phonics classes so that the teaching better matches their next steps. Children identified as needing extra support will receive 1:1 phonics tutoring and/or participate in small group interventions.</p>	
Reception	<ul style="list-style-type: none"> • The children are introduced to the RWI Set 1 sounds during phonics lessons 4 times a week. • Set 1 sounds are sounds written with one letter and ‘Special friends’ sounds written with 2 letters (digraphs). • The children learn to identify these sounds and form the corresponding grapheme correctly. • The children learn to segment and blend words containing these sounds. • Some children will take home ‘Sound Blending Books’ which contain words with sounds the children have learnt. Other children will progress to the graded ‘Book Bag Books’ which are stories containing the sounds the children are learning. • Once children are familiar with all the Set 1 sounds they begin guided reading sessions 3 times a week. • Children in Reception begin learning some common exception words known as, ‘Red words’ in the RWI scheme. • To meet the Early Learning Goal for reading, children need to be able to say a sound for each letter in the alphabet and at least 10 digraphs. They also need to be able to read words consistent with their phonic knowledge by sound-blending. By the end of the Reception year children are expected to be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1	<ul style="list-style-type: none"> • In Year 1 children have phonics lessons 4 times a week. • They begin by revising the Set 1 digraphs and then move onto learning the Set 2 and Set 3 sounds. • The children learn to segment and blend words containing these sounds including alien words. • Children in Year One will continue to learn common exception words known as, ‘Red words’ in the RWI scheme. • The children will take home graded ‘Book Bag Books’ containing sounds they have learnt or are revising. • Guided reading sessions will take place using the Read, Write, Inc graded Storybooks 3 times a week during phonics lessons and children then take home the Storybook to read again with parents and carers. • Children identified by teachers as needing extra support are invited to take part in after school phonics workshops with their parents/carers once a week during the spring term. • The Phonics Screening Check takes place in June.
Year 2	<ul style="list-style-type: none"> • In Year 2, the vast majority of children come in with secure phonics knowledge and are able to decode effectively to read words. • They have also learnt the Red words and can access age appropriate texts. • For those children who did not meet the Phonics Screening Check threshold at the end of Year 1, supplementary phonics lessons are taught in small groups or 1:1. This is also the case for any children that teachers identify as needing further phonics support including new starters. • For those children that do not meet the Phonics Screening Check threshold at the end of Year 1 they are required to have a further screening at the end of Year 2.
Year 3	<ul style="list-style-type: none"> • Children who have not met the Phonics Screening Check threshold at the end of Key Stage 1 will receive 1:1 RWI catch up provision. • If phonics has not been mastered by the end of Year 3, and they have followed the programme from Reception, alternative programmes will be used in consultation with the Class Teacher and school SENDco.
<p>Children who join the school after Year One will be assessed and receive 1:1 phonics tutoring or be part of a small group intervention.</p>	