



Rationale:

In 2017, Early Years and Key Stage One partially implemented Read Write Inc. Outcomes through the phonics screening check were inconsistent year-on-year and did not always lead to progression into key stage two. Therefore in 2018-19 a review of our phonics programme was carried out by the senior leadership team. It was identified that the approach required greater rigour, opportunities to train staff and books that were closely matched to the phonic knowledge of pupils.

Read Write Inc was selected as our systematic synthetic phonics programme as it was underpinned by structured steps in learning, precise teaching of phonics and reading and enabled teachers to teach reading with texts matched to pupil knowledge. Both the Headteacher and English lead attended a conference led by the Kernow English Hub and secured investment into the full resourcing of Read Write Inc. Alongside this, Mullion Primary School staff, the English lead and Headteacher were able to work alongside Read Write Inc trainers and also with a literacy specialist from the Kernow English Hub to develop the strategic leadership of phonics and early reading.

Initial training consisted of two inset days led by Ruth Miskin trainers. All staff attended, including key stage two staff and teaching assistants. Alongside this, there were termly RWI Development Days to support the strategic leadership of the programme with the English lead and Headteacher. Every development day included; observed coaching sessions for all reading teachers, training on teaching steps, assessment reviews, next steps for coaching and practice.

BEFORE TEACHING

Establishing a 'Reading Ready' environment

- ✓ Pace and participation strategies are embedded in teaching practice
- ✓ Little to no unscripted teacher talk
- ✓ Key resources prepared: A4 speed sound cards, small speed sound cards, green words, review words, nonsense words
- ✓ Learning wall resources: simple or complex speed sound chart, blue organiser, whiteboard, story graphics
- ✓ RWI trolley: key resources, reading books, lolly sticks, pencils, RWI spelling books
- ✓ Tables are set out with books and resources ready for learning

Text Selection

Books are matched to a child's phonics assessment. Children will read books with their reading teacher and will take a copy of the same books home to read. They will also take a Book Bag Book home which is also matched to their reading stage.








Assessment

Each half term, all children on the RWI phonics programme are assessed. If a pupil is considered to be making more than expected progress, they can be assessed before the half termly routine assessment. Data is tracked on the RWI tracker and pupils are grouped as 'best fit' based on the assessments. Pupils are grouped by stage not age. Any pupils working below expected progress markers are timetabled for tutoring. New pupils are assessed on entry.

THE READING LESSON:







1. Say the sound
2. Read the sound
3. Review the sound
4. Word time
5. Review the sound

Set 1

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
v (stretchy – see p.34)	 <p>Keep your teeth on your bottom lip and force out air.</p>	 <p>Use Picture Sound Cards: vvvet, vvvulture, vvvase, vvvest</p>	 <p>Draw the vulture on the board, then write v next to it.</p>	 <p>Spot the new sound in the pack.</p>	 <p>Down a wing, up a wing</p>	 <p>Select 3 sounds you have taught children so far.</p>	 <p>v-e-t vet v-a-n van</p>
Now teach Word Time Lesson 1.4 (see pp.37–39).							















Now teach Word Time Lesson 1.4 (see pp.37–39).

Set 1 Special Friends

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
th (special friends – see p.36)	 <p>Stretch thhhh. Put your tongue between your teeth and force out air.</p>	 <p>Use Picture Sound Cards: thhhhumb, thhhhne, thhhhree</p>	 <p>Spot the new sound in the pack.</p>	 <p>Down the tower, across the tower, then down the horse's head to the hooves and over its back</p>	 <p>Select 3 sounds you have taught children so far.</p>	 <p>th-i-n thin th-i-ck thick th-i-s this th-r-ee three</p>

Now teach Word Time Lesson 1.5 (see pp.37–39).

Set 2 and 3

Speed Sounds				Word Time			
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers
ay	See blueprint lesson on p.50.						
ee	 <p>ee – what can you see? Choose 3–4 words: see, three, been, green, seen, keep, need, sleep, feel</p>	 <p>Spot the new sound in the pack.</p>	 <p>Use Phonics Green Word Cards: see, three, been, green, seen, sleep</p>	 <p>Words from previous Set 2 lessons and Word Times 1.6 and 1.7.</p>	 <p>Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)</p>	 <p>Words to spell (choose 2–3): see, three, been, green, seen, sleep</p>	 <p>Ask children to write two or three previously taught words.</p>
igh	 <p>igh – fly high Choose 3–4 words: high, night, light, fright, bright, sight, might</p>	 <p>Spot the new sound in the pack.</p>	 <p>Use Phonics Green Word Cards: high, night, light, fright, bright, might</p>	 <p>Words from previous Set 2 lessons and Word Times 1.6 and 1.7.</p>	 <p>Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)</p>	 <p>Words to spell (choose 2–3): high, night, light, fright, bright, might</p>	 <p>Ask children to write two or three previously taught words.</p>

Word Time – Teaching Steps

New Words (dots and dashes side):

1. Special Friends, Fred Talk, Read the Word (MTYT)

Review words (no dots and dashes):

1. Special Friends, Fred Talk, Read the Word
2. Fred in your head
3. Speedy Reading

Assessment (alien) words (mixture of previous sounds taught and focus sound)

1. Special Friends, Fred Talk, Read the Word

Timetables for Teaching

Ditty Books (daily)

Daily Ditty
Daily Speed Sound lesson and word time
Story green words
Speedy green words
Red words
Partner practice – Ditty speed sounds, Story green words, Red words, Speedy green words
Ditty introduction
First read – children
Read aloud – teacher
Second read – children
Questions to Talk About

Green, Purple, Pink and Orange Storybooks

Day 1	Day 2	Day 3
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the story book	Speedy green words	Story green words
Story green words	Red word cards (teach/revise)	Think about the story
Speedy green words	Partner practice (books) – speedy green and red words	Jump in (model storyteller voice)
Red word cards (teach/revise)	Second read – children	Third read – children (as a story teller)
Partner practice (books) – speedy and story green words	Fred Fingers – spelling green words from the book	Questions to talk about
Story introduction	Hold a sentence 1 – from storybook plan	Link text
First read – children		
Read aloud – teacher		

Yellow, Blue and Grey Storybooks

Day 1	Day 2	Day 3	Day 4
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the story book (just circled on big chart)	Story green words	Story green words	Story green words
Story green words	Speedy green words	Jump in (model storyteller voice)	Questions to talk about
Speedy green words	Red word cards (teach/revise)	Think about the story	Questions to read and answer
Red word cards (teach/revise)	Partner practice – speedy green and red words	Third read – children (as a story teller)	Hold a sentence (1 or 2 sentences) (think, say, write, read)
Partner practice – speedy and story green words	Second read – children	Red rhythms – spelling red words	Link Text
Story introduction	Fred Fingers – spelling green words from the book		
First read – children			
Read aloud – teacher			

PROGRESS IN READING

Our expectations are that pupils can:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Progress is closely monitored and tracked by the reading leader. Progress is measured by sound acquisition and ability to apply learned sounds in words – real and nonsense.

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	52 sounds (first 5 Set 3 sounds)
End of Spring 1	25 sounds	58 sounds (11 Set 3 sounds)
End of Spring term	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Summer 1	35 sounds (4 double consonants)	69 sounds (22 Set 3 sounds)
End of Summer term	41 sounds (first 6 Set 2 sounds)	75 sounds (All Set 3 sounds plus the additional graphemes)

Expected Stage

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