



Intent, Implementation and Impact Statement for Early Reading - RWI

Intent

At Mount Charles School, we teach Early Reading using RWI as our DFE-approved systematic synthetic phonics programme for all our pupils following DFE guidelines and the Reading Framework advice. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing which we follow with fidelity. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** pupils:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- read common exception words on sight.
- understand what they read.
- read aloud with fluency and expression.
- write confidently, with a strong focus on vocabulary and grammar.
- spell quickly and easily by segmenting the sounds in words.
- learn letter formation and handwriting skills.

We embed RWI strategies, such as the Silent Signals for behaviour management and Fred Fingers for spelling in our teaching and learning across the school to build on the strong routines and skills learnt during RWI phonics lessons and reduce pupils cognitive load in future and concurrent learning.

Implementation

The RWI programme is delivered to:

- Children in EYFS to Year 2 who are learning to read and write.
- Any children in KS2 who need to keep up with their peers.

RWI is based on strong research-informed pedagogy both in regard to the delivery of systematic synthetic phonics but also in relation to teaching and learning more broadly. Pupils begin their phonics journey on day one of reception or sooner if they join us in the nursery where they begin this, if ready, in the summer term before they start school. RWI sessions take place daily from 20-minute sessions in Autumn 1 of Reception, to 40-minute sessions in Autumn 2 and finally hour-long sessions from the Spring of Reception onwards, including a daily afternoon speed sound session. During RWI, we group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that developmentally children progress more slowly in writing than in reading, especially for those whose motor skills are less well developed. In Reception, we emphasise the alphabetic code. The pupils quickly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception or 'tricky' words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Pupils only take home books which match the phonetic sounds they have learnt. Through RWI partner practise, after initial whole class teaching and choral responses which ensure everyone is engaged and actively participating, pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.



Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- 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 RWI lessons is partner work and the partners 'teaching' each other.

Early Years Foundation Stage

Children in EYFS are taught daily phonics lessons. In the first four weeks of EYFS, the initial sounds (Set 1 Speed Sounds) are taught in whole class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting an hour. This lesson starts with a 10-minute speed sounds lesson which teaches new speed sounds, oral blending, a revision of previous speed sounds, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5-day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Children are assessed at least half termly. Those who are at risk of falling behind the programme's pace and expectations are identified early and additional daily 1:1 Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by Miss Hildyard, the school's Reading Leader.

Children in Year 1 complete the phonics screening check in the Summer Term.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's Whole Class Reading programme.



Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they keep up with their peers. These are often children who have joined the school later in their education or for whom the journey has taken a little longer.

Reading at home

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Impact

We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme’s pace and expectations are given additional support.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. The children read books in line with their phonics knowledge. Children can then focus on developing fluency and comprehension throughout the school. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. Attainment in phonics is measured using ongoing assessment throughout the Read, Write, Inc programme and nationally using the Phonics Screening Check at the end of Year 1.

The below PSC results show the success of our Phonics teaching. We have been significantly above national for the last three years with an upward trend which most recently resulted in 98% of pupils in Year 1 achieving the PSC, and increase from 94 % the previous year, 92% the year before that and 85% the year before that. Included in this 23-24 data, 95% of pupils experiencing disadvantaged also achieved the PSC in 23-24 and 90% of pupils with SEND – both of which are considerably above national success rates.

Phonics Screening Check							
Statistic	2021-2022		2022-2023		2023-2024		
	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	92% +	75%	94% +	79%	50	98% +	~ 80%
% of pupils passing check by end of Year 2	92% ●	87%	95% ●	89%	33	94% ●	~ 91%