



Winchelsea Primary School Read Write Inc. Phonics Policy

Introduction

This policy outlines the approach to the teaching of early reading and phonics through the Read Write Inc. (RWI) programme. At Winchelsea Primary School, we are committed to ensuring all children become fluent, confident readers who develop a lifelong love of reading.

RWI provides a systematic, synthetic phonics programme designed to support children in learning to read accurately and fluently, as well as developing comprehension, spelling and writing skills.

The RWI sessions are expected to occur each day for a minimum of 60 minutes with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims (Intent)

Read Write Inc. is based on 5 Principles which need to be actively promoted throughout all sessions:

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 brings the teaching and learning to life.

Participation – A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

Through the Read Write Inc. programme we aim to:

- Ensure all children learn to read quickly and effectively.
- Teach phonics in a systematic and consistent way across the school.
- Enable children to segment and blend sounds confidently.
- Develop accuracy, fluency, comprehension and a pleasure in reading.
- Provide timely intervention for children who need additional support.
- Ensure parents are informed and engaged in their child's reading development.

Implementation

Organisation of Teaching

- RWI is taught daily from Reception until pupils are confident, fluent readers (usually during Year 2)
- Children are grouped according to their phonic knowledge, assessed half-termly.
- Groups are taught by trained staff, including teachers and teaching assistants.
- Lessons follow the RWI structure:
Review → **Teach** → **Practise** → **Apply** → **Assess**.

Speed Sounds Lessons

Children are taught:

- Set 1, 2 and 3 sounds
- To blend sounds for reading (oral blending and Fred Talk)
- To segment words for spelling
- To read and write high-frequency words (Red Words)

Storybook and Book Bag Books

- Children read fully decodable RWI Storybooks matched to their phonics level.
- Book Bag Books are sent home to reinforce learning.
- Books are carefully matched to ensure success and confidence.

Writing

- Writing activities link directly to the Storybooks.
- Children learn to spell using Fred Fingers, compose sentences and practise handwriting.

Phonics Teaching

- **Reception and Year 1:** Phonics is taught daily in small groups using the RWI structure, which includes teaching letter sounds (Speed Sounds), blending, segmenting, and spelling.
- **Year 2 and Beyond:** Children who have not yet reached fluency continue with RWI until they are able to read independently. In KS2 children take part in Fresh Start sessions which involve a speed sound session followed by work in a Fresh Start module book.
- **Small Group Instruction:** Children are grouped by their phonic ability and assessed regularly to ensure appropriate groupings.
- **Additional Support:** Children who need extra support receive 1:1 tutoring as part of the RWI Fast Track intervention programme.

Assessment

- Children are assessed every 6–8 weeks by the RWI Reading Leader.
- Groupings are adjusted according to progress.
- Additional daily tutoring is provided for children who require extra support.
- Year 1 pupils take the statutory Phonics Screening Check; outcomes are analysed to inform practice.

Intervention

Teachers identify children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from support staff in class lasting approximately 10 minutes. This is to ensure that children 'keep up' not 'catch up'. Children significantly below expected attainment are regularly assessed to support progression.

- One-to-one tutoring follows the RWI Fast Track Tutoring approach.
- Children identified as at risk of falling behind receive daily targeted practice.
- Interventions are time-bound and regularly reviewed.

Roles and Responsibilities

Reading Leader

- Oversees the implementation of RWI.
- Coaches staff and leads training.
- Conducts regular fidelity checks to ensure consistency.
- Tracks progress and coordinates groupings and interventions.

Teachers and Teaching Assistants

- Deliver daily RWI sessions.
- Follow the programme with fidelity.
- Attend weekly CPD practice sessions lead by the reading leader.
- Maintain high expectations for participation, accuracy and behaviour.

Parents and Carers

- Support reading at home.
- Attend phonics workshops and receive guidance on the programme.