



Early  
Reading

# Phonics (RWI)

at  
Abbey Catholic Primary School

IMPLEMENTATION

# How are sessions set up and organised?



My turn – Your turn (MYTY)

- RWI is taught in Reception, Year 1 and Year 2 everyday for 60 minutes. Reception build up to this in their first term, whilst learning to settle into school routines.
- Class teachers and 6 TA's all deliver sessions in small groups.
- Daily sessions comprise of a speed sound lesson (say and read the sound, review the sound, word time), a storybook lesson based on the group's level and then a writing activity linked to the storybook.
- We use classroom management routines to ensure consistency between groups (these include silent signals, team stop, my turn/your turn and how to move from the carpet to the table).
- We monitor children where gaps or slow progress are identified. These children will then receive 1:1 tutoring, to ensure they 'keep up' and make progress.
- All teachers are familiar with, and follow a planned script to ensure consistency between sessions. We teach 3 new sounds are taught every week, and previously taught sounds are reviewed daily to ensure learning is revisited.

## ASSESSMENTS AND TUTORING INTERVENTIONS:

- The children are assessed and grouped according to the RWI assessment which is carried out half termly, by the Reading Lead. However, children are still able to move to the next group between assessments, if identified by reading teachers that they are ready.
- The reading leader highlights any stalled progress on grouping grids and works with the RWI tutor, class teacher and parents to put a plan in place to help these children, 'keep up' rather than 'catch up'.
- We use the RWI school portal to track children's progress which is shared every half term with staff and targets are sent home to inform parents.
- We look for trends in groups and plan actions linked to these.

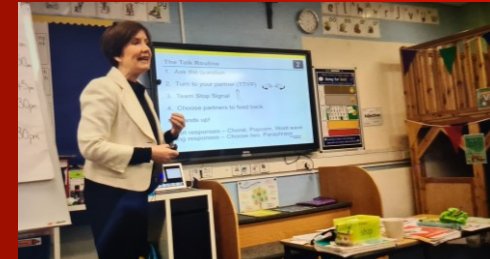


# Support for Staff:

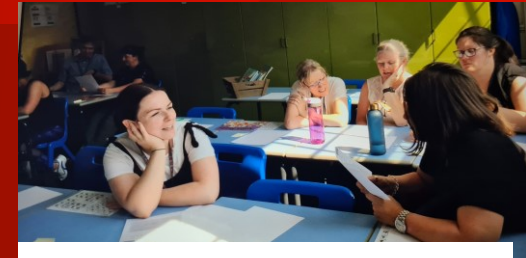
- The programme offers continuing CDP to develop confident reading teachers, this is through weekly practice sessions after school and regular coaching from the reading leader.
- Every reading teacher in school has access to the online RWI portal, where pathways of training videos are set regularly to ensure high quality sessions.
- Since implementing RWI, we have had whole school training, staff have been sent on training days, we have had Development Days (where our school trainer comes in to school for the day to coach staff), leadership training, remote progress meetings and whole school updates during staff meetings. Staff also team teach, as another way to support each other.



Whole school training



Development Day with RWI Trainer



Weekly Practice sessions



Leadership training at RWI Head Office

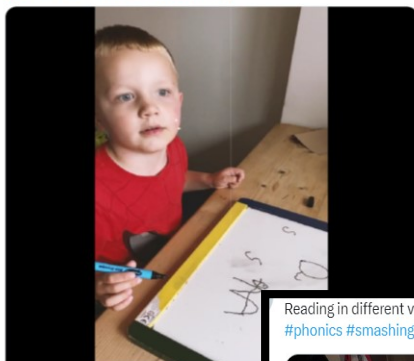
# Supporting Parents

- Reception Parents are invited to a Phonic workshop a few weeks after their child starts school in September. During the session, they get to be their child's partner and experience first hand, what a phonic lesson entails. When children have gone back to class, parents are shown how to pronounce the sound correctly and information packs are given out.
- Parents are encourage to buy a set of RWI sound cards to reinforce the sound of the day at home.
- Parents are invited to attend another workshop, once their child starts set 2 sounds and are on Green Storybooks.
- Year 1 parents are also encouraged to attend a meeting to inform them about the PSC and to show them how they can best support their child at home.
- RWI video links are also shared weekly with parents via ParentMail. Children also takes a sheet home with QR codes for these video links. Parent's have said that they find these very useful and the children have enjoyed watching these at home.
- Targets are sent home, every half term. Which informs parents of the group their child is in, who their new reading teacher is and what they need to learn to move to the next level.
- The Reading Lead also works with parents who feel they need some support with any aspect of the phonic programme, but mostly supporting parents with learning how to pronounce the sounds correctly.

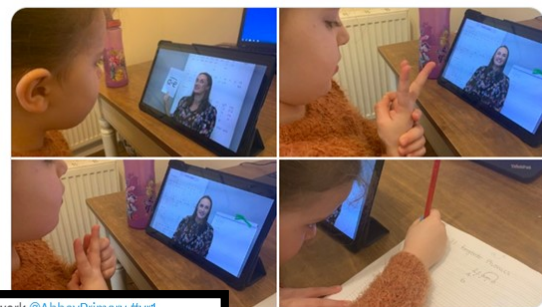


# Reading at home

P insisted on doing a little Sunday homework @AbbeyPrimary #rec #phonics #readwriteinc #lovetheabbey



Back to #phonics with Rosie and using our feed fingers to help our spelling #y1 #homelearning @AbbeyPrimary @RuthMiskinEdu



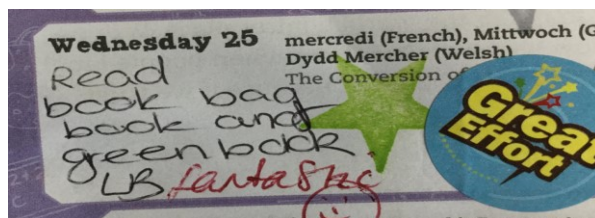
Reading in different voices for her homework @AbbeyPrimary #yr1 #phonics #smashingit



Meet 'Mrs Lovely Phonic' our phonics puppet who only eats the phonics she asks for... If she gets given one she didn't ask for, she spit it's out! It's gone down a treat #homeschooling #phonics #readwriteinc @AbbeyPrimary @RuthMiskinEdu



@AbbeyPrimary #rec #homelearning #phonics today d-j is practicing her phonics an writing the words as she sees them well done good job dj



- After the third read in school, children take a copy of their phonic book home. Parents are encouraged to hear their child read and record this in their planner. This encourages teacher-parent communication.
- Children also take home a RWI book bag book, which is carefully matched to their current phonic book, to reinforce classroom learning at home.
- Children have individual logins for Oxford Owl, where they can read their current RWI phonic book or re-read any past book online. There are also little quizzes to support these books too.
- We share videos from our RWI portal and QR codes sent home, for weekly EYFS and KS1 reinforcement at home.
- Children also receive half termly targets and a bookmark with the 'Red Words' they need to learn for their current phonic group.
- Each week, children have the opportunity to take a library book to support children's reading for pleasure, either from the class book area, or from the school book bus. This is a book that they can enjoy having read to them.

# Spelling




- Children are taught to use Fred Fingers to segment the sounds in each word to choose the correct grapheme-phonetic correspondence.
- Children use their non-dominant hand for Fred Fingers, so they can continue to keep them up to support them whilst writing the words.
- Children spell words daily during the word time part of the lesson.
- As children move through the programme, children will also use Red Rhymes to spell words that can not be sounded out – Tricky words.
- Children are encouraged to use Fred Fingers throughout the day, when attempting to do any writing.



You can support your child with sounding out words using Fred Fingers. For example,



p - a - n  
pan 

d - u - ck  
duck 

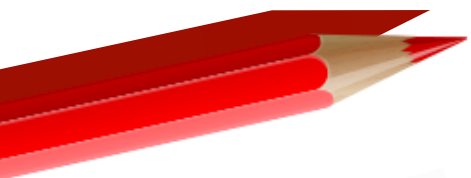
c - oi - n  
coin 

# Resources

- All classrooms across school, display the complex speed sound chart poster, to ensure pupils apply their sound knowledge to their writing in the classroom. These are also in all phonic teaching areas and are referred to during lessons. In addition to these, KS1 also display a sound frieze with sounds and picture on.
- Each reading teacher has their own set of teaching resources (sound cards, pinny, word cards, planning/teacher handbook etc).
- We have an extensive range of RWI phonic books and book bag books to take home. These are closely matched to their current phonic knowledge.
- We have props for each story, to help bring the book alive and give meaning to new vocabulary.
- Every reading teacher has access to the training video's on the portal that supports every aspect of the programme. Reading teachers can use these to boost their confidence and knowledge.

Complex Speed Sounds

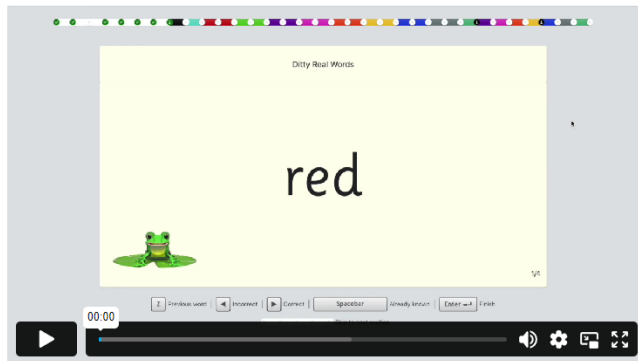
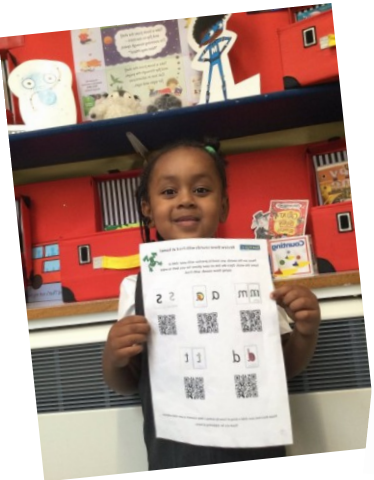
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti	ci		
ph	le	mb	kn	wr	se	ce	s	se			
b	c	d	g	h	j	p	qu	t	w	x	y
bb	ck	dd	gg		g	pp	tt	wh			ch
ch		dge			dge						tch
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-e	y	i-e	ō-e			
					ai	ea	ie	oa			
					e	e	i	o			
oo	oo	or	air	ir	ou	oy	ire	ear	ure		
ū-e		oor	are	ur	ow	oi					
ue		ore	aw	er							
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# Role of the Reading Lead

- Meet regularly and communicate with the SLT - remote progress meeting termly, development day once a year, with our reading consultant assigned to our school and data.
- Ensure lessons are monitored and regular coaching takes place.
- Carry out assessments and track each child's progress.
- Identify children who need 1:1 tutoring to ensure they make progress.
- Ensure all staff receive appropriate support and training.
- Lead weekly practice session, so staff can practice elements of the programme, to be more confident, when teaching the children.
- Support parents through workshops, so they can support their child at home. This also includes sending phonic information packs for starting strong in Reception and how to support Year 1 children with the Phonic Screening Check.
- Make QR codes for the weekly sound video links and also send them via Parentmail to reinforce learning from school.
- Make sure reading teachers have all the resources to teach their lesson.



A quick top tip to ensure a successful Online Assessment!

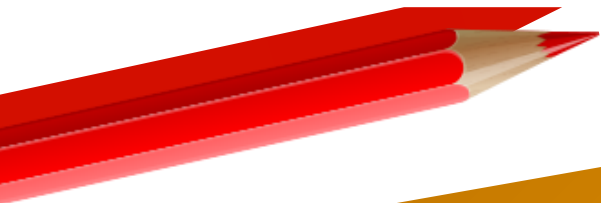
# SEND, EAL, PP and lowest/first 20%



*“Schools are expected to enable access to appropriate phonics instruction for pupils who have complex needs. Under the Equality Act 2010, they need to make reasonable adjustments to enable pupils have full access to the curriculum and participate in it.”*

*The Reading Framework 2023*

- Our aim is for children to make progress, using RWI phonics strategies for reading and writing. Quality first teaching is our first step to ensure progress is made. When progress is below the expected standard, we plan and implement daily intervention to support these children. We understand that early intervention is crucial in order to ensure children receive support as early as possible which will enable them to reach their full potential. For children that continue to make slow or concerning progress despite cycles of interventions the Phonic Lead will liaise with the SENDCo or Speech and Language Lead, who will advise and seek next steps.
- Additional resources are used to support SEND learners where required, such as using sound cards and words on card during the assessments, rather than the assessment paper, enlarge or print books on a different colour paper, use pencil grips or heavier weighted pencils.
- The EAL Lead supports new EAL reception children during the first term. EAL parents are invited to a meeting where we work together to help them learn the sounds and show them how they can help their child at home. We worked with Oxford University Press to produce RWI information booklets in different languages to further support our parents, so they are able to support their child at home.
- We can also use the RWI non-verbal assessment for those children who require it.
- Staff know to have their ‘Spotlight’ children near them, so they can assess if they need to give extra support, during the lesson. They also feedback to the 1:1 tutor, so they can reteach/review, when they work with that child in the afternoon.

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- In KS2, Those children who are not fluent readers will continue with RWI phonics until they are confident with their early reading skills. These children have separate phonics to KS1, to ensure they are in smaller groups. This proves to be more effective and impactful to the children.
  - These children and any children who didn't pass the PSC in Year 2, will also receive 1:1 intervention in the afternoons to close any sound gaps or to support fluency.



KS2



Every child a reader!