



# Reading and Writing in Reception and Key Stage One

**Creating Learners Without Limits**

At Victoria Primary Academy we use the Read Write Inc (RWInc) method for the teaching of phonics, reading and writing in Reception and Key Stage One. RWInc phonics is a systematic synthetic phonics programme.

RWInc, developed by Ruth Miskin, provides a structured and systematic approach to teaching English in EYFS and KS1. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

RWI is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.

Children are taught in small ability groups by well trained teachers, Higher Level Teaching Assistants and Teaching Assistants.

Children develop their phonic knowledge alongside reading comprehension and writing skills whilst also acquiring a wide vocabulary. They learn to read easily, fluently and with good understanding, use discussion in order to learn and to write clearly, coherently and accurately and are encouraged to read widely.

## **Reception**

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Children in Reception are taught as a class initially as they learn the first 31 sounds and begin to blend. After approximately six weeks children are assessed for the first time and put into smaller groups according to their learning. They are reassessed and regrouped for accuracy and fluency every term (approximately 6 weeks).

We use NELI (Nuffield Early Language Intervention) in Reception to develop children's vocabulary, listening and narrative skills and to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.

## **Year One and Year Two**

Children will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics and Get Writing last for one hour.

Children in years one and two continue to be assessed every term as they move through the Phonics programme. From October onwards in year 2, as they reach the end of the Phonics programme, children begin to move into English groups using The Write Stuff and daily teaching of reading.

## **Reading**

Story books are matched to the sounds children know so that they develop accuracy, speed and confidence

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts
- Learn to read words using sound blending (Fred talk)
- Read lively stories featuring words they have learnt to sound out
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'

### **Writing**

RWInc is not just a phonics programme. It teaches children to read accurately and fluently with good understanding and to write accurately and coherently, articulating their thoughts and ideas at every step.

When using RWI to write the children will:

- Learn to write the letter/letter groups which represent the 44 sounds
- Learn to write words by saying the sounds and graphemes (Fred fingers)
- Learn to write sentences and use punctuation
- Formulate and write short paragraphs of writing
- Use exciting vocabulary
- Spell accurately
- Become confident writers

### **Talking**

When using RWI the children will also work in pairs:

- To answer questions
- To take turns talking and listening to each other
- To give positive praise to each other

### **Handwriting**

Handwriting is taught in context as an integral part of phonics lessons and practised discretely. We have adopted the letter formation and joins set out in RWInc.

### **Fred Talk**

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

[Speed Sounds Sets 1, 2 and 3 for Foundation Stage and Year 1 - YouTube](#)

Fred is a frog who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, bl-a-ck.

[Read Write Inc. Phonics: Ruth Miskin on how to teach blending to children - YouTube](#)

### **Phonics throughout the day**

Additional phonics (pinny time etc) is used throughout the day to ensure that pupils have the opportunity to practise and consolidate their learning.

"Talk through stories" extends and deepens children's vocabulary systematically so that they can understand the books they will soon be able to read for themselves.

## **Assessment**

Children are assessed every 6 weeks and regrouped. If children begin to fall behind they are supported to Keep up Not Catch up with the use of one to one interventions.

## **Helping at Home Read Write Inc Books**

- Children read the speed sounds page first
- Then read the green and red words page
- Check the child understands the meaning of words on the vocabulary check page
- Children should read their book every day
- Children keep the same book for either 3 or 5 days
- They move to a new book together as a group
- Children need to read their book with fluency and expression
- Children should be able to have a good comprehension of what the book is about
- At the back of the book are find it/prove it questions for you to do with your child.

## **Reading stories at Home**

Reading a whole range of stories, rhymes and poems to your child at home supports their reading development. Being introduced to new vocabulary, plots and characters ensures they will become keen readers over time.

## **The RWInc approach**

Key to the success of the RWInc. programmes is their ethos which we fully embrace as a school since it encapsulates our approach to teaching and learning here at Victoria enabling us to provide the best opportunities for all of our pupils.

**Participation:** Every child is engaged throughout the lesson using My Turn Your Turn (mtyt) at the simplest level which encourages children to say and share ideas out loud, manipulating language, taking turns as we change and build sentences.

Turn to your partner (ttyp) encourages children to talk together, listen carefully and build on what each other says. Children teach their partner something previously explained by an adult. To really know something they will need to be able to explain to their partner. No hands up.

We use a variety of feedback techniques built into the programme including choral, word wave, choose two, paraphrase and popcorn.

**Praise:** Genuine praise forms an important part of how we ensure children succeed; focusing in particular on how they work together as teaching and talk partners, praising each other and being supportive, the programme creates an enthusiasm for learning.

**Pace:** Children are engaged through pace and a commitment to get them reading quickly.

**Purpose:** Each activity has a clear purpose shared with the children. Adults and children know what they are teaching / learning and why, whether it is word reading, transcription, comprehension or composition.

Adults model the behaviour needed for effective learning, using Think out Loud, TOL, to demonstrate the thinking necessary for an activity / learning. RWInc fosters a passion for seeing all children make rapid progress.

**Linked Texts**

Teachers read linked texts alongside each phonic text. Linked texts are real stories that are similar to the phonically decodable texts the children use in their lessons.