



West Drayton Academy

Believe • Empower • Achieve



EARLY READING



READ, WRITE, INC PHONICS

INTENT

At West Drayton Academy, our aim is to ensure every child learns to read quickly and continues to read widely and often. To ensure children are given the best start in learning to read, we have chosen a DfE validated synthetic phonics programme - Read, Write, Inc (RWI). We use RWI to systematically teach all children to read accurately, fluently and with good comprehension.



IMPLEMENTATION

In Read Write Inc. Phonics 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
- Acquire good handwriting.

When children start school in September, we ensure they are given the strongest start by developing their early oral blending skills. We ensure phonics sessions are timetabled across Reception and Key Stage 1. We want children to develop a love of reading therefore we make the teaching of phonics a priority. When children enter Key Stage 2, if they have not yet mastered the skills for decoding they will continue to receive phonics provision until they are fluent readers.

Alphabetic Code

Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent the 44 speech sounds. We teach children the sounds and the letter, or groups of letters, that represent each phoneme. Children in EYFS and KS1 are taught a daily phonics session for 40 minutes, led by a teacher or LSA. Grapheme Phoneme Correspondences (GPC's),

otherwise called speed sounds, are grouped into three sets including the additional sounds. Simple mnemonics are used to help all children grasp the letter-sound correspondences quickly. This learning is taught and consolidated every day.

Set 1 Sounds

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

Set 2 Sounds

ay	ee	igh	ow	oo
oo	ar	or	air	ir
ou	oy			
Additional Sounds				
ue	ie	au	e-e	
kn	ck	wh	ph	

Set 3 Sounds

ea	oi			
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

Decodable Books

Decodable storybooks are closely matched to children's increasing knowledge of phonics as well as the red words which aids success. Each week, we focus on a storybook which we reread to support children's increasingly fluent reading and comprehension. We also give children opportunities to practise reading both real and nonsense words, letter formation and spelling words.

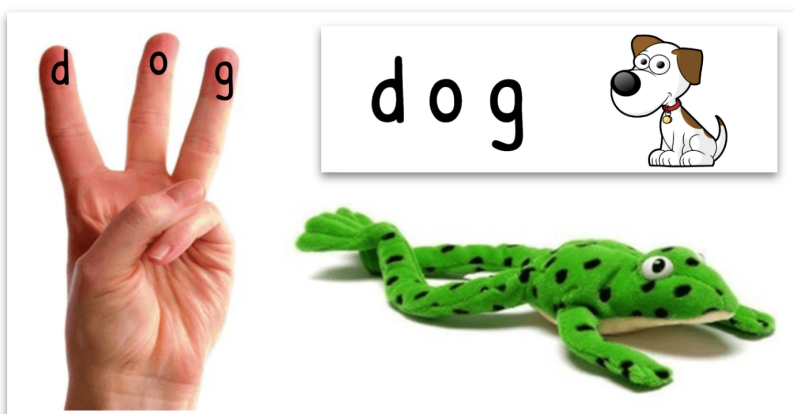
Grouping by Stage not Age

Teaching and learning focuses on what children already know and what they need to learn next in order to make the best possible progress. Each group follows planning which is adapted to meet the needs of the groups. The RWI groups are organised according to the specific needs and the specific sounds and letters the children require.

Speed Sounds	Progression of Storybooks
Teach Set 1 & Blending m, a, s, d, t i, n, p, g, o c, k, u, b f, e, l, h, sh r, j, v, y, w th, z, ch, qu x, ng, nk	Blending with magnetic sound cards
Focus on Special Friends sh, th, ch, qu, ng, nk	Red Ditty Books Ditty Photocopy Masters
Teach Set 2 ay ee igh ow oo oo ar or air ir ou oy	Green Storybooks
	Purple Storybooks
Teach Letter Names	Pink Storybooks
Teach Set 3 ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure	Orange Storybooks
	Yellow Storybooks
	Blue Storybooks
Additional Sounds ue, ie, au, e-e, kn, ck, wh, ph	Grey Storybooks

Children who are still learning to blend receive daily practice to develop their oral blending skills through word time. Fred frog is a soft toy used in lessons to engage children in developing their blending skills. Fred only talks in sounds therefore children need to help Fred to blend. For example,

Fred says d-o-g, children say dog, Fred says l-igh-t, children say light. Teachers/LSA's use Fred to model 'Fred Talk' during phonics sessions as well as throughout the day Fred is also used to play 'Fred Talk' games. Fred also helps children learn to spell words. Children segment (break down words) into sounds using their 'Fred fingers' then they pitch the sounds they can hear on their fingers before writing down the word.



Magnetic boards and letters cards are used to support children who are still learning to blend. Children learn to identify letter shapes as they select the appropriate letters to build simple words to improve both their blending and segmenting skills.

High Frequency Words (Red Words)

High frequency words that are not phonetically regular are taught as 'tricky words' known as Red Words and are practised frequently. We help children identify the 'tricky bit' in red words to support them to read these words more easily. These words are printed in red font in storybooks to help children identify them.

Red Words All children to practice reading the words across the year, then they return to be read and used in their writing and reading.

I	to	said
the	you	your
no	go	to
of	are	he

"Help!" said Flip.

"Buzz buzz," said the bug.

Green Band RED WORDS

the
your
said
you
my
I
he
are
of
no

Read Write Inc.













I the

you your

said was

Expectations

This table provides RWI teachers with what to teach their group to ensure their group receives specific teaching to meet their needs. Once children can read the group's focus sounds and words confidently they are ready to progress to the next stage.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk Maximum two weeks
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Professional Development

At WDA, both teachers and learning support assistants receive ongoing refresher training to deliver the RWI programme effectively with both whole class and/or small groups of children. The Reading Leader coaches all RWI teachers to ensure teaching remains of the highest quality. Areas for development are shared and RWI teachers have access to training videos to further develop and refine their practice.

Intervention

The RWI motto for children who are falling behind is 'Keep up, not catch up'. We have trained LSAs who support children on a 1:1 or small group basis, to fill any gaps that have been identified from monitoring in phonics lessons and through formal assessments. These interventions are regularly reviewed so children only have intervention for as long as it is required.



All Year 1 children and Year 2 children, who are new arrivals or did not meet the expected standard in Year 1, will sit a phonics screening check in June. Children who do not pass the phonics screening check at the end of Year 1 or Year 2 will continue to receive phonics support in the following year group.

Home Learning

We understand the value of school and parents/carers working in partnership to ensure children have the best opportunities to practise what they have learnt in school. We share links to virtual RWI classroom films that enable children to engage in sessions that replicate what they have been learning in school.




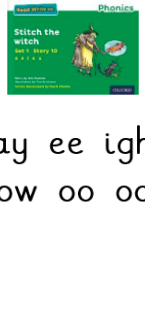
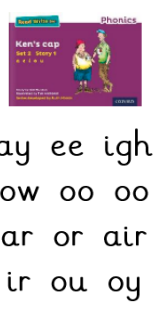
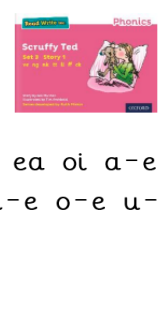
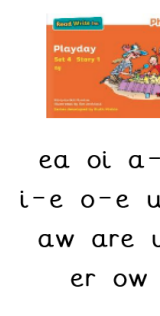
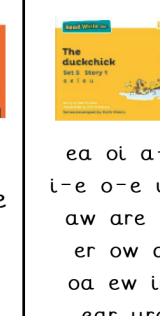
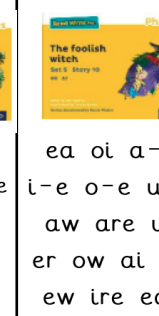
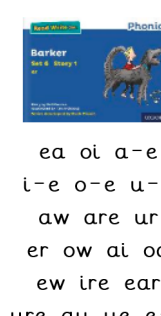



We offer parents the opportunity to attend information sessions and visit RWI lessons to ensure they have the knowledge necessary for developing early reading skills.

Each week, children receive a range of books and resources in their reading pack matched to their reading level and phonic knowledge. The RWI decodable reading scheme books are designed to reinforce classroom learning and accelerate progress through daily practice at home. See an outline of the books and resources below which are sent home weekly.



Early Reading Termly Expectations

Throughout the year, children in EYFS & KS1 work towards achieving the following expectation milestones to ensure they are on track to meet end of year expectations. By the end of Key Stage 1, our aim is for all pupils to read aloud age-appropriate texts accurately and with sufficient speed for comprehension.

Half Termly Expectations						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Read single letter Set 1 sounds (first 16)	Read all 25 Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories	Read Red Storybooks Read Set 1 Special Friends	Read Green Storybooks Read 4 double consonants	Read Green Storybooks Read first 6 Set 2 sounds
	m a s d t i n p g o c k u b f e l	m a s d t i n p g o c k u b f e l h r j v y w z x				
Year 1	Read Purple Storybooks Read all 12 Set 2 sounds	Read Pink Storybooks Read first 6 Set 3 sounds	Read Orange Storybooks Read 11 Set 3 sounds	Read Yellow Storybooks Read 17 Set 3 sounds	Read Yellow Storybooks Read 22 Set 3 sounds	Read Blue Storybooks Read all 28 Set 3 sounds and additional graphemes On completion of RWI phonics children progress to the RWI Comprehension Programme
						
Year 2	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks with fluency and comprehension	Whole Class Reading Comprehension High quality texts Skills focused			
						

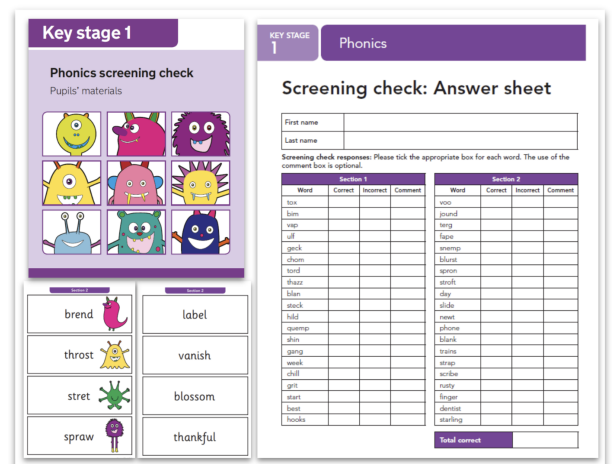
IMPACT

We measure and monitor progress throughout the year using both RWI assessments and previous phonics screening checks. Children are assessed every half term and grouped according to their phonetic knowledge. Children who are identified as making less than expected progress receive one-to-one tutoring to target specific gaps within their learning. In addition to this, RWI teachers informally assess on a daily basis and address any gaps within the session and/or follow up lessons.

The Reading Leader regularly monitors the teaching of phonics to ensure all groups receive quality first teaching to enable children to make expected or accelerated progress. RWI teachers receive further training (through masterclasses, coaching/ observation and face-to-face feedback) to further develop their expertise.

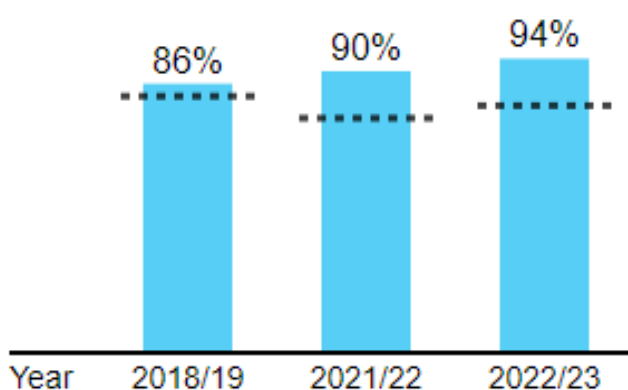
At the end of year, we administer the statutory Phonics Screening Check to all Year 1 children and select Year 2 children who are first timers or those who need to retake the check.

In 2023, 94% of pupils met the expected standard in the phonics screening check in year 1 and 95% of pupils met the expected standard in the phonics screening check by the end of year 2. Children at WDA perform better than children nationally.



Phonics Screening Check

% pupils passing check in Y1



% pupils passing check by end of Y2

