



### Early reading Overview

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**Next review date due:** March 2024

#### **When do we teach RWI**

RWI is taught daily within our EYFS and Y1-2.

	<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>
<b>Autumn</b>	Welcomm and nursery rhymes	<b>Autumn 1</b> Daily 15mins (phonics) and formation	Daily 45mins	Daily 45mins
		<b>Autumn 2</b> Daily 30mins 20: phonics 10: spelling		
<b>Spring</b>	Welcomm, nursery rhymes and planned phonic games	Daily 30mins 15: phonics 5: spelling 10: ditties	Daily 45mins	Daily 45mins
<b>Summer</b>	RWI 15mins daily following RWI nursery handbook	<b>Summer 1</b> Daily 30mins 15: phonics 5: spelling 10: Books	Daily 45mins	Daily 45ins
		<b>Summer 2</b> Daily 45 mins 20: phonics 10: spelling 15: Books		

#### **Who teaches our RWI groups?**

RWI is led by a team of trained teachers and teaching assistants.

## **What resources are required to teach a RWI lesson?**

- Small speed sound cards
- Large A4 sound cards
- Fred the frog
- Red apron
- Power of the pointers (lollipop sticks)
- Green card (to make green words)
- Pink cards (to make red words)
- RWI book (linked to the sounds being covered that week.
- Blue display chart (book section)

## **Who plans for RWI and what time are staff given to do their planning?**

Each RWI group is planned for by the teacher or teaching assistant leading the group. The reading lead will monitor planning at points throughout the year. Teachers plan during their PPA time and teaching assistants are allocated a 30min session every week to plan and resource for their group.

## **CPD**

The Early reading lead trains and develops staff to ensure high quality teaching and learning for all pupils. This is done through tailored weekly training sessions. Alongside this, whole school CPD is offered when appropriate. Key staff attend external courses to develop expertise.

*\*Please refer to the RWI CPD document for weekly breakdown*

## **Home reading books**

All our pupils take home a RWI 'book bag book' that matches the phonics they are learning in school. We expect children to read at home at least 3 times every week and change their books once they have achieved this.

*\*Please refer to the RWI book banding document*

## **How do we group new pupils to our school?**

If a new pupil arrives within EYFS or KS1 teaching assistants will inform the Early Reading lead and assess the pupils to place them into an appropriate fit group.

Within KS2, class teachers will check with our school admin team to see whether the child passed their KS1 phonics screening test. If they did not meet the required pass mark, their name will be passed onto the early reading lead.

## Expectations for each Year group (Ruth Miskin guidelines)

	YR children can:	Y1 children can:	Y2 children can:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds  Blend sounds into words orally	Read Pink Storybooks  Read first 9 Set 3 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories  Read Set 1 Special Friends	Read Orange Storybooks  Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks  Read 4 double consonants	Read Yellow Storybooks  Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green or Purple Storybooks  Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

### How often are the pupils assessed?

We have 6 assessment points throughout the academic year. The pupils are assessed and the data is then entered into DCPRO to track progress.

### What is the expected level of progress between assessment points?

Expected progress: 1 group progress

*\*Please refer to RWI expectations guidance.*

### Reception Baseline

Our EYFS lead will assess pupils within the first few weeks of Reception. This acts as our baseline assessment to support us with tracking progress in the autumn term.

### How are the assessments organised?

RWI assessments are used and teachers use the 'teacher key' document provided with each assessment to accurately group our pupils. The assessments are carried out 1:1 by a trained member of staff.

For Fresh Start our reading lead assesses the pupils using RWI Fresh Start assessments and groups them following the recommendations in the Fresh Start teaching handbook.

### What happens with the data?

- RWI groups are re-set to ensure appropriate level of challenge.
- Interventions are planned.
- Appropriately pitched home reading books are set.

### RWI environment expectations

EYFS	KS1	KS2
Table top sound mats (sets 1-2)	Table top sound mats (sets 1-3)	Table top sound mats on the tables for lowest 20%
Set 1 frieze display in each RWI group area -Set 1 Autumn and Spring -Set 1 and 2 Summer	Complex sound chart	Complex sound chart
Simple speed sound chart in each RWI group area	Set 1, 2 and 3 friezes within intervention rooms (as appropriate)	Set 1, 2 and 3 friezes within intervention rooms (as appropriate)
RWI role play area with Fred frog and apron Autumn and Spring: set 1 sounds and green words Summer: Set 2 sounds and green words		Fresh Start intervention room set up as per guidelines.

### How do we support pupils with closing the gap?

- The lowest 20% RWI group is led by a class teacher.
- Pupils that make no progress between assessment points are classed as 'Stuck' and will then receive intervention.
- Interventions are personalised to suit the needs of individual learners. Please refer to our interventions table to see what we can offer our pupils:

Interventions (EYFS-KS2)	
Precision teaching	Target pupils
Welcomm	YN-R pupils
Blast 1 and 2	YN-R pupils
Fast Track Tutoring (Ruth Miskin)	Y3 and 4 pupils
Pre RWI skills sessions	Target pupils
Fresh Start	Years 5 and 6 pupils
*For children with high level language and communication difficulties a personalised provision plan will be developed to support in meeting their targets in liaison with specialist SEN services.	

## **KS2**

Years 3 and 4 pupils: Pupils access Fast Track Tutoring groups (Ruth Miskin) following the guidance in the Fast Track Tutoring handbook. This will be in addition to their reading comprehension lessons.

Years 5 and 6 pupils: Pupils will access Fresh Start groups (Ruth Miskin). We have a trained (Ruth Miskin Fresh Start training) expert leading on our Fresh Start program.

## **How does RWI work alongside other subjects?**

### **EYFS and KS1**

We use RWI vocabulary across all subjects when reading, writing and spelling reminding the children of the RWI phrases to support with remembering 'special friends' and using the resources within the classroom eg speed sound charts, frieze displays etc to support recall. We use the RWI handwriting formation phrases when teaching handwriting to ensure a strong link with RWI lessons deepening the children's understanding ensuring long term memory.

Within our EYFS we are developing the use of continues provision and beginning to consider opportunities to practise appropriate sounds outside of the RWI lessons in line with our termly expectations document.

## **KS2**

The complex speed sound chart is referred to when modelling to remind the children how to select appropriate graphemes for spelling. Each classroom uses the table top sound mats for the lowest 20% to support their growing independence when reading and writing.