



At Ormiston Meadows Academy, we use Read, Write, Inc (RWI) for the systematic teaching of phonics. The Read Write Inc. Phonic programme is for pupils who are learning to read and write. We teach pupils to: - decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills - read 'tricky' words on sight - understand what they read - read aloud with fluency and expression - spell quickly and easily by segmenting the sounds in words - acquire good handwriting. In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

In our teaching, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings- known as 'red words.' We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher and teaching assistants, supports their increasingly fluent decoding. Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the red words they have learnt. They can soon spell more complex words confidently and accurately.

Five Key Principles underpin the teaching in all Read Write Inc. sessions:

Purpose - know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about.

Participation - ensure every child participates throughout the lesson. We use the 'v to see' method for seating during the lesson. Spotlight children are identified and targeted during every session. No hands up! Management signals are used by everyone.

Partnership work is fundamental to learning, we use 'Turn to your Partner' throughout to develop speaking and listening skills and collaborative learning.

Praise - ensure children are praised for effort and learning, not ability

Pace - teach at an effective pace and devote every moment to teaching and learning. Minimal adult talk, more modelling.

Fred Talk.

Speaking like Fred helps children to understand that words are made up of sounds. We use pure sounds so that children will be able to blend the sounds into words more easily. Fred Talk is used throughout the day in order for children to practise this key skill. We will link Fred Talk to other areas of the curriculum to enhance learning.

Reading

Children will: • learn 44 sounds and the corresponding letters/letter groups using simple picture prompts • learn to read words using sound blending • read lively stories featuring words they have learned to sound out • after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

Writing

Children will: • learn to write the letters/letter groups which represent the 44 sounds • learn to write words by saying the sounds and graphemes • learn to build sentences orally using adventurous vocabulary • start with simple sentences and develop towards more complex ones by the end of the programme.

Talking

Talk allows children to fully participate in all lessons. They work in pairs so that they: • answer every question • practise every activity with their partner • take turns in talking to each other.

Nonsense words

Incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.