Willowpark Academy

Early Reading Strategy 2025/26

Updated September 2025

Date for review: September 2026

Early Reading Rationale

Early Years

Bold Beginnings (The Reception curriculum in a sample of good and outstanding primary schools) November 2017 Ofsted

'A good early education is the foundation for later success. For too many children, however, their Reception year is a missed opportunity that can leave them exposed to all the painful and unnecessary consequences of falling behind their peers. '

'Reading was at the heart of the curriculum in the most successful classes. Listening to stories, poems and rhymes fed children's imagination, enhanced their vocabulary and developed their comprehension. Systematic phonics played a critical role in teaching children the alphabetic code and, since this knowledge is also essential for spelling, good phonics teaching supported children's early writing. '

'Successful schools made sure that they gave reading, writing and mathematics in their Reception classes sufficient direct teaching time every day, with frequent opportunities for children to practise and consolidate their growing knowledge. The headteachers made sure that their curriculum was fit for purpose, so that children were equipped to meet the challenges of Year 1 and beyond. '

The Rose Report 2006 Independent review of the teaching of early reading. (Although an old document, this is still very relevant to today.)

'It is important for schools to offer a coherent reading programme in which 'quality first teaching' as defined by the Primary National Strategy and intervention work are closely linked. While interventions for children with reading difficulties will always be necessary, the need for them is likely to be much reduced by 'quality first teaching'. This is because such teaching identifies incipient reading difficulties, and this enables appropriate support to be provided quickly, thus minimising the risk of children falling behind. It follows that investments in 'quality first teaching' not only brings greatest benefit to children but is also likely to yield the greatest value for money.'

The Early Years Statutory Framework 2025

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

'Communication and Language

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The quality and variety of language that children hear and speak throughout the day is crucial for developing their understanding, vocabulary and their ability to communicate effectively with others. By introducing new vocabulary through reading to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing children with extensive opportunities to use and embed new words in a range of contexts, all children have the opportunity to thrive. Through conversation, story-telling and role-play, where children share their ideas with support and modelling from their teacher, children become comfortable using a rich range of vocabulary. The frequency and depth of these daily exchanges, and the confidence that develops when children are involved in positive communication, are fundamental to their progress.

Communication and Language ELG: Listening, Attention and Understanding

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending;

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

English

Educational Programme

Reading consists of two dimensions: word reading and comprehension (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is also crucial for children to develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading.

Key Stage 1 The National Curriculum 2014

'Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be

encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.'

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

'It is essential that teaching focuses on developing pupils' competence in word reading and comprehension; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'

'During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.'

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.'

'By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.'

'During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.'

Key Stage 2 Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Statement of Intent

The systematic approach to phonics at Willowpark Primary School:

At Willowpark Primary Academy we inspire all children to develop a love of reading. We want our children to know stories and rhymes by heart because they hear them regularly. We aim for all our children to learn to read phonetically and enjoy and understand age appropriate books.

At Willowpark, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Using the RWI Scheme we aim to teach children from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- spell words containing each of the 40+ phonemes already taught by segmenting the sounds in words
- spell common exception words
- add prefixes and suffixes to previously taught words
- spell effortlessly so that all their focus when writing can be directed towards composition

Implementation

At Willowpark, we have developed five learning behaviours which encourage and develop co-operative leaning. They develop cognitive skills, motivate and promote social engagement in learning. Learning behaviours are modelled and children are rewarded either individually or collaboratively through the use of the Class Dojo reward system. *See Teaching and Learning Policy for more information.*

At Willowpark, these skills and behaviours are embedded within daily RWI Phonics lessons. By focussing on the teaching of skilled word reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to pronounce unfamiliar printed words (decoding) and speedily recognise familiar printed words. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

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. Partnership work is fundamental to 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

Passion – be passionate about teaching so children can be engaged emotionally.

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching approach to Phonics; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- RWI teachers have all of the RWI resources needed to teach RWI and they follow detailed lesson plans to maintain consistency of the teaching of reading across every RWI lesson, irrespective of the RWI reading teacher.
- Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.
- Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

We assess all pupils from Reception to Year 6 who are accessing RWI or Fresh Start. We use RWI assessment materials and we use this data to assign them to their correct RWI or Fresh Start Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We have a tracking system which identifies the sounds which should be taught to each year group in each individual term matched to RWI decodable books. We assess and track the phonic progress that pupils make every 6-8 weeks and at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program. Those in Year 5 and 6 are taught using the RWI Fresh Start programme. The impact of high-

qualify synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Willowpark pupils is in line with or above that of Oldham and national standards.

Teaching and Learning

RWI Phonics is taught daily in Reception and Key Stage 1 and for those in Year 3 -6 who are struggling to read. Those in Year 5 and 6 will be taught using the RWI Fresh Start Programme.

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.

At school we use a puppet called Fred 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, b-l-a-ck.

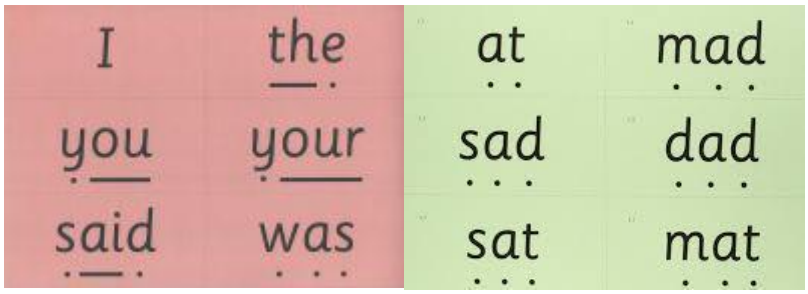
The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in three sets. For order of teaching see **Appendix 1**

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

Nursery

Initially, during the autumn term children develop a love of language and enjoy listening to stories. Initial letter sounds are introduced informally with the children contributing to a 'sound table'. EYFS staff use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. During the spring term, Nursery teachers use phonic flashcards to teach two Set 1 Speed sounds per week with the aim that, by the end of the summer term, all Set 1 sounds will have been taught. During this process children hear the sound, see pictures of objects that start with that sounds, hear a phrase to assist the children to help remember the sound, see the grapheme, and then write the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk.

Reception

During the first few weeks of Reception, a Baseline RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child. As a result of this assessment, classes are split into small homogenous groups. This grouping allows for those children that know many sounds to focus on learning the technique of assisted blending and then to quickly progress to independent blending. Children that know some sounds are taught unknown sounds then also progress onto assisted blending. Children that know none or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition and Fred talk. Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily.

Key Stage 1

In Key Stage 1 pupils work within homogenous groups, across both year groups (Year 1 and Year 2 children), which reflect their performance in RWI phonic assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every six to eight weeks and the RWI groups are reorganised accordingly. Key stage 1 English lessons occur from 9:10 until 10:15.

RWI is taught daily in English lessons. Children are grouped using RWI assessments will be taught Set 1, Set 2 or Set 3 sounds accordingly. For those children learning Set 1 and Set 2 sounds this part of the lesson includes:

- Say the Sound
- Read the Sound
- Review the Sounds
- Write the letter
- Speed Write
- Fred Talk
- Word Time Reading
- Spelling with Fred fingers

For those children learning Set 3 sounds, teachers explain children are going to learn a new way of writing a sound we already know e.g. child already knows ay from Set 2 so teach a-e. The lesson includes:

- Say the Sound
- Read the Sound
- Review the Sounds
- Word Time
- Read the words
- Review the words
- Alien words
- Spell with Fred Fingers

- Spell Review

- Children have daily **RWI Phonics Speed Sounds** sessions which are followed by reading lessons.
- Day 1- 3:- RWI **Reading sessions** using matched RWI Phonics book take place. We follow the plans outlined in the RWI handbooks. Reading strategies are modelled as are strategies to answer retrieval questions. Reading is guided where appropriate with increasing partner work and independence over the course of the three days
- Day 1-3:- **Story Explorers.** After the RWI Reading sessions, the third part of the lesson is based on a RWI linked text or curriculum matched text where children answer questions orally, fastest finger questions (retrieval) and have a think questions (inference) dependent upon ability. Over the course of the three reading days, this becomes increasingly independent through the guided, partner and independent model. At Willowpark, we use the P.I.C.C a text approach to reading and writing (See English Policy) so Day 1 -3 will focus on prediction and interrogation of our Story Explorer text.
- On day 4 and 5 children will still have their daily phonics session. This is followed by a quick read of red/green words and their RWI book. The main focus of lessons on Day 4 and 5 is writing. Again, writing lessons will follow the P.I.C.C. a text approach and include capturing ideas and creating writing.
- Once a child is able to read Grey level RWI books, they will then move on to the KS2 English Programme.

Key Stage 2

In English lessons children are given the opportunity to explore a wide variety of high quality fiction and non-fiction texts. These texts give children the opportunity to develop their reading fluency and understanding and to develop a wide vocabulary by exploring the meaning of words in context. VIPERS are used to develop and teach reading skills and familiarise children with different question types. We use the P.I.C.C a text approach to reading and writing in KS2. For further information on lesson structure see English Policy.

Children in KS2 have reading books matched to phonic ability whilst still on the RWI programme. The child will take home a copy of the black and white book they have been reading in school and a RWI matched book bag books with the same sound. When children finish the RWI programme, they take a book home on based on their reading fluency age and where appropriate, children choose their own books with teacher direction. Home readers must be brought to school every day with an expectation that children read daily at home. See Home Learning Policy for more information.

We use the P.I.C.C. a text approach to reading and writing. Writing lessons are closely linked to the reading objective and children write to entertain, inform, discuss and persuade following the long term plan for the year

Assessment for Learning:

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool.

Assessment is a critical element of our programme. The teachers' assess:

- pupils' phonic knowledge

- the speed at which pupils are able to read the text

- their understanding of the stories they read

Reading Interventions and 1:1 Tutoring

The bottom 20 %of readers in every class are identified by the Reading Leader. These pupils will read every day with an adult and 1:1 Fast Track Tutoring put in place to ensure rapid catch up. Progress will be tracked by the Reading Leader, Phase Leader and class teacher.

The reading progress of all other children in the class will also be tracked with children either reading 3 x weekly with adults or once weekly where appropriate. This depends upon need. Children at risk of falling behind in Upper KS2 will work with a trained Teaching Assistant using the **Fresh Start** programme.

Home Readers

Children are expected to read daily at home with parents and have their reading diary signed. Home readers will be matched to phonic ability or reading age where appropriate. Fluent readers in KS2 will chose their own book guided by the teacher and matched to ability to stretch and enjoyment. In addition, all children are able to take home a reading book of their choice to share with family and friends. For more information, please see Home Learning Policy.

Formative Assessment:

Daily formative assessment opportunities are built into every RWI lesson. Choral response, group work, partner work, the small class size all allow teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities proved teachers with knowledge of which children are making slow, steady or speedy progress to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

Summative Assessment:

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using our Assessment Tracker. The assessment is conducted by trained staff and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated.

Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson.

Summative assessment is used to update tracking sheets, which monitors pupils' progress over time.

Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

Planning and Resources

Planning is completed on slides but is minimised as we follow the RWI blue print plans for teaching Phonics. This ensures consistency across the program, as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class.

Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil.

Every RWI teacher has their own box of RWI Resources these include: simple and complex speed sounds charts, small and large phonic flash cards, magnetic boards and letters, green and red word flash cards, phonics wall friezes and Fred the Frog. Set 1, 2 and 3 teaching sequence resources. RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally.

Inclusion

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language.

The 2014 National Curriculum states that:

'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development.

Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Role of the Subject Leader

The RWI Reading Leader:

- Oversees the assessment of all Reception & Key Stage 1/2 pupils and designate pupils to the correct groups
- Provide RWI teachers with a list of graphemes that their group requires consolidation of
- Assigns RWI teachers to RWI groups
- 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- Where necessary model lessons • Delivers a weekly practise session to all staff delivering the RWI scheme
- Ensures that all staff are trained on RWI Phonics and book regular development days with RWI trainers
- Does not have her own reading group but covers for staff absence, assesses, models and coaches RWI teachers
- Speaks with the head teacher regarding groupings, teaching spaces and other relevant matters
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Tutors children one to one and trains TAs to do the same
- Organises regular workshops with parents
- Liaise with class teachers to discuss the progress of children in RWI
- Provides class teachers with a report on children's RWI grouping, any sounds needed to be consolidated and also any additional comments

Impact

At Willowpark we aim for all our children to be confident readers. We aim for our children to achieve the Early Learning Goal for Reading in Reception and pass the Phonics Screening Check in Year 1. Alongside this we aim for all children to be off RWI by the end of autumn term in Year 2 and for children to be reading

fluently with a good comprehension of the story. We believe our children enjoy listening to stories & learn new vocabulary through them. Our parents understanding of reading and how to support their children in improving all the time.

Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

http://jollylearning.co.uk/ - Games and information for parents

http://www.phonicsplay.co.uk/ - many games to play

http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/ - fun games for the children to play

http://www.ictgames.com/literacy.html - fun games for the children to play

http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm - fun games for the children to play and information for parents

http://www.ngfl-cymru.org.uk/ - fun games for the children to play

http://www.starfall.com/ - fun games for the children to play

http://www.firstschoolyears.com/ - fun games for the children to play

Sparklebox - lots of resources to print off and help you support your child at home

BBC Bitesize - many games to play covering all areas of the curriculum

This link gives you an overview of how RWI phonics is organised.

RWI phonics

Please click on this link for the Ruth Miskin website where you can find more information regarding Read Write Inc phonics and Literacy & Language including useful videos and guides for parents.

Ruth Miskin website