

Bampton CE Primary School and Nursery



School Vision Statement

To be the best we can be for ourselves and others

Belonging, Believing, Building

Title of Policy	RWI Policy
Date Adopted by the Governing Body	September 2026
Review Date	September 2028

Introduction

This policy is intended to ensure that there is a consistent and progressive approach to the teaching of phonics throughout the school to meet the requirements of the National Curriculum. This policy should be read in conjunction with the school's Reading & Writing policies.

Intent

At Bampton CE Primary & Nursery School, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI) Synthetic Phonics Programme, which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that all 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
- Learn letter formation and handwriting skills.

Implementation

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 3,4, 5 and 6 follow Read Write Inc. Fresh Start.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Pupils are taught 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.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Pupils are taught to rapidly recognise 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.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception 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 supports their increasingly fluent decoding.

Children take home a copy of the lesson focus book (at the end of a 3- or 5-day cycle, depending on a child's reading group). In addition to this, children in year 1 they take home a 'Book Bag Book', and sometimes a non-fiction book, which are matched at the same level as the focus book.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils. Each week children choose a high-quality text from the class or school library.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible.

Early Years Foundation Stage

Nursery

During the Autumn and Spring term, children in Nursery spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the summer term, the focus of learning at this stage is to begin to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. When children are ready they are taught the correct letter formation using the RWI letter formation patter and we ensure that children achieve the correct pencil grip.

Reception

Reception children are taught Set 1 Speed Sounds using the RWI guidance document 'Making a Strong Start in Reception'. At the end of Term 1, children are individually assessed and grouped homogeneously according to their stage. Children continue to be assessed and grouped homogeneously at least termly. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan. It is our aim that all children leave the EYFS working in Green Storybook Group or above to be on track to achieve the expected standard for the Year 1 phonics screening check. Each term, the Phonics Leader identifies children at risk of falling behind the expected level & ensures that these children receive 1:1 Fast Track Tutoring to support them to 'keep up'.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting 45 minutes. This lesson starts with a 10-minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, decoding words, reading common exception words, decoding 'alien'/nonsense (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3-day/5-day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Children are assessed at least half termly; those who are at risk of falling behind the programme's pace and expectations are identified early, and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Phonics Leader.

Children in Year 1 complete the phonics screening check at the end of the year and if they are not successful in meeting the pass-mark they will retake the assessment the following year.

It is our aim that all children in Year 2 complete the RWI programme by the end of Term 2.

All classrooms and teaching spaces across the whole school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme if appropriate and/or receive additional targeted intervention to ensure they catch up with their peers.

A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books. Similarly, to the RWI programme, Fresh start pupils are frequently assessed, and progress is reviewed on a half termly basis.

Assessment and Monitoring

We assess all pupils following Read Write Inc. Phonics using the RWI assessments, at least termly (6 times a year) and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils are given appropriate books to take home for reading.

Shared Vision

A key element of the Read Write Inc Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching partners are trained in this approach to teach reading. The Reading Leader undertakes weekly Learning Walks and uses in lesson coaching to support high-quality teaching. The Reading Leader also provides regular CPD for RWI teachers and creates pathways to training videos on the Ruth Miskin website to support staff development.

The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

Impact

By focussing on the teaching of reading in the Early Years and KS1, using the RWI synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognising familiar printed words by sight. 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. The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Bampton Primary & Nursery school is inline with National Standards.