



Rationale for shared teacher guidance in Early Reading

This is a guide on how we teach Read Write Inc. at CAW. In this document you will find lesson structure, strategies, assessment and outcomes. Happy reading!

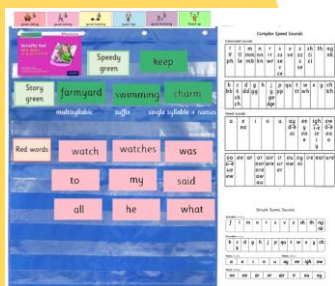
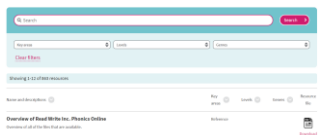

The Leadership of Reading

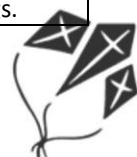
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The Teaching of Reading (RWI)

To best meet the needs of children in Reading, we adopt the *Read Write Inc* (RWI) approach with fidelity and follow the RWI pathway until children are confident and fluent readers. We use a variety of resources from RWI which include reading books that are closely matched to the child's increasing knowledge of phonics and red words. Children read books for 3-4 days and as they re-read the story, their fluency increases. Our reading lessons are taught in colour banded groups with others at a similar reading level, which allows for learning to be specific and for children to quickly progress between groups.

When Planning for Reading consider:

Stimuli/Resources/Environment	Websites/Staff Server	Planning support from	Timing/Dates/Events
<p>Lessons are taught sequentially using RWI reading books 1-10 for each set group. Successful reading lessons stem from high engagement in the story, in which children are excited to read and re-read the story. Consider how to engage students in the <i>Story Introduction</i> through resources/visuals.</p> <p>RWI resources and our learning environments are key in supporting children's reading. It is important that we prepare these resources ahead of the lesson and ensure consistency in our approach to using them.</p> 	<p>You will find all the resources for of your lessons on www.oxfordowl.co.uk. This includes all word cards, online handbooks and interactive resources.</p>  <p>On the system, in this location: > Staff Shared (T) > Reading > RWI > RWI 2023-24 you will find documents that can support your planning of Reading.</p> <p>We also have access to the RWI Ruth Miskin Portal https://www.ruthmiskin.com/en/ where there are many training videos available to all RWI staff.</p>	<p>Reading lessons are developed and adapted from RWI Handbook 1 & 2.</p>  <p>See 'teaching timetables' for each group in your box or on the staff server at: > This PC > Staff Shared (T) > Reading > RWI > RWI 2023-24 > Teaching Timetables</p> <p>Ensure your planning considers those moving out and moving into your group and how you will adequately support and challenge both to ensure progress amongst groups.</p>	<p>Pace is key to ensuring children achieve their best for each lesson and cover everything in the plan. Lessons must be completed in full so there can be full coverage of the book by the end of the week.</p> <p>Children will be assessed by the RWI lead as quickly as possible and the aim of the RWI pathway is to move them on as soon as they are ready to. If you think they are ready to move groups, put them up to be assessed.</p> <p>At the end of the Spring term, some Year 2 children split off to focus on comprehension and Year 3 readiness.</p> <p>In June, Year 1 children complete the Phonics Screening, consider how to ensure all children have learnt all sounds through phonics meetings.</p>





Content/Time

Our offer to all children

- a daily Reading lesson (45 - 60 minutes each)
- 4 minutes of pinny time daily
- 2 afternoon speed sounds lessons a week (10 minutes each)
- story time 4 days a week (7 minutes each)

Total: 6 hours a week

SEND Support

We offer to our lowest 20% of readers

- a daily Reading lesson (45 -60 minutes each)
- 4 minutes of pinny time daily
- 2 afternoon speed sounds lessons a week (10 minutes each)
- Daily virtual classroom videos (8 minutes each)
- story time 4 days a week (7 minutes each)
- Fred's Phonics club afterschool (30 minutes a week)
- Daily tutoring sessions (7 minutes each)

Total: 7 hours and 48 minutes





All SEND children and children working below the expected standard work with our Phonics Tutor daily to support their Reading progress. Our tutor reteaches sounds that they are finding it tricky to retain and supports children with fluency.

When planning for Reading, teachers consider how to best support all children regardless of attainment. This is done through the use of a 'V to see', spotlight children and accurate assessment.

In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work.

Phonics

The *Daily Speed Sounds* portion is fundamental for our Reading lessons to be effective. The *Set 1, 2 and 3 Blueprint lesson plans* should be followed and adapted using your teacher assessment. This part of the lesson lays the foundation for the skills children use throughout our Reading lessons and should be cohesive with the rest of the lesson. Ensure sounds/strategies taught are consistent throughout and assessed further during the lesson. Also consider your pace to ensure that the learning is purposeful, but the lesson can be completed.

Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Finger	Spell review
ay	See blueprint lesson on p.50.							
ee	 ee - what can you see? Choose 3-4 words: see, three, been, green, seen, keep, need, sleep, feel	 ee	 ee Spot the new sound in the pack.	 see Use Phonics Green Word Cards: see, three, been, green, seen, sleep	 spray Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 Ask children to read a few nonsense words printed from online: (Search for Set 2, Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2-3): see, three, been, green, seen, sleep	 Ask children to write two or three previously taught words.

Structure

Lessons follow a 3 or 4 day structure per reading book which has been adapted from RWI Handbook 1 & 2. You can find this 3 or 4 day structure on the teaching timetable for your Reading group. You can also find further information in RWI Handbook 1 & 2. The days on which this 3 or 4 day lesson structure occurs will be different each week e.g. *Monday, Tuesday & Thursday* then *Friday, Monday and Tuesday*.

In order for each child to achieve their best for each lesson, it is important to cover everything in your teaching timetable for the day you are teaching. Lessons must be completed in full so there can be full coverage of the book. On your teaching timetable, there are suggested timings for each activity. Use your teacher judgement in these cases but consider how you are going to cover all of the lesson in your RWI slot.

- **Daily Speed Sounds/Word Time Lesson** – Ensure you are teaching the correct set of sounds for your reading group. Teach the sounds in the order they are for your set. It is very important to include the word time lesson.

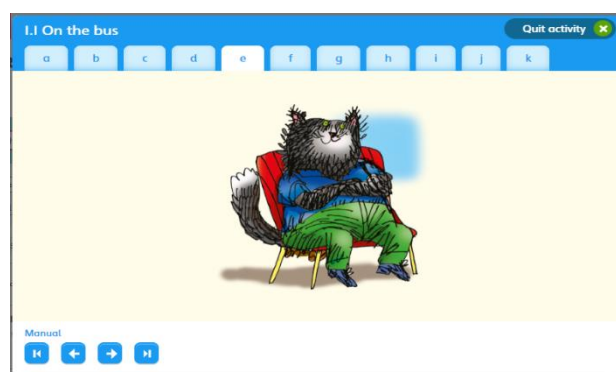
Green Group - Teaching Timetable

<p>Day 1</p> <ul style="list-style-type: none"> • Set 2 Daily Speed Sounds/Word Time Lesson: 10 min to p.50 - 10 min • Speed Sounds from the Storybook - 2 min • Story Green Words and partner practice - 5 min • Speed Green Words and partner practice - 5 min • Red Words and partner practice - 5 min • Story Introduction - 2 min • Fred Read (children) - 5 min • Read about (teacher) - 3 min 	<p>Day 2</p> <ul style="list-style-type: none"> • Set 2 Daily Speed Sounds/Word Time Lesson: 10 min to p.50 - 10 min • Speed Green Words and partner practice - 5 min • Read Words and partner practice - 5 min • Speed Read (children) - 5 min • Story Introduction - 2 min • Fred Read (children) - 5 min • Collect Home Reading folder 	<p>Day 3</p> <ul style="list-style-type: none"> • Set 2 Daily Speed Sounds/Word Time Lesson: 10 min to p.50 - 10 min • Think about the story book about - 4 min • Think Read (children) - 5 min • Children to talk about - 4 min • Storybook - 5 min • Storybook - 5 min • Collect Home Reading folder
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- **Speed Sounds** – Assess recognition and production of the sounds in your current reading book. Focus on those that are circled, as these are the focus sounds for the current book you are reading.
- **Story Green Words** – In our most successful lessons, teachers aim to ensure that children have read these words but that they also understand what they mean. Consider preparing visuals or quick discussions on word meanings. Use teacher judgement on which words should be 'Fred talked' and which should be read using 'Fred in your head'.
- **Red Words** – It is important that children are aware of the 'tricky parts' in these words which are circled. Incorporate call and response. Assess understanding during partner practise and 1st, 2nd and 3rd reads.
- **Partner Practice** – Ensure high expectations for the children working together. During this time, float around the room and support/assess children's reading and fluency.
- **Story Introduction** - Successful reading lessons stem from high engagement in the story, in which children are excited to read and re-read the story. Consider how you are going to make your children excited to read your story with visuals or resources!
- **First, Second and Third Reads** – During the first read children's focus should be on decoding each word to work their way through the story, during the second read children should be more familiar with the text and 'fred in their head' more often, during the third read children should be attempting to 'speedy read' with fluency.
- **Hold a sentence** – Use your teacher judgement as to whether this should be modelled or not. Consider how to make this oral rehearsal fun with different voices!
- **Think about the story** – Teachers should aim to push children to really explain why and how they know.
- **Questions to talk about** – In our most successful lessons, teachers aim to ensure that children know where in the text they can find this information. This is a very important skill to develop as they become fluent readers.
- **Proofread** – Use your teacher judgement on which elements to focus on.



Resources

RWI resources and our learning environments are key in supporting children's reading. It is important that we prepare these resources ahead of the lesson and ensure consistency in our approach to using them. Use your Resources checklist to ensure you are prepared to teaching your group.

Consider how you prepare for each lesson to minimise wasted learning time. Have your word cards ready and presented on your pocket chart. Think about how your learning environment allows children to successfully read their reading books without asking for support. Ensure you have the correct sound chart accessible for your group.



Red Words/Red Rhythms

For each Reading book, you will teach a list of red words that children will apply during partner practise and 1st, 2nd, 3rd reads. You can find which red words you are teaching in Handbook 1 or 2 for the specific lesson you are teaching. You will teach the red words found on the red words page of the story you are reading. Red words are particularly important as they contain uncommon graphemes that the child will not know called 'tricky parts' which are circled on the red word cards.

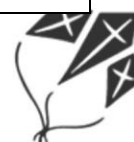


Refer to the following document for which red words are new and must be taught for each book:

This PC > Staff Shared (T:) > Reading > RWI 2021 > Red Words

☐ Name

Progression of Red Words through the storybooks





Once children reach Yellow group, they begin to learn to spell and recall red words using 'red rhythms'. We begin using letter names to spell these red words and remember their spellings. The 'tricky letters' of this spelling are said with a confused tone e.g. s a i d, the focus would be put on the a i as the tricky letters.

Home Reading

After the children have completed Day 3 or 4 of the teaching timetable, teachers send the paper 'book bag' book and the 'home reading' book home. It is important to give the children in your group the opportunity to read at home by ensuring these books are given out. You can ensure this by:

- Asking children to bring in their reading folders every day and putting them in the class tray
- Acknowledging that they have read in their reading logs – comment or stamp
- Recording those who have brought their books back

OxfordOWL

Home

Homework 6

Progress

Alongside this, children will also be sent out eBooks to their RWI ebook log in. This will be the book they are reading in class, as well as a quiz on the book they are reading in class to complete.



Blue Set 6 Storybook 8 Jellybean

Due on Sunday 20th February
16 days left

If a child in your group does not have their reading folder, do not send the reading book home with them. Ask them to bring their folder in the next day and give it to them then. If a child in your group does not bring their book back in when you are collecting them, ask them to bring it in the next day. If they do not bring it back in this time frame, speak to the child's class teacher who can discuss this with the family. In the classrooms where home reading is the most valued, class teachers track reading folders coming in and out of school and praise children publicly for this.

Assessment

The most effective Reading lessons are those which are taught with children's previous successes and/or areas for improvement in mind. The RWI pathway is designed to allow children to quickly progress between groups and assessment throughout the lesson is key to allowing this progress to occur. Is this child ready to move groups? What do they need to work on? Ensuring that your pace allows for all parts of the lesson to be taught is essential. Make use of the second/third pages

Children will be assessed by the RWI Lead as quickly as possible and the aim of the RWI pathway is to move them on as soon as they are ready to. If you think they are ready to move groups, consult the What To Teach When document and email ryanfaers@auroraacademies.org Please include their name and group.

WHAT TO TEACH WHEN			
Group	What to teach when	What to teach when	What to teach when
Blue	Phonics	Reading	Writing
Yellow	Phonics	Reading	Writing
Green	Phonics	Reading	Writing
Orange	Phonics	Reading	Writing
Red	Phonics	Reading	Writing

Written Outcomes

All children record spelling in their Reading exercise books every day. In SSA SSB and SSC, children practice letter formation in their books daily.

Children will also record written outcomes when they reach Rainbow Group. This supports teacher assessment in their level of comprehension. Written outcomes in other groups do not need to be recorded. Children will record their answers inside the booklet, as well as in their Reading exercise book. This will include a numerical date and purple pen will be used where appropriate.



City Academy Whitehawk – Teaching Guidance Documents 2020-2021

Learning outcomes	
Intended Learning	Demonstrable Outcomes
<p>The sounds your children are learning should be taken from the Handbook and will include either Set 1, Set 2 or Set 3 sounds. Ensure that you are including sounds from previous sets so that they are retained.</p>	<p>Pupils will demonstrate whether they have retained these sounds/red words during <i>Partner Practise</i>, <i>First/Second/Third Reads</i> and during your assessment throughout.</p>
<p>Your intended learning should be taken from the book you are reading and the colour band your children are working at e.g. <i>Purple Storybook 1 – Kens Cap – focuses on the sounds ll, th, ck and the red words the, of, to etc.</i></p>	
<p>Children will increase their fluency and pace through the structure of the lessons which allows for each book to be read at least 3 times. Consider how your expectations for each read differ in terms of fluency and pace.</p>	<p>Pupils will demonstrate whether they are increasing in fluency and pace when reading during <i>Partner Practise</i>, as well as taking part in <i>Jump In</i>.</p>
<p>Children will develop their comprehension of the stories they are reading during <i>Think about the story</i> and <i>Questions to talk about</i>. Consider how to improve these skills throughout all reading lessons through questioning and ensuring understanding of words.</p>	<p>Pupils will demonstrate whether they have understood the story during these activities and when answering questions by their teacher.</p>

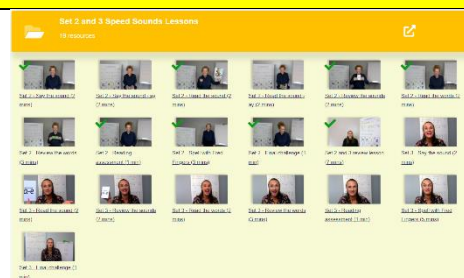
The Role of the RWI Leader

The RWI Leader is the first point of call for all staff involved in teaching RWI.

Each week the RWI Leader makes effective use of their non-contact time (2 hours per week) to assess children, support staff, organise resources (including sending out Virtual Classroom links to families), send out new grouping and communicate new responsibilities to group leaders, complete training and meet with other senior leaders. The RWI leader meeting weekly with the Phonics Tutor to coach and organise the week ahead. The RWI leader does not teach their own group which allows them to coach in reading groups daily. The RWI leader runs 2 weekly CPD sessions for group leaders to attend and follows the APC (assessment, practice, coaching) sequence to ensure all teachers are experts in their groups.

The Read Write Inc. Portal

Staff make ongoing use of the read write inc portal in practise sessions, as well as personal review of their practice. They may be directed to watch videos during coaching or informal conversations with the reading leader. Staff may also make use of the virtual classroom with children during lessons, using videos to teach the children and observe best practise. The RWI portal will be used during the induction process of new staff to familiarise themselves with RWI teaching.



Reading Practice Sessions

Each week all staff involved in teaching of RWI meet with the RWI Leader, to develop and practice. The content of these sessions is chosen by the leaders based on what they have seen during lesson visits and coaching, always with the aim of improving children's progress throughout the groups. Usually, these sessions are split by stages to make the content as relevant to their practice as possible. When reading leaders are next visiting lessons or coaching, they will look specifically for these content areas to check it has been improved upon.



Tailored training plan (specific to each group/staff member).
Practise session

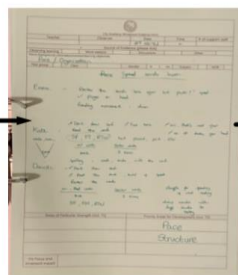
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise session	Target setting	Speed sounds lesson	Story/sounds green words	Partner practice	p/2m/3m read	Talk through stories	Talk through stories

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise session	Target setting	Speed sounds lesson	Story/sounds green words	Partner practice	p/2m/3m read	Talk through stories	Talk through stories

Coaching session

- coach sat at the front while teacher is teaching
- coach steps in when point of development comes up
- coach models
- teacher repeats

Feedback






Review

- monitored on a following week to ensure retained

In Development

We are always in the process of reviewing and improving our Reading offer. Whilst we are in the process of making sure our Reading teaching is to the best standard, the following points will be 'in development'. Once we feel confident that we have found the most effective ways of delivering this curriculum, these points will be updated in our Teacher Guidance document.

- QR codes for the virtual classroom, and how these are used consistently across EYFS and KS1

Set 1			
WARNING: These will expire on 31 st July 2024			
m 	a 	s 	d 