



Early Reading and Read, Write, Inc

At Wavertree C of E School, we view reading to be priority, and have high expectations for both the teaching and learning of reading. In 2018, Wavertree adopted the Read, Write, Inc scheme to support our early readers.

The Reading Lead is The Early Years Manager and Nursery/Reception class teacher. The Reading Lead meets half termly with the Head Teacher to discuss progress and groupings of individual children. All staff have been trained in the basics, RWI is predominately taught by the Early Years and Key Stage 1 staff. The Early Reading lead will hold weekly training sessions with individuals and whole team meetings, and will frequently drop in to lessons to offer one to one coaching when required. The Reading Lead attends half termly training from RWI in order to stay up to date with any changes to the programme, which she then feeds directly back to the team. The Reading Lead is in constant discussion with the RWI trainer ensuring that all children are being supported accordingly.

Assessment are carried out by the Early Reading lead and the Assessment Co-ordinator at the end of each half term, with mini assessments carried out half way through each half term by the class teacher. This ensures that children who are struggling are quickly identified, and supported accordingly, but also that children who are making rapid progress, are being challenged in the right group.

Children who do not meet the minimum half termly expectations of progress from Reception to year 2, have normally been identified as SEND, or have recently arrived to the setting.

All staff have the necessary resources to teach RWI, and friezes and charts are displayed where children can see them.

During the lessons, all children are taught to follow clear expectations for partner, class and group discussions including, the team stop signal, MTYT, TTYP, and all children are supported to ensure that questions are answered in full sentences.

Children are first introduced to RWI in Nursery. For the first term, children are supported in building their listening skills. Nursery children are then introduced to the RWI picture cards, and they will learn all of the set one pictures. Once in Reception, children are immediately assessed and then participate in a daily phonics lesson, grouped according to their phonetic ability. After the first 16 sounds have been taught, a further assessment is carried out to identify the children who are already falling behind. These children will receive additional phonic support through phonic intervention, 'Fred Talk' and 'Pinny Time'.

To ensure all children are working, and being challenged according to their individual abilities, children are streamed across the 4 year groups. The lowest 20% of children receive extra practice

in speedy reading of letter – sound correspondence, oral sound blending, and/or word reading from staff.

Pupils with SEND who have not met the standard of the check still make progress in learning to read from their individual starting points. Teachers pay particular attention to ‘Spotlight’ pupils who are in danger of falling behind during RWI lessons. New arrivals in year 3 and 4 not meeting Year 2 expectations, will access phonics with Years 1 and 2. New arrivals to years 5 and 6 not meeting the requirements, will take part in the ‘Fresh Start’ programme. The Reading Lead will assess these pupils’ knowledge every half term and then discussions will be held with the team regarding Next Steps. The Year 1 teacher analyses gaps in pupils’ knowledge using RWI phonic assessment in November, February and April. At the end of every half term, children are assessed and regrouped. One to one tutoring is organized for the children who are falling behind, and a portfolio is kept on the children who are receiving this support. All staff are encouraged to keep a log of lessons taught each week, and to identify children who are struggling, or any persistent absenteeism.

RWI storybooks are organized and are given out in sequence, and are not mixed with any other reading scheme in EYFS and KS1. Pupils re-read core storybooks at school and at home to build fluency. Pupils continue to follow RWI until they have read all blue and grey storybooks, reading familiar words speedily and decode unfamiliar words. Pupils in Nursery are given a storybook each week to share at home with their family.

Storytime is an integral part of the day with all teachers in EYFS and KS1 taking the time to read to their class at least once a day. To promote a love of reading, teachers show enjoyment of each story, using their voice and manner to make the meaning clear. Teachers read aloud, re-read and talk about stories to build familiarity and understanding. The EYFS will have a focused story of the week which is read daily to the children. Children also have access to a comfortable reading area in their classroom where space is not an issue. Where space is an issue, children have access to the school library.

Parents are supported on how to increase their children’s fluency in reading sounds, words and books via the school website and through a parent workshop delivered by the Reading Lead. Reception parents are invited in to a storytime session every Thursday, where they can sit and share books with their children and help them to develop a love of reading. Parents are often invited in to read the final story of the week to the children on a Friday.

Wavertree C of E School is determined that every pupil will learn to read, regardless of their background, needs or abilities.