



Read Write Inc. and Early Reading Policy

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Intent

At Willenhall, we want to give our pupils the tools to be confident, enthusiastic readers and writers. We use Ruth Miskin's Read Write Inc as our systematic and synthetic phonics program to support our early reading and writing journey. We start teaching phonics in Nursery by following the guidance in the 'Nursery handbook' and then ensure all pupils make a good start within Reception by following the '*Making a Strong Start*' guidance. Pupils are then taught Read Write Inc daily by skilled practitioners until they complete the program. Throughout the Early Years and into Year 1 we teach '*Talk Through Stories*' to ensure our pupils access tiered vocabulary to support their language development and comprehension. Through quality teaching and learning, we are committed to ensuring that all pupils build on their knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Within the Early Years and KS1 we endeavour to support pupils to become confident readers and writers both inside and outside the phonics lesson and across the curriculum. We want our pupils to be fluent, confident writers that enjoy writing for a range of purposes. To support our pupils in becoming writers we teach the Read Write Inc '*Get Writing*' which focuses on fundamental skills at the beginning of the program and builds on pupils' knowledge of spelling, punctuation and grammar as the program progresses. We are committed to narrowing the vocabulary gap by ensuring early reading books are closely matched to the children's phonic ability and as they progress through the program, they support opportunities to teach new vocabulary through reading and writing activities. We believe that all pupils should leave our school with the skills that enable them to read.

Implementation

Daily phonics, comprehension and writing in Nursery, Reception and KS1

- Children in our Nursery have a daily phonics lesson to ensure we are providing them with opportunities to practice pre phonic skills. During the Autumn and Spring term these lessons focus on oral blending, developing listening skills, body percussion, alliteration and rhyme.
- We ensure our Nursery children are supported with their early writing skills by facilitating daily handwriting lessons following the '*Dough Disco*' and '*Squiggle whilst you Wiggle*' programmes.
- For daily phonics, reading, comprehension and writing we follow Ruth Miskin's Read, Write Inc program from Nursery (Summer term) through to completion of the program in Year 2 (Spring term).
- Children make a strong start in Reception by teachers following the guidance set out in Ruth Miskin's '*Making a Strong Start*' document ensuring children learn and consolidate their set one sounds within the Autumn term.
- We support reading comprehension, vocabulary development and fostering a love of stories through teaching daily '*Talk Through Stories*' within our Nursery (Spring term), Reception and Year 1 classes.
- All staff follow planning from Handbook 1 and Handbook 2 timetables to ensure fidelity to the program.
- We follow the Read Write Inc '*expectations of progress*' to monitor progression ensuring that:
 - Children in Reception are taught to read and spell words using set 1 and some set 2 GPC's with fluency and accuracy.
 - Children in Year 1 and Year 2 review GPC's for set 1 and set 2 sounds where appropriate and are taught to read and spell words using set 3 GPS's with fluency and accuracy.

- As a school we have created a progression in writing document that links the skills taught in '*Get Writing*' lessons throughout the program ensuring that:
 - Children in Reception are taught to hold a pencil correctly, forming set 1 letters fluently and accurately supporting them in writing simple sentences that have finger spaces. They are also supported to correctly spell words with taught GPC's.
 - Children in Year 1 and 2 are taught to use age-appropriate punctuation, develop their spelling of green and red words, write with high level vocabulary and use age-appropriate grammar within their writing.

Ensuring consistency in approach and quality first teaching and learning (CPD)

- Tailored weekly practise sessions are delivered by the Early Reading Leader, focusing on identified next steps and using the training videos on the Ruth Miskin Portal to ensure the children receive high quality teaching and learning.
- Every member of staff has a handbook with planning and lesson structures to follow.
- Staff are given a resource pack with everything they will need to support their group to ensure consistency in approach and access to the Ruth Miskin portal and Oxford Owl.
- Weekly coaching sessions are planned, supporting all staff with the teaching of Phonics.
- The majority of staff have received 2 full days Read Write Inc training.
- Our linked RWI advisor supports the school for 3 days per year.

Keep-up interventions ensuring every child learns to read including those with SEND and our most vulnerable pupils

- Any pupil that requires additional practise to close the gap on their GPC recognition will have daily pinny time to ensure they are supported with learning and retaining their target sounds.
- Within Read Write Inc groups teachers identify their most vulnerable learners which we refer to as our 'Spotlight' pupils. These children will be targeted by their teacher throughout sessions and their progress within lessons will be monitored closely.
- Pupils that have additional needs (resulting in them not being able to access lessons) will receive 1:1 tutoring to follow the program in a supportive and inclusive way. Catch up videos (available on the portal) are used throughout the week to support with additional practise time for reading and spelling words.
- In addition to this, our lowest 20% readers read to an adult at least once a week to support their progress and access tutoring in addition to RWI.
- Children that did not pass their phonics screening test in Year 1 are targeted through daily phonics lessons matched to support them in closing the gap between them and their peers.
- In addition to the above we also support our youngest pupils with their language and oracy development by offering Welcomm intervention groups.

Teaching progression for phonics, reading, comprehension and writing activities.

- Each Read Write Inc group uses the '*What to Teach during the speed sound lesson*' document alongside their handbook to support teachers with knowing what content their pupils must learn during the sessions.
- Groups follow a ditty, 3-day or 5-day plan to teach the pupils appropriate reading, comprehension and linked writing activities to support their progress.

- All reading books used during groups are carefully matched to the pupil phonic ability.
- Read Write Inc strategies are embedded through the whole curriculum where handwriting phrases, sound phrases and punctuation mimes are used to link the pupils learning building on their long-term memory.
- We follow the Read, Write Inc '*Expectations of progress*' document to ensure progression for reading and have created a school '*Expectations of progress*' document to ensure the progression steps are clear for writing.

Home reading

- Ditty groups take home their ditty sheet as additional reading practise
- All pupils in groups A-C take home a letter formation sheet that matches the sound they have learnt that day.
- We expect children to read at home at least 3 times every week and change their books once they have achieved this.
- Teachers send home QR codes for the school portal to support parents with extra sound practise at home.
- We hold parent workshops to support their understanding of how we teach reading in school.

Environments

- Read Write Inc room displays are consistent across all groups.
- All teachers display their groups learning on their blue wall chart and ensure the correct frieze and sound charts are displayed to support learning.
- Teachers model using black pen on flip chart paper or whiteboards and ensure children write at tables with sound charts to support GPC.
- All Read Write Inc teachers ensure green words are printed on green card, red words are printed on pink card and nonsense words have the same monster character displayed on the card to support learning.
- Classrooms across the school have sound charts to support the teachers with modelling grapheme choices when spelling to support the children with their writing.

Impact

Assessment

- Our EYFS Lead will assess pupils within the first few weeks of Reception. This acts as our baseline assessment to support us with tracking progress in the autumn term.
- All pupils working within the Read Write Inc program are assessed every half term to regroup.
- Pupils are assessed 1:1 by a skilled member of staff from the assessment team.
- The assessment team is small and at each assessment point the Headteacher moderates assessments to ensure consistency of approach.
- Statutory assessment - Pupils in Year 1 sit the Phonics Screening Check. Any child that does not pass the assessment re-sits in Year 2.

How do assessments support teaching and learning?

- Assessments are given to class and group teachers, forming part of 1:1 reading and daily classroom targeting
- Assessment for learning is used daily within classes to identify children that need to be targeted, using teach 10 and test again approach