

# Bilston Church of England Primary School



## RWINC STATEMENT

### Intent, Implementation and Impact

#### Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year on year and sequenced appropriately to maximise learning for all children.

Mrs A Whitehouse

## **Intent**

Throughout the teaching of RWInc – phonics, the children are equipped with all the necessary skills that will enable them to become independent readers. Through using a range of techniques developed by Ruth Miskin training children will be able to gain confidence, stamina and speed when reading.

## **Key Stage 1 National Curriculum POS**

### **Pupil should be taught to:**

- ✓ Apply 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, including, where applicable, alternative sounds for graphemes
- ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ✓ Read other words of more than one syllable that contain taught GPCs
- ✓ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ✓ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ Re-read these books to build up their fluency and confidence in word reading.

## **Ambition**

To ensure school meets the requirements of the National Curriculum the use of Read Write Inc. is used in order to teach phonics and wider reading. All children are to complete daily RWInc sessions daily in reception and year 1. The addition of year 2 children who did not pass the phonics check in year 1 also complete a daily session. Children are assessed on their knowledge of single sounds, digraphs and tri-graphs.

### Set 1

m a s d t I n p q g o c k u b f e l h r j v y w z x

Including special friends sh th ch qu ng nk ck

### Set 2

ay ee igh ow oo oo ar or air ir ou oy

### Set 3

ea oi a\_e i\_e o\_e u\_e aw are ur er ow ai oa ew ire ear ure

Children work in coloured groups depending on their level and which sound set they are on. The children are then assessed every half term so that they can move groups. These sessions are taught over a 45 minute lesson, including a speed sound lesson at the start where children learn these sounds. In order to reach the children's full potential groups are kept small in order to allow for more focused groups. Staff have also all been trained in order to carry out these lessons. All staff were trained in Summer 2018 and for those who teach RWInc daily training is on going on the portal as well as through development days with our consultant Heidi Darby.

### **Effective Subject Leadership:**

The Reading Leader and RWInc lead Mrs A Boneham, currently being covered by Mrs A Whitehouse during her maternity leave. Both understand the importance of teaching children to read and have an understanding that this needs to be done systemically in order for a strong foundation to be formed. As RWInc has been developed within the school strong leadership has been needed in order to develop staff understanding and fluency within the scheme. The reading leaders have also works closely with the Ruth Miskin consultant Heidi Darby who completes a development day once a term. This close partnership enables support for the reading leader as well as offer guidance and support for the next term. She also shares new updates with the reading leaders as well as RWInc staff as she will do sit alongside sessions during the

RWInc lesson. The coordinators also reports to Governors regularly to discuss data and progress as well as how RWInc is meeting the needs of our children. Reports are also made on how resources, such as new reading books, are benefiting children in relation to the RWInc scheme.

### **A broad and balanced curriculum**

A broad and balanced curriculum is offered throughout the RWInc programme. Children are encouraged to read a broad range of texts as they go through the programme. Starting with simple stories, exploring a variety of characters through these. As the children progress they are able to explore not only fiction texts but non-fiction texts as well. Children are then able to use these skills to decode and read fluently longer texts resulting in better comprehension. Children now have access to a range of books which they can for reading for pleasure. These are colour coded to match the colour that the child is working on during RWInc sessions and allow for a wider variety of texts.

### **Impact**

The implementation of this curriculum ensures that when children leave Bilston Church of England Primary School, they are confident and able readers. They will be able to read with stamina and fluency.

### **Monitoring and Evaluation**

The curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload. As the reading leader it is important to not have a RWInc group. This allows for data analysis and well as CPD to occur in action whilst lessons are happening. It also allows for learning walks to take place periodically, especially during critical times such as the start of each half term when staff may be working with a new group. The information from the monitoring and evaluation then forms next steps and highlights the information which needs to be shared during weekly meetings.

## Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Bilston Church of England Primary School. RWInc data is shared with our RWInc consultant via the Ruth Miskin portal. This allows for data to be shared remotely as well as highlighting gaps in learning and which groups need additional support.

## 2019 Summer Data

Reception	No. Children	Group A	Group B	Group C	Diffy	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	Att+ expected
Baseline	60	100%													
Autumn half term	60	18%	37%	45%											62%
End of Autumn term	60		35%	38%	32%										67%
Spring half term	59		15%	27%	22%	19%	17%								58%
End of Spring term	55		12%	22%	14%	14%	14%	25%							53%
Summer half term	58		10%	2%	24%	10%	10%	17%	22%						54%
End of Summer term															61

Year 1	No. Children	Group A	Group B	Group C	Diffy	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	Att+ expected
Baseline	60	10%	8%	12%	23%	10%		20%	12%	5%					37%
Autumn half term	60	7%	5%	8%	15%	10%		27%	8%	7%	7%	7%			55%
End of Autumn term	61	7%	7%		11%	8%	8%	10%	10%	10%	15%	8%			42%
Spring half term	60	7%	3%			18%		12%	17%	10%	18%		15%		43%
End of Spring term	50	7%	7%				18%		12%	18%	25%			13%	38%
Summer half term	60	7%	7%				7%	10%		10%	23%	17%		10%	55%
End of Summer term	60	2%	7%	5%				10%	7%	8%	28%	38%		17%	37%

Year 2	No. Children	Group A	Group B	Group C	Diffy	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	Att+ expected
Baseline	60					5%		5%	10%	5%				75%	75%
Autumn half term	60					2%		7%	12%		2%	3%		75%	78%
End of Autumn term	60					2%	2%	2%	10%	5%	2%	8%		75%	70%
Spring half term	60							2%	7%	8%	2%		2%	80%	82%
End of Spring term	58						2%		2%	5%	10%			80%	80%
Summer half term	59							3%		2%	12%			63%	61%
End of Summer term	57							4%		5%	7%	2%		62%	62%

## 2020 Spring Data – Coronavirus Outbreak

Reception	No. Children	Group A	Group B	Group C	City	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	A1+ expected
Baseline	60	77%	15%	5%	3%										
Autumn half term	60	40%	38%	18%	2%		2%								50%
End of Autumn term	60	13%	28%	22%	16%	13%	3%	2%							58%
Spring half term	60	7%	8%	27%	17%	27%	7%		8%						58%
End of Spring term															0
Summer half term															0
End of Summer term															0

Year 1	No. Children	Group A	Group B	Group C	City	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	A1+ expected
Baseline	60		8%		15%	18%	8%	17%	26%		8%				58%
Autumn half term	56		7%	2%	14%	12%	10%	16%	23%		9%				48%
End of Autumn term	60		3%	3%		23%	10%	10%	27%	15%	10%	8%			50%
Spring half term	60		2%	3%	2%	7%	23%	0%	13%	12%	23%	17%			52%
End of Spring term															0
Summer half term															0
End of Summer term															0

Year 2	No. Children	Group A	Group B	Group C	City	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	A1+ expected
Baseline	60		8%					10%	2%	10%				70%	70%
Autumn half term	60		8%					3%	5%	3%	13%			67%	67%
End of Autumn term	60		8%					3%	5%	2%	15%			67%	67%
Spring half term	60			5%	2%	2%			5%	3%	3%			80%	80%
End of Spring term															0
Summer half term															0
End of Summer term															0

### How we are Improving Reading in 2020-2021

- Rigorous monitoring is to take place regularly – with NQT's and new or additional staff being given more support and consistent feedback.
- Engaging in the Early Reading project with the English Hub to improve the outcomes for early reading.
- Continue to develop one-to-one tutoring to close gaps in children's learning.
- Develop a pleasure for reading.
- New staff to shadow experienced RWInc staff in order develop their understanding, as training is not yet set up for Autumn 1.
- Continue to work closely with Heidi Darby particularly with Covid-19 guidelines.

To Be Updated July 2021