



At Folville, we aim for all of our pupils to become fluent, confident readers who are passionate about reading

We are confident that we can achieve our aim with Folville staff and families working together towards this goal.

Good readers understand and enjoy what they read. In order to do this, pupils need to be accurate word readers who read with fluency and at a good speed. This then allows them to focus on developing other reading skills, which deepen their understanding and enhance their enjoyment of what they read.

#### What is Read Write Inc and why are Folville using it to support pupils' reading?

While in Key Stage 1, most children gain the phonics knowledge and skills they need, and the ability to apply this confidently to reading. At Folville, we know that phonics knowledge and skills need maintaining and that for some of pupils, more practice is needed to help them make continued progress with reading and spelling. Synthetic phonics is the first stage in teaching reading – once this is achieved, and children have mastered alphabetic code, they can then focus on comprehension. At Folville, every child, regardless of their starting point, becomes a reader.

#### How do we support pupils?

At Folville, pupils are assessed regularly, which directly informs teaching and learning. Pupils learn through a variety of whole class, group and one-to-one learning. Frequent assessment and regrouping means that pupils are able to make accelerated progress to complete the programme and are integrated back into whole-class reading lessons as quickly as possible.

#### Delivery of Phonics

Each RWI session includes these key elements:

- **Hear it and Say it.** The children are introduced to the new phoneme (sound) and the [letter formation rhyme](#) linked to it.
- **Speeds sounds.** The children read the new phoneme and revisit previously taught phonemes.
- **Read it.** Children read the new sound within a real word (green words) and pseudo words (nonsense words). This enables children to develop their

decoding and blending skills. Children will be shown where the phoneme is on the speed sounds chart.

- **Write it.** The children are first taught how to correctly form each grapheme (letters) (supported with rhymes) and as they progress through the scheme they are taught how to write a word containing the phoneme. This is known as Grapheme Phoneme Correspondence (GPC).
- **Common exception words.** These words are words which cannot be sounded out (red words). Children have to learn to sight read them.
- **Read a text.** Children will then read a text (RWI story book/non-fiction). They will read the same book every day for one week to build up their confidence, fluency and accuracy.

### How does this work with Folville's whole-school reading system?

All pupils will bring home an Accelerated Reader book, and some also bring home a colour band 'sharing' book. Pupils who are having group and one-to-one phonics teaching will bring home a Read Write Inc. storybook matched to their current learning.

### **How can you help your child?**

- Visit the [Read Write Inc website](#) to access parent video guides and activity guides so that you feel more confident in supporting your child on their reading journey
- Allow your child to access Lexia or Nessy at home. We recommend at least 10 minutes per day.
- Try to listen to, or read to your child regularly. We recommend at least 10 minutes per day, but longer if you can. It can help to have a regular time set aside so that it becomes part of your daily routine, for example at bedtime or before tea.
- Find a quiet place to share your book where you can both feel comfortable and relaxed – learning needs to be a positive experience for you both. Be sure to praise your child for their efforts.
- Encourage your child to have a go at reading words, by using their phonics skills to read unfamiliar words and by working on building up their red word vocabulary.
- Talk about the meanings of words to help develop your child's understanding and use of language.
- Ask them questions about the text to develop and check their understanding. Click on the following links for some question stem ideas: [key-stage one](#) and [key-stage two](#).
- Encourage your child to read whilst you are out: food menus, newspapers, road signs, train timetables and so on.
- We recommend your child reads at least 3 times per week at home. They will bring home their reading scheme book to share with you. You may find your child brings home a book they have previously read - this is being encouraged to develop their fluency skills.