



Academies Trust

RWI -Phonics

Supporting Children to Learn to Read

A Guidance Document for Reading teachers

Overview of content

Purpose and research..... P3

Five principles of RWI.....P4-6

The Reading Framework and Role of the RL.....P7-8

Implementation of RWI.....P9-10

Engaging Parents.....	P11
Application of phonics into writing.....	P12-15
Developing an Oracy through RWI and beyond!.....	P15-18
References.....	P19

The purpose of this guidance

This guidance is designed to support reading teachers to effectively deliver phonics with a strong focus on pedagogy and practice. By valuing the key principles of RWI and ensuring the programme is taught with fidelity we can create a culture whereby children are encouraged to be highly engaged and motivated to learn how to read. In turn, impacting positively on outcomes in reading and phonics.

Reducing cognitive load - a research based approach for all.

As Sweller's research on cognitive load theory suggests there are simple and compound effects that can be used to improve the quality of teaching and learning. Within his research he outlined compound effects or implications for teachers to consider;

Element Interactivity Effect: Element interactivity can be altered by incorporating either more or less information depending on the expertise of the learner. Cognitive load is reduced by limiting and sequencing the information available.

Expertise Reversal Effect: Expert learners have more complex schemas which can be readily transferred to working memory. Instructional procedures and materials designed for novices contain information known by experts unnecessarily adding to cognitive load.

Guidance-Fading Effect: Over longer educational programmes learners gradually acquire more expertise. This increased expertise makes information and activities required by novices redundant. Instructional methods should change over the duration of a programme.

[These three compound effects show the inter-relationships between what we teach; how we teach it and what is learnt. A holistic perspective on content, pedagogy and the learning; what Bauersfeld (1979) referred to as the matter meant, the matter taught and the matter learnt.]

Transient Information Effect: Any necessary transient information must be actively retained in working memory increasing cognitive load. Non-transient information (e.g. a written text/diagrams) ensures all information remains available to the learner and allows for revisiting.

Self-Management Effect: Learners are taught to apply CLT principles to manage their own cognitive load. For example, when confronted with low-quality learning materials – multiple sources of information – they reorganise them into one integrated resource.

Sweller and Pass.F 2019

Five Principles of RWI

RWI teaching is also underpinned by five key principles that support with reducing cognitive load and help improve the quality of how teaching is delivered, these include;

● Purpose

Reading teachers can reduce extraneous load by presenting information in separate components of working memory. By sharing the purpose of each reading activity within the session we only expect the learner to pay attention to any one new thing at a time. If we are asked to learn too much often learners can have a tendency to give up.

Therefore within RWI, we ensure each activity has a clear purpose. It is important to share the purpose so the children understand what they are learning and why.

Blueprint lesson plan – stretching sounds

Speed Sound: m

Say the sound



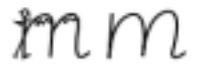
1. Stretch mmmmmmm as you press your lips together hard. Ask children to repeat.
2. Hold up the Picture Sound Cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat: mmmmouse, mmmmountain, mmmmirror, mmmmoon.



Read the sound



1. Copy a simple version of Maisie and the mountains onto the board. (See example on the right.) Run your finger down Maisie and then over the two mountains, saying mmmmmmm. Say mountain as you reach the end of the second mountain. Ask the children to repeat.
2. Write m on the board beside Maisie and the mountains. Make it the same size. Run your finger down and then over m, saying mmmmmmm. Say m just as you reach the end of m. Ask the children to repeat. Repeat Steps 1 and 2 a few times.
3. Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell children that the letter is hidden behind the picture. Show the letter side. Say m.
4. Ask children to say m or mountain as you flip the card a few times.



Review the sounds

Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Increase the speed as children gain confidence.

● Passion

Emotional engagement is necessary for children to learn something new. Show passion when you are teaching as children often mirror your mood - when we are enthusiastic so are they.

● Pace

Ensuring these routines are fully embedded using the appropriate silent signals will help reduce cognitive load. To ensure these are fully embedded all staff and teachers across school should ensure these are used consistently. Practice, practice, practice.

Examples of silent signals to support pace within sessions;

- Team stop signal (gain attention - calm, quick, silent)
- Turn to your partner (TTYP)
- My turn, your turn (MTYT)
- 1,2,3 signal - transitioning
- handwriting signal

Another strategy for reducing cognitive load and support pace within lesson is the use of consistent shared language - examples of these within RWI are;

- Special Friends (nod) Fred Talk, Read the word (tap)
- Spell with Fred Fingers (palm facing them)

● Participation

There are a range of strategies within RWI that support and encourage all learners to play an active role within the lesson, examples include;

● Partnerships

Placing children within effective partnerships allows them the opportunity to articulate their thoughts with a partner allowing them the opportunity to engage with what they know and don't know. Staff should consider partnerships to ensure children work together well and pay attention. Things reading teachers may consider when organising effective partnerships are; putting assertive children together to challenge one another, putting shy children together encourages them to both have to talk, mixture of boys/girls partnerships and how children with English as first or second language could support one another. Reading teachers should praise effective partnerships and place importance on the partnerships so children learn to respect each other and become collaborative supportive learners.

● No hands up, thumbs up, chests up

RWI, strongly discourages hands up, thumbs up, lolly stick approaches as 'in hands up classrooms' fewer children answer questions and some children do not pay attention. There are three suggested techniques that help gain and keep children's attention throughout lesson;

- choral work - children copy what you have just said
- partner practice
- partner talk

● Partner Practice

This will be used during the first, second and third read. These techniques can also be used in Fresh Start and KS2 Guided Reading/Comprehension lessons.

Children recall what they have just been taught by teaching their partners.

Model talk partners. Organise P1/P2

Talk Routines

- book is placed between partners
- lolly sticks are used to read sounds/words
- prompts partner to correct sounds or words using Fred talk

Role of the reading teacher : To move around the partnerships coaching the teachers (support them to take responsibility).

● Partner Talk

This technique could also be used across school and encourages children to pay attention as they know they will have to practise answering questions with their partner.

Partner talk is used in:

- The story introduction
- Think about the story
- Questions to read and answer
- Build a sentence

Routines for partner talk

- Ask the question
- Use TTYP silent signal
- Listen in as partners prepare questions
- use stop signal
- Take feedback.

● Feedback Methods

The following feedback methods again can be used across school/lessons and support learners to be actively involved in the learning process;

- Choose two - longer responses with explanations
- Choral response - one answer
- Paraphrase - supports less confident learners/pace
- Popcorn - one word responses (multiple answers)
- Wordwave - one word responses (multiple answers)

● Praise

As reading teachers we need to win over those children who may be potentially uncooperative. Children need to know some things are hard to learn and require effort and practice - reading is no exception. Children feel good when they are working hard and succeeding. We can support these learners further by;

- sitting them in your direct eye line and giving them responsibilities.
- praising effort and being specific about why they are receiving praise
- give praise quietly - for every child you praise loudly there are others that are

disappointed.

- be genuine - only praise for good reason.
- building effective partnerships through praise- the more effective the partnership is, the more likely they are to learn.
- Avoid praising children's ability. Receiving praise for being clever could make children think - 'this is easy' and then when things get difficult they may have a tendency to struggle being resilient or may not have the tools needed to overcome certain difficulties. On the other hand, children who do not receive that same praise may think - 'I am not clever, I can't do it. There is no point in trying'.

The DfE Early Reading Framework

The guidance aims to:

- set out some of the research underpinning the importance of talk, stories and systematic synthetic phonics (SSP) in Reception, the importance of 'fidelity to the programme' in phonics and the DfE's evidence-informed position on the best way to teach reading
- support schools to evaluate their teaching of reading from Reception to year 9 and to identify how to improve provision if weaknesses are found
- provide practical support for high-quality teaching of SSP, fluency and comprehension, including assessment
- explain the importance of systematic phonics teaching for older pupils who are at risk of failing to learn to read because they cannot decode well enough
- support schools in motivating pupils to develop a love of reading
- support schools working with parents to help their children learn to read

The Role of the Reading Leader

- Reading Leader Training and resources

[Read Write Inc. Phonics Assessment, practice and coaching \(APC\)](#)

Reading Leader Training .pptx

- Monitoring

The DfE Early Reading Framework - [Audit Tools](#)

RWI Self Academy [Evaluation Tool](#) - based on FRED's PAL

Practice Map April 24 excel version (2).xlsx

Speed sound - Blueprints-Set 1-3

What to teach when March 24 (1).pdf

- Assessment, practise and coaching (APC)

Assess

The Reading leader assesses all children who are learning to read every half-term, so they can group children to read at their challenge point. The assessment data tells us about the progress of the children – and what we need to teach next. The following documents can help reading leaders in analysing assessment data and ensuring children are assessed accurately.

NEW (PRIMARY) - Sound Analysis Grid - Yearly overview - assess small steps of progress

Online Assessment Reference RMT.pdf

MASTER Groupings grid.xlsx

Copy of NEW (Pupil context - half termly) - Sound Analysis Grid

Practise

The reading leader's job is to get the best team; the team the children need. Children's progress depends upon their teachers practising. Practising together for just 30 minutes every week makes the biggest difference. Practice builds consistency and accountability: everyone teaches reading in the same way and everyone becomes as good as the best teacher. And it makes the best use of the reading leader's time: the more teachers practise together, the less individual coaching the reading leader will need to do!

Practice Map April 24 excel version (2).xlsx

Coach

Practice and coaching work hand in hand. Reading leaders coach the reading teachers during the Read Write Inc. lessons to help them all become confident teaching the focus activity from the practice times. The reading leader identifies an action that will make the biggest difference to children's progress - and the teacher practises that action right there and then – in the moment. As teachers improve in the group practice times, the coaching becomes even more focused.

Implementation

RWI mission statements states;

'We train you to teach every child to read. At the core of this is inspiring headteachers and teachers to:

- put the teaching of reading at the heart of their schools and ensure teachers have the knowledge and determination to teach every child, regardless of age, background or need -
- choose the best books to read aloud so children might read them for themselves -
- place literature as the central pillar in establishing all children's identity.'

Ruth Miskin 2020

Across the RWI programme there are various resources, blueprints and training materials that support teachers to effectively implement the programme.

- **RWI Nursery**

[Read Write Inc. : Phonics for Nursery](#)

[Read Write Inc. : Phonics for Nursery Storytime](#)

[Fred Games](#)

Early Phonics & Reading Plan (1).docx

RWI Nursery.docx

Training

- **Strong Start to Reception**

[Read Write Inc. : Phonics Make a strong start in Reception/P1](#)

Making a Strong Start.pdf

EXAMPLE starting strong tracker June 24.xlsx

Reception RWI.docx - Yearly Overview

Handwriting_Phrases_Sheet.pdf

Group A.docx

Fred Games.docx

- **Set 1**

[Read Write Inc. Phonics Speed Sounds lessons training](#)

[Set 1 Lesson Blueprints](#)

Set 1 lesson plan (1).pdf

Learning to blend.pdf

Group A.docx

Group B C.docx

Set 1 Learning to Blend.docx -

Set 1 Group C blending lessons steps v3.docx

Special friends stories (2).docx

Handwriting_Phrases_Sheet.pdf

Fred Games.docx

- **Set 2 & 3**

[Read Write Inc. Phonics Speed Sounds lessons training](#)

[Set 2 Blueprints](#)

[Set 3 Blueprints](#)

Teaching Set 2 and Set 3 sounds - weekly plan Nov 22.pdf

Set 3 Speed Sounds.docx

Set 2 review lesson.pdf

Set 3 review lessons.pdf

- **Storybooks Ditty/Red**

[Phonics From sounds to stories: Ditty and Red Ditty Books training](#)

Ditty.docx

Red (1).docx

- **Storybooks Green to Orange (3 day timetable)**

[Read Write Inc. Phonics Green, Purple, Pink and Orange Storybook lessons training](#)

Timetable Overview for Green Purple Pink and Orange.docx

- **Storybooks Yellow to Grey (5 day timetable)**

[Read Write Inc. Phonics Yellow, Blue and Grey Storybook lessons training](#)

Timetable overview for Yellow Blue and Grey.docx

- Support for children with additional educational needs

[Read Write Inc. : Phonics in-action films: pupils with SEND/ASN](#) NEW
(SEND) - Sound Analysis Grid

- Tutoring

[Read Write Inc. Phonics Tutoring Getting Started](#)
[Read Write Inc. Phonics Tutoring Speed Sounds](#)
[Read Write Inc. Phonics Tutoring Storybooks](#)
[Read Write Inc. : Phonics Tutoring Practice activities](#)

rwi_RPhO_OTO_Hbk.pdf

General tutoring guidance.pdf

Individual progress record 24.pdf

Engagement with Parents

Engaging parents can play a key role in children succeeding on their reading journey. Ways in which we can support parents are by showing them to;

- use films and/or frequent bite-sized meetings to understand how to increase their children's fluency in reading sounds, words and books
- understand the difference between stories to share and stories that children read aloud - understand how the school provides extra practice to prevent children struggling in learning to read.

We can educate parents on how to do this by providing;

- Parent information sessions

Nursery

Nursery

Reception

Intro to RWI parent meeting 2023.pptx

Speed sounds

Speed sounds

Storybooks

Storybooks

PSC

PSC

- Useful Resources and Materials

Parent FAQs.docx

QR codes and red words for all RWI groups (valid until 21st Nov)

Home Reading.docx

rwi-set-1-sounds-flashcards.pdf

rwi-set-2-sounds-flashcards.pdf

RWI---Set-3---A7-Mini-Flashcards.pdf

Fred Games.docx

Higher-soundmats-2.pdf

Set 1 2 & 3 Frieze.pdf

Simple speed sounds chart.pdf

ten_top_tips.pdf

Application of phonics into writing

• Writing in EYFS

EY Writing Progression Map. RWI.docx

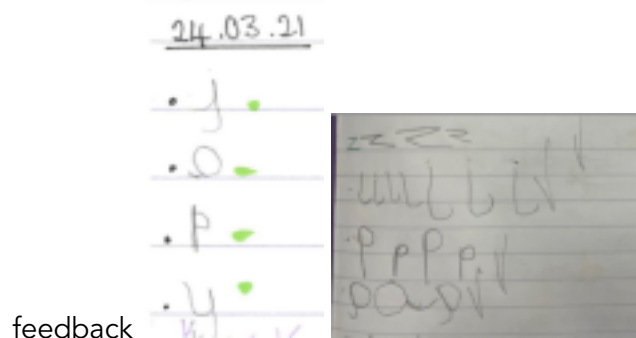
• Writing Activities

Write the new sound/review sounds

Follow the teaching steps in Handbook 1 for the relevant sound

- Keep the session pacy
- Model handwriting for new sound and encourage all children to start on left and on the line, and say the relevant handwriting rhyme
- Remove scaffolds such as highlighter or modelling prior to writing as soon as possible
- Review sound should not be modelled this is an opportunity to recall previously taught sounds.
- Set out books to ensure neat presentation
- For children who are struggling with handwriting, ensure additional interventions to support fine motor or handwriting skills.

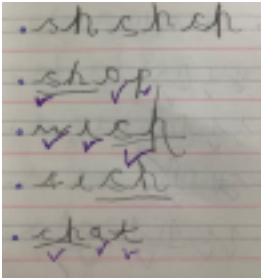
Example of structure in books to support presentation, marking and



feedback

Spell with Fred Fingers

- Ensure spellings increase as the children progress through the groups both in number and difficulty. Set out the books to ensure neat presentation
- Encourage handwriting/letters sitting on the line
- Active mark prior to tick or fix if handwriting needs addressing (spotlight children)
- Tick or fix underneath
- For set 2 and 3 - do not write the new sound in the book encourage children to use the simple/complex speed sound chart



Write about...

Purpose: To write a composition based on the Storybook (or non-fiction book) Teaching points

- Chunk the lesson into 'talk a bit - write a bit'
- Make sure children have prepared and practised saying each sentence before they write it down. (In later books you may not need to do this for every sentence).
- Modelling and scaffolding. Use the proforma from 'get writing' books in particular complete the sentence.
- Yellow, Blue and Grey, activity should be started on day 4 and completed on day 5.
- Children use their own ideas.

Each modelling sequence for Write About follows six key steps.

- Connect the forthcoming ideas for writing with your experience.
- Explain the task.
- Ask the questions.
- Demonstrate how to write the first sentence/paragraph.
- Children write their first sentence.
- Steps 4 & 5 are repeated. (Blue and Grey may complete the remaining paragraphs without support)

Example

Write About

Green Level - The Spell

Hook - set the scene - you are a witch or wizard and you are going to make a spell. We are going to write the things that are in the cauldron.

Get in Role - Listen to my bubbling cauldron! Hahaha what shall I put in my pot.

MTYT - Hahaha! Pop in a rat. (in a witchy voice)

TTYP - What is a rat like? possible response - smelly, old, stinky

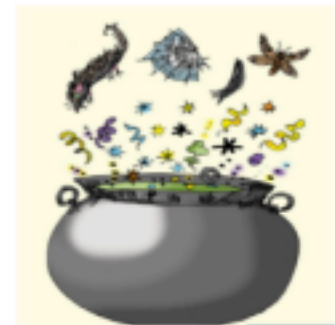
Build a sentence - Pop in a stinky, old rat. (MTYT)

Model - Ask children to support with Fred fingers for green words they can read. Then hide your writing.

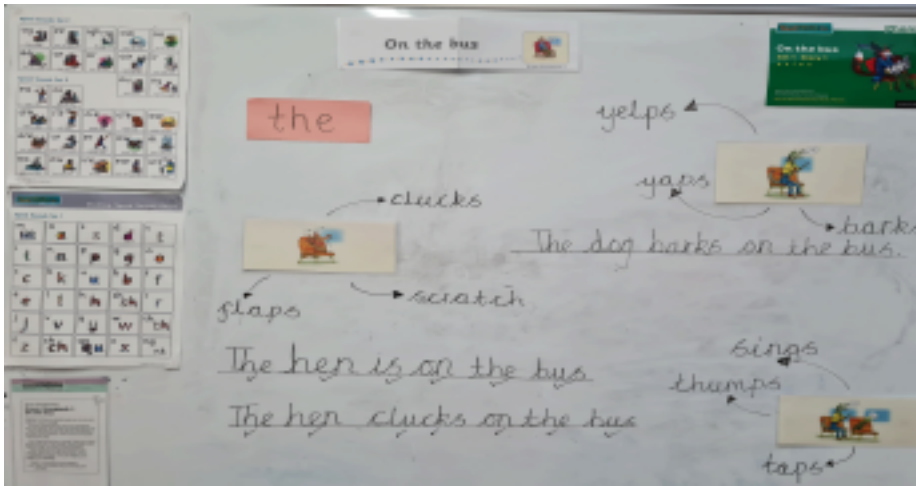
Partner practice - choose your own sentence and practice it aloud.

Get writing - Record the sentence - spell new words using phonic knowledge. (Active mark)

Repeat - Repeat above steps for each object added to the cauldron.



Working wall exemplification



● Marking and Feedback

Marking children's work within RWI sessions is important as it;

- shows them that we care about their efforts and the progress they make - helps them understand how and why their writing is successful and how it can be improved - is a vital part of assessing the effectiveness of our teaching - what children have understood and what we need to teach them next
- prompts a dialogue between the teacher and the child and, therefore, furthering opportunities for assessment.

There should be no comparison between 'Get Writing' books and English Books!

Points to consider:

- Do phonics books show high standards of handwriting, correct letter formation and spacing between words.
- Are they actively marked considering how this aligns these with wider school marking policies.

Some academies may decide to follow the RWI Guidance for marking writing.

Writing

Marking: Children mark their own work with guidance from the reading teacher. 1. The teacher

- writes the new sound in the air and on the board
- models and scaffold additional support is needed to form letters accurately

2. The children:

- practise and correct errors

Spell test

Marking: Children mark their own work with guidance from the reading teacher. 1. The teacher writes the word on the board.

2. The children:

- tick each sound spelt correctly and correct errors.

Hold a sentence

Marking: Children mark their own work with guidance from the reading teacher. 1. The teacher displays the sentence on the board.

2. The children:

- tick correct and insert missing punctuation
- tick words spelt correctly and correct words with sounds spelt incorrectly (write out the whole word above)
- insert a missing word with an upturned V.

Proofread

Marking: Children mark their own work with guidance from the reading teacher. 1. The teacher displays the edited sentence on the board.

2. The children:

- tick each corrected error and correct any missed edit.

Build a Sentence and Write about...

Marking: Teachers assess and mark children's writing after the lesson. The teacher:

- Ticks interesting vocabulary

- Draw a line under any misspelt words that they expect children to spell correctly
- Use ^ to indicate that a word needs inserting
- In Red to Orange Get Writing! Books, correct misspelt adventurous words by writing the correct spelling lightly in pencil above them
- Write a positive comment about the children's ideas and use of vocabulary and/or the sentence structure
- Ask children to write their favourite words in the Words to keep section at the end of the Write About section (Yellow to Grey Get Writing! Books).



Writing exemplifications

The ability to read and write starts here!

RWI does not stop at the end of a RWI session. It does not stop at the end of KS1. RWI approaches should be applied in all areas of the curriculum.

“Children can feel our passion - they know when we are on their side. They know when we will stick with them until they succeed! Every academy needs teachers who are passionate about getting children to read and write - teachers who will take the challenge to getting every child to read - YOU!! (Ruth Miskin)

Developing an Oracy through RWI and beyond!

Within our academies we need to develop language by listening to stories, poems and rhymes. To develop children's spoken language and listening comprehension we need to prioritise children ability to;

- follow simple spoken instructions
- speak clearly, taking turns and listening to what others say
- participate in talk on a range of topics, both through play and in a class discussion - listen attentively to a range of stories, non-fiction, rhymes and poems
- become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart - talk about stories they had heard and say which ones they liked
- take part in role play in familiar and everyday contexts

Nursery rhymes in particular can help children to tune into sounds and recognise rhymes in words and give them practice in enunciating words and sounds clearly.

- Supporting the development of language through talk

Listening and talking behaviours

When children start school they need to be supported to talk to each other and take part in class discussions.

Model and practise how children should work with a partner. The more they practise, the more these actions will become habits.

- Turn your head to look at the speaker.
- Listen carefully.
- Take turns in talking.
- Ask questions to check you understand.
- Build upon what each other says.
- Give reasons for your answers.
- Speak clearly enough for others to hear when you are chosen for feedback.

Partner talk

Learning the routines of back and forth talk is particularly important for children who have not experienced such talk before they come to school.

The reading framework. Teaching the foundations of literacy DfE, July 2021 [Read Write Inc. : Talk to your partner](#)

Build sentences orally

Use children's growing vocabulary to build sentences about real objects or photographs. Focus on two or three elements at a time and write down alternative words to remind you of the planned vocabulary. It is important that you provide the children with new vocabulary. **Category cards**

Build the sentence

Say two words aloud giving the children a choice between them

Ask them to call out the word they want to use.

Say the word in a sentence exaggerating the new words, and get the children to copy MTTT.

See p23 for example

Asking questions

Closed questions

These types of questions help develop children's language by encouraging them to use new vocabulary, phrases or to elaborate on a sentence. They help extend the vocabulary beyond what they already know. For example asking; Do you think the boy in the story is miserable because he couldn't join in or furious because they wouldn't let him play? Asking these types of questions 'force' children to use new phrases and vocabulary.

Open questions

These types of questions encourage children to build on what they already know and explain their ideas.

Both types of questions need to be used during whole class teaching, small group sessions and during the provision. Questions should be carefully thought out by staff.

Vocabulary and provision/guided groups

Ensure children join in with activities and have access to the language associated with the different areas of learning. Plan the words and talk you will use in every adult-led activity. Talk about the things that children make and encourage them to TTYP and take feedback, build sentences and extend their ideas after each question you ask. Encourage children to repeat in full sentences. See p26 for examples

Role-play

When children know the story well, allow all children to play the role of one character

Ask a question

TTYP

Take feedback and build on responses

TOL as you use their ideas to build a sentence. Repeat sentence using expression and actions

Ask children to repeat

See p20 for example and more detail.

• Supporting the development of language through stories

Children need lots of opportunities to develop familiarity with stories. Reading a range of carefully chosen stories which the children will come to know and love will bond children together.

'Children thrive on repetition, and so by reading the same much-loved stories over and over, you are hardwiring their brains for success!' Ruth Miskin 2018

Talk through Stories

[Read Write Inc. Talk Through Stories](#)

Talk through Stories

Using [blanks level questioning](#) to support thinking about the questions we ask and in which order we might ask them.

Windows and Mirrors

[Talking about diverse storybooks](#)

Make up stories

Use the photograph or object you used to build a sentence and this time make up a story orally in small groups.

Introduce the picture or object

TTYP to answer each question and then take feedback

Use children's suggestions to first build the sentence. Elaborate on their ideas and repeat the sentence with feeling.

Repeat sentence using MTYT

See example on p24/25

- Supporting the development of language through songs, poems and rhymes

Nursery rhymes, poems and songs

When children learn familiar nursery rhymes, poems and songs they chant exaggerated patterns which helps them develop a strong sensitivity to rhythm, rhyme and alliteration. Each time they are repeated children become more familiar with the words and phrases. Learning these familiar songs and rhymes then become an important link between past and present and ensure they are passed down from generation to generation. (see p15 Nursery handbook rhymes and songs). Also see Nursery rhyme Fred in Appendix Nursery Handbook.

References

The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)

What is cognitive load theory?

<https://www.barefootteflteacher.com/p/what-is-cognitive-load-theory>

Sweller, J., van Merriënboer, J. and Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review.

RWI Research and evidence

https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics>

<https://global.oup.com/education/content/primary/series/rwi/case-studies/?region=uk>

<https://www.ruthmiskin.com/success-stories-3/>