

Intent:

- To enable children to achieve the early learning goals in word reading and writing.
- To enable children to access the wider curriculum.
- To prepare children for KS1.
- To develop fluent decoding skills through a systematic, synthetic phonics programme.
- To develop a love for reading and sharing stories.
- Fully-inclusive

Teaching aims:

- To introduce the children to editing their own work.
- To expose children to quality literature through core stories, class library
- To strengthen fine motor skills
- To refine pencil grip
- To establish letter formation
- To link sounds to Letters
- Encourage early spelling
- Use early phonic skills to develop phonetic writing

Impact: Evidencing

- Communication with parents, reading dairies, dojo, videos, RWI information consultations

Impact: Monitoring

- Books looks – to ensure all follow the school's LTP
- Lesson drop ins
- Pupil voice
- Writing Moderation
- RWI consultation days

Implementation - planning

- Planning through the RWI scheme.
- Nursery work on pre-phonics skills before easter and then begin RWI scheme after.
- Reception 'starting strong' programme.
- Assessed half-termly and grouped accordingly.



Implementation – Curriculum links

- Clear links to handwriting and foundation skills
- Links creatively to the wider curriculum
- Clear modelled and shared writing examples
- Writing sequence reflects key stages of writing process

Implementation – What will you see in lessons?

- Daily speed sound introduced 3 days of teaching – 2 days to review
- Sounds being used in word reading and writing.
- Handwriting – letter formation
- Decoding of decodable text
- Focus on Fred Talk – read the word strategies – re-read for fluency
- Talk for writing
- Questioning, discussion, debate,
- Shared and modelled writing
- Chn holding sentence activity
- Engagement for all
- Silent signals
- Partner talk
- Positive praise

Resources:

- Flashcards
- Rwi books
- Magnet boards for early word writing
- RWI Portal linked to pinny-time sessions
- RWI videos for parents
- Soundcards parents
- Bedtime book, book-bag book, phonically decodable

Impact: Assessment

- Assessed every term and regrouped accordingly – phonics.
- Formative assessment
- Live marking
- Verbal feedback
- Misconceptions
- Repeated practice
- Self-marking