



CHILD'S HILL SCHOOL

RWI IN CHILD'S HILL SCHOOL

WHY WE CHOSE READ WRITE INC.

We were dissatisfied with the level of literacy we were achieving in our school despite the commitment and hard work of the staff.

Most children were moving from Reception to Year 1 with very little phonic knowledge and skills.

A significant number of children, moving from infants to juniors, had insecure decoding skills.

A significant number of children were learning to read using word recognition only and were unable to extend their reading beyond a certain level as they did not have the blending and phonetic skills to help them to develop and progress.

The NLS was not delivering the degree of literacy we wanted and we felt it was inappropriate for meeting the needs of a large majority of children.

We have a quick turnover of children many of them arriving with poor literacy skills. We needed a programme not only to identify them quickly but to remediate the problem as quickly as possible. This programme can be used for older children in years 5 and 6 in smaller groups by the classroom support we have in place in the juniors

We wanted a very structured and prescribed scheme ensuring a consistency of teaching and learning in a way the NLS was unable to do.

We needed a phonic programme that could be used in both infants and juniors which would not undermine the self-confidence of the junior children. The phonic schemes we investigated were very infant orientated

We visited Kobi Nazrul School, whose previous head was Ruth Miskin, the author of the programme, and were very impressed with the level of literacy achieved in what is essentially an ESL area.

How READ WRITE INC. WORKS IN OUR SCHOOL

We assessed all the children in years 1 and 2 using the Read Write Inc. Phonics assessments provided in the manual. Those children in years 3 and 4 who achieved level 2b and below in the previous year's SATS and QCA tests were also assessed.

The children were then grouped by ability into 9 groups varying in size between 6 to 22. We ensured that the less able were in the smallest groups There is mix of classes and year





groups in each group so that no child really knows where they are ranked.

Both teachers and teaching assistants teach the programme, with the larger groups taught by teachers. There is a trained back-up staff to cover for teaching absences.

The manual gives clear straight forward guidance for effective learning to take place even if the lesson slips into the pedestrian.

Teaching takes place at the same time every day for one hour, 4 days a week.

CHILD'S HILL SCHOOL

There is a manual with detailed daily lesson plans so that there is very little planning.

Everything is in the manual - from which grapheme is being taught that day, to which text is being used, to the sentence being given for dictation, to the questions being used for discussion, to suggestions for an associated independent writing activity. Nothing is left to chance

THE ROLE OF THE RWI MANAGER

The manager supports the teachers and classroom assistants and ensures that all the material required — manuals, booklets, friezes phonic cards etc- is ordered and kept in an easily accessible place.

The manager assesses all the children at the beginning of the programme (at the beginning of September) and, with the help of the infant teachers, places them into homogenous groups.

The manager re-assesses the children again after 6 weeks and, based on the results, reorganises the groups. This is repeated every half term or 6 weeks.

The manager monitors for the full hour, usually observing 4-5 groups a morning, and identifies those children who are having difficulties and those who are making progress beyond the level of the group.

The teaching is monitored to ensure consistency. If a lesson fall short of the standard that is

RWI AND SEN CHILDREN

We have found that the RWI programme provides good, appropriate, structured support for those identified SEN children. The groups are small — the less able children are in groups no larger than 10.

The experience of other schools is that even Dyslexic children are learning to read.

It has also been used (in a less formal manner) for New to English and SEN children in the upper juniors with some very good results.





Benefits of RWI

For The Child

They learn to read very quickly.

A child who is developing at a much faster pace is moved immediately to a higher group.

Struggling children are picked up immediately and given extra tutoring and eventually, if necessary, moved to a group more suited to their pace and level.

The groups are homogenous so that there is no need to differentiate and there is more teaching time. The lesson is at the level of, and accessible to, every child in that group.

It develops self confidence in the children as they succeed immediately in the programme and learn to read words right from the beginning. They are also answering questions and this gives them confidence in their ability to think and give clear answers.

For The school

It is very effective use of teaching assistants' time. They do not have to listen to introductions etc. but start teaching immediately.

CHILD'S HILL SCHOOL

There should be less behavioural difficulties as the children learn to succeed immediately and are not 'turned off or disengaged from school by being unable to participate in lessons which they cannot understand.

For The Teachers

They feel more confident about developing literacy skills in the children.

There is very little planning for literacy and they can spend more time on other planning.

For The Teaching Assistants

They are more confident as they are actively participating and have responsibility for the children's education.

