

## **Read Write Inc. Parents FAQs**

### **Will the phonics group progress up reading 'bands' together or will children move groups when they're ready to move up?**

Research tells us that it is important we teach phonics to children at their level and progress pace. This means that, although we hope the group will progress at a similar pace, there may be times individuals need more support, or have made quicker progress than others in their group. This means the group will not necessarily stay the same throughout the year and individuals may move into other groups. If the group has made similar progress which means those in the group can stay together, then the group will progress onto the next storybook colour together with the same teacher.

### **How are children assessed and placed in groups, particularly in their initial groups (e.g., which sounds they're secure in and which they're yet to learn/revise?)**

There are 4 parts of the formal assessment:

- 1) Set 1, 2 and 3 sounds are assessed as individual sounds.
- 2) Reading individual words that children are encouraged to decode using sound knowledge to assess accuracy.
- 3) Speedy Reading - reading individual words without needing to decode to assess speed of reading.
- 4) Fluency Passages – reading a section of text within 1 minute to determine speed, accuracy, fluency, and comprehension. (This section is only done for Blue, Grey and completed scheme.)

The assessment progresses as book-coloured levels (e.g., green section, purple section up to grey section). The assessment is stopped when the child begins to make numerous mistakes or is extremely slow and struggling to decode. If there are only a couple of knowledge gaps (i.e. unknown sounds, or being able to blend particular sounds into words) then this is fed back to the phonics teacher who ensures this is taught in phonics lessons.

### **How can I effectively encourage my child to engage with and enjoy the programme when they feel like they are repeating easy things they did last year, rather than "learning to read properly"?**

We want all children to feel motivated to learn and continue to read. We also want to provide each child with the right amount of support and challenge so they can make continuous progress with their reading. If you feel your child is not coping, or indeed excelling, in the reading they are bringing home, please do get in touch with your child's teacher who will be able to liaise with your child's RWI teacher and give you feedback on your child's reading in class.

### **How do I know my child's progress? With the previous method I could tell what words were known and which weren't. With this new method I can't seem to track weekly progress.**

The coloured books are levelled to match the sounds children already know (while they're being taught next set sounds to support future reading). The book levels and the order of teaching the sounds can be found here on the [RWI Phonics Parents Information](#) page so you can see where in the programme your child is. Within each colour book, children will learn story green (decodable) words, speedy green words (decodable words that appear frequently in the books) and red words (high frequency words with unusual sound patterns). Your child's accuracy, fluency and reading speed of these will help them progress onto the next level. Each week, your child will learn new sounds so focusing on these sounds within words and how to spell them is a focus in each phonics lesson. As a parent, practising their sounds, green words, red words and listening to your child read the book – hopefully with accuracy and at good speed - will help you see how they are doing reading at their given level.

At the end of each term, your child will be assessed with a formal RWI assessment. We will not give parents copies of these, but if there are any concerns, your child's class teacher will let you know of these.

**How will Primary 3s progress through the course which is designed to be a multi-year reading scheme? How will every child be supported so that they are able to read extended texts (to enable functional P4 reading) by the end of P3?**

Our aim is to ensure all children, by the end of Primary 3 at the latest, reach Blue/Grey RWI books. When they are at this stage of the programme, they are readers with secure sound knowledge and strong decoding skills. The focus on fluency, pace and comprehension will continue beyond this. We are aware that some children will meet this prior to the end of Primary 3 (please see below) and that some may not. If they do not meet this, then RWI will continue into Primary 4, so we ensure all our children are supported to be competent readers who can go onto reading extended texts in Primary 4 and beyond.

**What happens after RWI Phonics?**

Read Write Inc. Comprehension follows on from RWI Phonics. This focuses on reading fiction and non-fiction passages to support comprehension and build reading stamina. Children will do this with their RWI teacher during RWI lessons. By this point, your child will be a more independent reader so their reading homework may look slightly different as they begin to make more choices over what they would like to read. In addition to this, children begin the Read Write Inc Spelling programme which is being used in Primary 4-7. More information on RWI Spelling can be found [here](#).

**What is the expectation on parents when it comes to spelling?**

Every RWI lesson is made up of two parts: a speed sound lesson and the storybook reading. As part of the speed sound lesson, children are introduced to a new sound, read words that include the new sound and will spend time spelling words that include the new sound during the lesson. At home, parents are encouraged to focus on the reading as part of homework, with our focus on spelling beginning once children have completed RWI Phonics and move onto RWI Spelling.

### **What is being done to support writing in P3?**

Some schools solely used Read Write Inc for their Language curriculum as the programme does include writing focuses and tasks for each unit. However, since 2017, ESMS has used the Talk for Writing framework created by Pie Corbett for our Writing curriculum. Children continue to have 2 hours of Writing per week taught by their class teacher. Further information on each year group's Writing curriculum can be found in the Curriculum Guides in the Parent Handbooks.

### **Is it expected that children will read every book in every colour?**

In RWI, there are ten core Storybooks within each colour. There are also five non-fiction books within each colour as well as extra-practice-at-home books known as 'Book Bag Books'. Depending on the rate of progress, children may not need to read every book within the colour band before moving on but if needed, they will.

### **Who is the best person to speak to regarding my child's on-going progress if their class teacher and RWI teacher differ? What is the feedback mechanism between the RWI teacher and class teacher?**

The best person to contact is the class teacher. As a year group, class teachers (who all have a RWI group) communicate weekly on their RWI group. We have an online written method system for RWI teachers to make notes on the progress of their group and that is accessible to the class teacher. In addition to this, the RWI Assessment Team will feedback to Class Teachers and RWI Teachers on the outcomes of the assessments including strengths, weaknesses, and individual knowledge gaps to enable the teachers to address this within RWI lessons and class Language lessons. If you do have concerns, please let the Class Teacher know and the best teacher to share feedback with you will be in contact – either themselves, the RWI teacher or a teacher within the RWI assessment team.

### **What is the best thing to do at home if my child does not enjoy or feel motivated by RWI? Should I read books that they enjoy reading instead?**

The best thing to do at home is to follow the homework set by the RWI teacher with your child at home focusing on sounds, green words, red words and reading the book fluently, at pace and with expression. The purpose is for children to read at their level and progress. If you are unsure why your child is reading at a particular colour – it seems too easy or too hard – then please get in touch with your child's class teacher so this can be discussed. We want all children to feel excited, motivated, and challenged by reading. Additionally, we know that the best readers are the readers who read the most, so we absolutely encourage you to read a vast range of books with your child outside of RWI. This could be you reading to them, shared reading, an audio book, a non-fiction text - anything that promotes a love of reading both for enjoyment and information.

### **What support is in place for children who are having difficulty with the programme? When will parents be informed?**

Research tells us that for phonics teaching, children learn best when they are being taught explicitly at their stage, and learning with others at a similar level so this is the reasoning behind having RWI groups with a designated teacher and this will support your child's

progress. We are also using our Support for Learning teachers to teach RWI groups as they have extensive experience working with children who struggle to read. As we have done previously, if teachers or Support for Learning have concerns about your child's progress no matter which year group, you will be informed.

**Was it the best decision to change to RWI halfway through P2-P3? There seems to be a disconnect between Primary 2 and 3.**

The disconnect has been created between switching from a sight-word reading scheme to a phonics-based reading scheme, as well as moving away from a focus on Spelling in P2 to a more deliberate focus on phonics for reading and spelling. There is a wealth of research which highlights the need for a phonics-based approach to teaching reading. We want to support our children to 'crack the code' to enable them to read anything as they progress through their school career and the sooner we introduced the scheme, the better for our learners. This does mean that some children's phonics knowledge may need to 'catch up' or have some 'gaps' addressed to fit in with the order of RWI teaching, however, we are predicting that the children's prior knowledge of reading and spelling in P1 and P2 will support P3 to make accelerated reading through the programme.

**What will be done to manage the disconnect between RWI reading level and reading interest? Are there any more interesting books they can read in school?**

While children are learning to read, we need to give them books to read that match the sounds they know, and we should read stories to them that they can't yet read for themselves. RWI differs from other reading schemes or traditional 'book banding' in that they progress only using sounds the children know. As a school, we want to move away from book banding which mixes 'look and say' schemes with phonics schemes and mix up different phonics schemes - until they are secure readers. Every publisher has different criteria for their colour bands. They put books in a band based on decodability, complexity of syntax and structure, vocabulary and length which makes book grading unachievable. We want our children to feel success reading books so they can read all words in every book, constantly progressing until they finish the programme. In addition, we absolutely want children to take books from the library, read books from home, listen to audio books and share these books with you at the same time.