

**GUIDANCE FOR TEACHING READ WRITE INC PHONICS
FOR SCHOOL RETURN: YEAR 1 AND ABOVE
JULY 2020**

Please read government guidance on page 3 below, particularly Organisation 1 and 2.

Organisation of children

There are many ways that schools could organise their children for teaching Read Write Inc. Phonics. Here are three examples.

Example 1: resume grouping as usual

- Children work in progress groups for Read Write Inc. lessons across one or two year-groups.

Example 2: children in class bubble with one teacher and one teaching assistant

- Organise children into two groups for Speed Sounds lessons: both adults teach one group for a 'best-fit' lesson for 15 minutes
- Organise children into four progress groups for Storybook activities: both adults teach two groups in succession for 30 minutes in the morning and 20 minutes in the afternoon

Example 3: most children taught in class bubble (as in Example 2), slowest progress children taught in progress groups

- Identify the slowest progress children across the year group
- Organise children in progress groups in a separate classroom/ space every day for one hour or 2 x 30 minutes, with strong reading teachers

Considerations

- Teach Speed Sounds lesson to class bubble in first week while assessing
- Consider using staff from other year groups
- Place strongest teachers with the slowest progress groups
- Teach an extra ten minute 'best-fit' Speed Sounds lesson every afternoon in the class bubble
- Consider slowest progress children joining group tutoring with Virtual Classroom lessons during this time – see below
- Use Virtual Classroom lessons for children working independently
- Send Virtual Classroom lessons home for children not in school

Assessment

- Assess all children in Y1 and above during the first week of September
- Assess children using Read Write Inc. Phonic assessment 1, 2 or 3 (Use the Entry assessment if your school is new to Read Write Inc. Phonics)
- Upload assessment information to the Expectations of Progress Grids on the School Portal (complete baseline rows on reading progress grids)
- Update the Individual Reading Tracker adding the date of assessment by every child's name (follow the tracker key and use new in blue)

One-to-one tutoring for slowest progress 20%

- Set-up new Progress through Word Reading documents for identified children – highlight new targets
- Tutor lowest 20% for 5-10 minutes every day, ideally with an adult from the child's bubble
- Update identified children on the Individual Reading Tracker
- Give Speed Sound cards for lowest 20% children to take home and keep
- Send the appropriate Virtual Classroom lessons home at the end of every week for extra practice

Group tutoring option for schools with Online Training subscription

- Allocate a room for Virtual Classroom lessons every afternoon
- Timetable 15 minutes for groups of children who don't receive one-to-one tutoring but need more practice
- Select a strong tutor to run the sessions

Use assessments to:

- plan the pathway of daily Virtual Classroom films for each group
- ensure children sit at tables, facing forward to watch the virtual lessons on screen

For schools that do not have the Online Training, consider group tutoring with a strong reading teacher.

Fred Talk

Play Fred Talk games with-children not yet blending.

Pinny Time

Help all children practise reading sounds taught so far speedily.

5 minutes per class every day:

- **Y1** - review Set 1 sounds and progress to Set 2 sounds
- **Y2** - review Set 2 sounds and progress to Set 3 sounds
- **Y3** - review Set 2 and Set 3 sounds and words

Target children who need to increase their speed for individual Pinny Time throughout the day.

Routines

- Establish routines and practise silent signals - Team stop signal and MTYT
- Use routines and silent signals consistently for Storybooks, reading and writing activities

Training and support for teaching staff

- Ensure teachers have access to the Ruth Miskin School Portal videos
- Use the *Choose the best practice films* document to identify films to watch
- Book Development days (face-to-face or remotely from September) for coaching and practice including for one-to-one tutoring

Details from Government Guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Organisation

1. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching.
2. Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'.
3. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.
4. Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.
5. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Curriculum

1. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.
2. For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

Resources

1. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
2. Pupils and teachers can take books and other shared resources home.