



How does *Read Write Inc. Phonics* meet the requirements of the new Ofsted Framework?

- *Read Write Inc. Phonics* provides a systematic and consistent approach to transforming your teaching of reading and writing.
- It develops children’s reading, writing, spoken language, vocabulary, grammar and spelling in a fully-integrated way, to raise literacy standards and spark a lifelong love of reading.
- Fully supported by Ruth Miskin Training to ensure *Read Write Inc. Phonics* is successfully delivered in the classroom.

The aims of the new framework	How <i>Read Write Inc. Phonics</i> delivers these aims
Teachers have good knowledge of the subject and courses they teach.	Ruth Miskin Training provides full training and ongoing support for schools to ensure <i>Read Write Inc. Phonics</i> is successfully delivered in the classroom. The handbooks provide clear guidance to ensure teachers continue to feel supported.
Leaders provide effective support for those teaching outside their main areas of expertise.	Reading Leaders are responsible for the phonics teaching within the school, supporting the rest of the teaching staff and maintaining standards.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.	Detailed lesson plans are included in the handbooks for clear, directed teaching. The discussion of ideas is crucial to the programme as part of partner practice.
Teachers check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	Small group structures and regular assessments ensure teachers can monitor children’s understanding and progress.
Teaching is adapted as necessary, without unnecessarily elaborate or differentiated approaches.	Teaching groups are determined by easy-to-use assessments and allow for children to move between groups based on individual progress.
Learners remember in the long term the content they have been taught and integrate new knowledge into larger concepts.	At the same time as learning a new sound, or reading a new Storybook, previously learned sounds are reviewed as part of the lesson.
Teachers and leaders use assessment well, and leaders do not use it in a way that creates unnecessary burdens for staff or learners	Clear assessment guidance is provided with easy-to-use forms to ensure children are working at the appropriate level.

Teachers create an environment that allows the learner to focus on learning.	Guidance is provided for how best to set up the learning environment, including seating and displays. Classroom management and feedback methods are a crucial part of <i>Read Write Inc. Phonics</i> and are discussed in depth in the handbook.
Resources and materials do not create unnecessary workload for staff.	Easy-to-use, clear resources are a crucial part of the programme and are integrated into the lesson plans.
Resources and materials reflect ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.	Phonics (Speed Sounds) is taught cumulatively with the aid of clear resources. At the same time, pupils will read books containing sounds that they are confident in reading and these too build cumulatively on that knowledge.
A rigorous approach to the teaching of reading develops learners confidence and enjoyment in reading.	The rigorous pedagogy of the lesson plans ensure pace and engagement in learning to read.
Reading materials are closely matched to learners' phonics knowledge.	The core Storybooks closely follow the progression of the phonics teaching, and revisit/practise previous sounds learned.
The school is supporting pupils who are reading below age-related expectations.	Teachers focus on helping pupils to keep up, not catch up. Should a pupil need further help, teachers are trained and supported in providing additional one-to-one tutoring sessions. Crucially, those that do require extra help also take part in the same lessons as their peers to ensure they will catch-up quickly.
The school is teaching phonics and supporting all children to become confident, fluent readers.	Children read each <i>Read Write Inc. Phonics</i> Storybook three times: once for decoding, once for comprehension and finally once for fluency, so they learn to read with confidence and fluency.
All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.	Children are regularly assessed to check their progress. Particular assessments focus on the sounds children must know to meet the requirements of the Phonic Screening Check. If necessary children are given one-to-one tutoring sessions to ensure they make sufficient progress.
Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.	<i>Read Write Inc. Phonics</i> includes non-fiction texts in addition the wide range of stories that make up the Core Storybooks.
The school's phonics programme matches or exceeds the expectations of the national curriculum and learning goals.	<i>Read Write Inc. Phonics</i> matches the requirements of the national curriculum for reading, writing and spelling.
The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.	Clear goals are set within the programme to ensure teachers know at what level pupils should be working at each stage in their learning.

<p>The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the schools' phonics programme.</p>	<p>The Core Storybooks follow the sound teaching sequence to ensure children are able to decode the books they are given and that they experience success.</p>
<p>Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.</p>	<p>Each Core Storybook is read three times in class before it's sent home to ensure sufficient practice of the focus sounds and to ensure they experience success when reading at home.</p> <p>For further practice of the same graphemes but more variety in reading choice, the Book Bag Books storybooks (and non-fiction) can also be sent home.</p>
<p>Ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace.</p>	<p>Both teachers and Reading Leaders are involved in ongoing assessment to ensure that any struggling pupils are identified and supported immediately.</p>
<p>Targeted support is given immediately for pupils falling behind.</p>	<p>Teachers focus on helping pupils to keep up, not catch up. Should a pupil need further help, teachers are trained and supported in providing additional one-to-one tutoring sessions. Crucially, those that do require extra help also take part in the same lessons as their peers to ensure they will catch-up quickly.</p>
<p>The school has developed sufficient expertise in the teaching of phonics and reading.</p>	<p>Ruth Miskin Training helps schools to embed the programme and develops teachers' knowledge and expertise to achieve the best results.</p>

Additional information about the 2019 Ofsted Framework can be found online at:
<https://www.gov.uk/government/publications/education-inspection-framework>