Curriculum Summary

Read Write Inc

Subject Intent

At our school, we use *Read Write Inc.* to ensure that every child learns to read accurately, fluently and with understanding. Our intent is that all pupils, regardless of background or starting point, become confident, independent readers who develop a genuine love of reading and writing. Through a systematic, structured approach to phonics, children learn to decode words accurately and confidently. As they progress, they build fluency, comprehension and stamina, enabling them to read with expression and enjoyment. The programme also supports the development of vocabulary and spoken language through partner work and high-quality discussion, helping pupils to articulate ideas clearly and deepen their understanding of texts. RWI is directly linked to writing, allowing pupils to apply their phonics knowledge to spell accurately and compose sentences with increasing independence. Through carefully sequenced lessons, children learn to structure ideas, use grammar correctly and write for a range of purposes. At Gorsefield, we immerse children in a range of high-quality texts to inspire a love of reading and writing, as well as developing a dynamic range of vocabulary and progressive grammar skills.

Disciplines of Read Write Inc

Reading Accuracy and Fluency	Comprehension and Vocabulary	Writing and Spelling	Handwriting

Structure

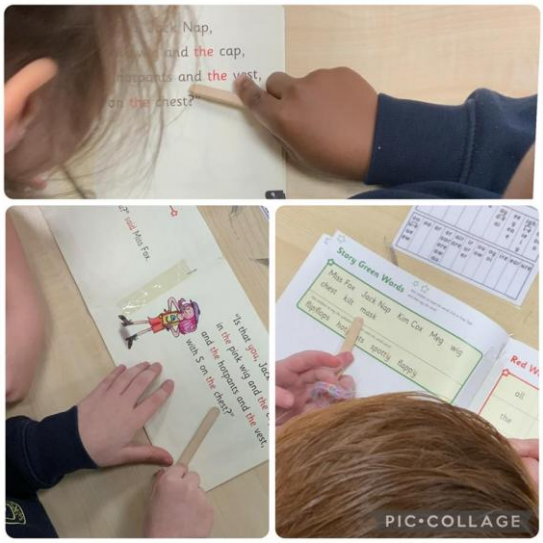
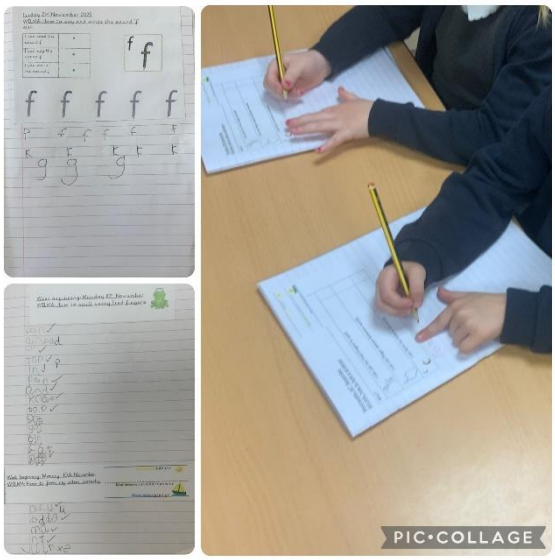
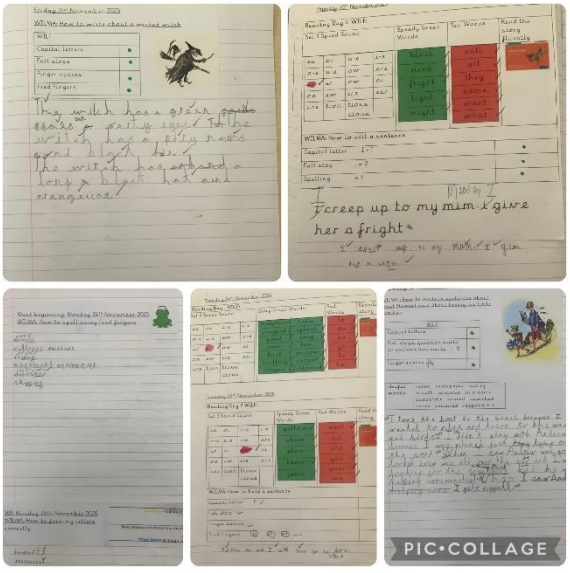
Gorsefield follows the RWI scheme for phonics. The Read Write Inc. programme is carefully structured to provide a consistent, cumulative approach to the teaching of reading and writing across the primary phase. Children are first assessed and grouped according to their phonic knowledge, ensuring that teaching is precisely matched to their stage of development rather than their age. Daily lessons follow pacey, predictable, repetitive routines that include learning new sounds, blending for reading, segmenting for spelling, and applying these skills in meaningful reading and writing activities. As pupils progress, they move through colour-coded storybooks that increase in complexity and vocabulary, enabling steady progression and building confidence at each stage. This highly sequenced design ensures that no child is left behind- gaps in knowledge are quickly identified and addressed through regular assessment and targeted intervention. The structure promotes mastery of phonics, fluency, and comprehension, providing a firm foundation for all future reading and writing success.

The structure of Read Write Inc. is deliberately designed to be inclusive, ensuring that every child, regardless of ability or background, can succeed. Regular assessment allows teachers to identify pupils who need additional support quickly, enabling timely intervention through smaller group sessions or one-to-one tutoring. The programme's clear routines, consistent language, and cumulative progression particularly benefit children with SEND, those learning English as an additional language, and those who may lack early literacy experiences. By providing frequent opportunities for practice and success, Read Write Inc. builds confidence, motivation, and resilience in all learners in these foundational skills. This inclusive, responsive design ensures that every child is given the strong start in reading and writing they need to thrive across the curriculum.

The impact of Read Write Inc. is evident in the rapid progress pupils make in reading accuracy, fluency, and comprehension. Children develop the confidence and independence to read for pleasure and purpose, enabling them to access the full curriculum with understanding and enjoyment. Consistent implementation across the school creates a shared language for teaching reading and writing, ensuring continuity and high expectations for all. As a result, pupils leave the programme as fluent, enthusiastic readers who are ready to tackle more challenging texts and apply their literacy skills across all subjects. Once children become confident and fluent readers, they progress onto the Gorsefield reading and writing curriculum, which covers all aspects of the National Curriculum for English and is steeped in high quality texts which reflect the diverse community we serve. Some children, who are new to school, will access Fresh Start. Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently.

Parent and Child Video: How to say the RWI sounds
RWI at Gorsefield Primary School Reading Leaflet
Read Write Inc Set One Sounds Read Write Inc Set One Sound Phrases
Read Write Inc Set Two Sounds Read Write Inc Set Two Sound Phrases
Read Write Inc Set Three Sounds Read Write Inc Set Three Sound Phrases
RWI Order of the Sounds

RWI Examples, including Assessment

	EYFS	KS1
Reading		
Writing		

Reading & Writing and Disciplinary Concepts within Rising Stars and Rapid Risers

Rapid Risers: Semi Formal Curriculum

Reading Opportunities

All children have opportunities to engage in early reading activities within Rapid Risers. There is always a selection of books readily available within provision in the cosy story time corner. Children have opportunities to independently explore books, turning pages and explore illustrations within this space. This is also modelled by staff during daily story time at the end each day, forming the first steps towards developing a love of reading. The Equals semi-formal curriculum has an intentionally planned linked text spine. These are used as stimuli to develop and enhance the curriculum. For example, in Autumn 2 children

are learning about following instructions through my communication within Equals and the linked text is 'How to Wash a Woolly Mammoth'. These change each half term in line with the curriculum. In addition to this in summer 2 of Equals semi-formal curriculum, My Communication, children focus on learning familiar nursery rhymes and stories with repeated phrases *(EEF Preparing for Literacy 2022)* to develop their early literacy skills.

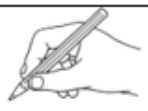
When children are developmentally ready to engage in 1:1 adult directed learning. Children begin to learn initial sounds and are tutored by a phonics trained tutor. This is tracked and assessed using the small steps tracker which tracks smaller steps of progress such as being able to say and name the picture side, see below:

Set 1 Sounds Group A	**m**	**a**	**s**	**d**	**t**	**i**	**n**	**p**	**g**	**o**	**c**	**k**	**u**	**b**	**f**	**e**
Say the picture name - picture side																
Say the sound – picture side																
Read the sound - letter side																

Writing Opportunities: Getting Ready to Write

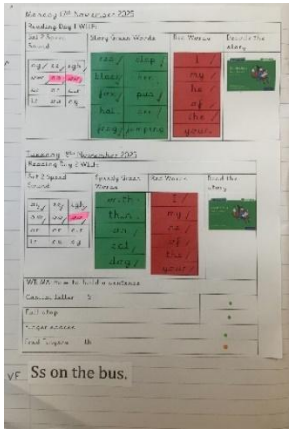
Rapid Risers follow Getting Ready to write *(Alistair Bryce Clegg 2013)* through my Independence within the Equals semi-formal curriculum. In Autumn 1 we focus on the shoulder pivot, Autumn 2 focuses on the elbow pivot and in Spring 1 focuses on the wrist pivot. Mark making opportunities are provided daily within provision and explored in a multi-sensory approach that enables children to mark make on both vertical *(Madelyn Giradi, OT NESCA 2020 & Lauren Drobnjak 2025)* and horizontal surfaces.

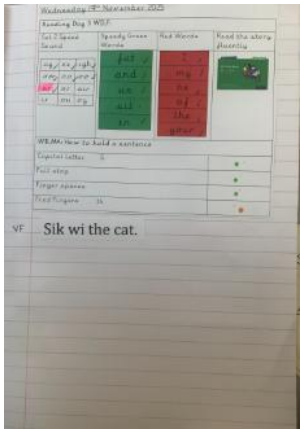
Daily Dough Disco provides opportunities to develop hand strength and pre-writing skills. As identified in the EYFS statutory framework 2025 & Development matters, Physical development and opportunities to develop gross motor is also pivotal in developing the skills needed before writing and Equals accounts for this throughout its multi-sensory approach across all areas of Equals. When children begin to mark make their grip development journey is also assessed and tracked see below:

Grip Development Journey						
Dominant Hand Preference	Assessment Point 1	Assessment Point 2	Assessment Point 3	Assessment Point 4	Assessment Point 5	Assessment Point 6
	Palmar Supinate Grip	Digital Pronate Grasp	Static Tripod Grip	Triangulation Grip	Inverted Tripod Grip	Tripod/ Triangulation Grip
Left ☐ **Right** ☐						

Additional physical enrichment opportunities for Rising Stars: Swimming Y4 and Y6, trip for Y6 pupils to Holcombe Brook.

Spotlight on SEND adaptations: Case study child with hypermobility & ASD, under SALT (recording using a 1:1 device) during RWI





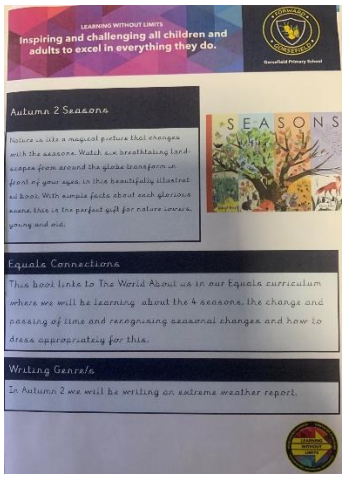
Rising Stars: Formal Curriculum

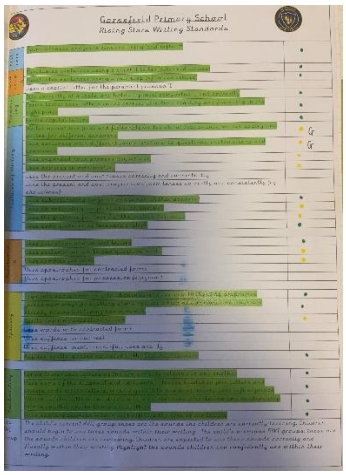
Reading Opportunities: RWI/ Fresh Start

Children in Rising Stars are assessed in line with RWI/ Fresh Start. Rising stars benefit from a 4-year text spine cycle that has been intentionally planned to link to the Equals formal curriculum (this text spine is planned for their full KS2 journey Y3-6). These key texts link to the Equals formal curriculum; for example, in cycle 1 autumn 1 My Independence, children will read the key text 'The Shopping Basket by John Burningham' and in My Independence children learn how to use and create shopping lists and how to prepare and shop in a local supermarket.

Writing Opportunities: Rising Stars Writing Cycle

All children in Rising Stars are working at Pre-key stage standards in writing and to continue to develop their foundational writing skills they follow a 2- week writing cycle to support their writing needs. The Rising Stars Equals text spine supports children's writing curriculum and texts from this are used a stimulus to develop and enhance their writing opportunities. These key texts link to their Equals curriculum for example in cycle 1 autumn 1 in My Independence children have the key text The Shopping Basket by John Burningham and children will write a diary entry about a visit to the shops. Children are presented with an overview of the writing genre and links to the Equals curriculum to support children in making connections throughout their curriculum. Children are assessed within their writing according to their phonetical awareness (Strong Foundations in the first years of school 2024) using our sounds for writing assessment.





Additional enrichment opportunity for Rising Stars; children visit their local supermarket for a store tour.