

## Guidance for grouping using Read Write Inc.

Our RMT consultant trainers provide bespoke support and solutions to ensure effectiveness of Read Write Inc. in all schools.

When providing solutions, we consider the following factors:

- number of children at each progress level;
- number of adults available;
- number of teaching spaces available.

### Assessment and grouping

Schools with fewer reading teachers have fewer Read Write Inc. progress groups.

The aim is to organise pupils to be taught at their challenge point.

### Combine groups

There are times when you have to combine groups because there are only a few children in one group or you do not have enough adults.

Reception: use the organisation options in the 'Making a Strong Start: a guide for Reception teachers' to help you organise Set 1 Sounds Groups A, B and C.

Ditty and Red: remember that children in the Ditty group need to learn Set 1 Special Friends to prepare them to read the Red Storybooks. Use Ditty PCMs with the whole group until you have taught the Set 1 Special Friends; then progress to the Red Storybooks.

Green and Purple: these children can be grouped together because both sets of Storybooks all contain Set 1 sounds.

Pink and Orange: children are all learning Set 3 sounds and reading Set 2 sounds in Storybooks.

Yellow, Blue and Grey: children are now reading more confidently, reading longer words and focusing more on fluency.

### Use the Speed Sounds in Core Storybooks document

***(Reading Leader Handbook pages 110 – 111 or 96-97 in older version)***

Use this grid to:

- see the focus sounds in each Storybook and ensure children only read Storybooks containing sounds they know
- choose the starting point for combined groups, for example start Pink and Orange group on Pink Storybook 6 which includes 'ay'
- consider how best to avoid children repeating Storybooks.

## **Use the Virtual Classroom in school**

Schools with fewer teachers can use the Virtual Classroom lessons to organise children into smaller progress groups for Speed Sounds lessons. They provide focused phonics teaching using the *What to teach when* document and their analysis of the Sounds grid.

You can have as many groups as you have devices!

## **Organisation options**

### **Option 1 (if three or more reading teachers available)**

Split each group in half.

Use the Virtual Classroom films for one half.

Teach a Speed Sounds lesson to the other half.

Swap each day.

Then combine the groups for Storybook lessons (see above).

### **Option 2 (if three or fewer reading teachers available)**

Teach two groups in one hour. Choose the most useful reading activities.

#### **First group**

Teach Storybook activities for 30 minutes – choose the most useful reading activities.

#### **Second group**

Use the Virtual Classroom films for 30 minutes:

- Speed Sounds Lessons (reading and spelling)
- Speeding up word reading
- Red Words.

The above option 2 can be duplicated, so two teachers could teach 4 groups in one hour; three teachers could teach 6 groups.

### **Option 3 (one teacher only – fewer than 10 children accessing the programme)**

Group children by their challenge point and teach 1:1 – 1:2 for 15 - 20 minutes each (Fresh Start type timetable).

Choose the most useful reading activities only + spelling.

Teach Hold a Sentence to whole class.

Ensure children at each level (whether individuals or pairs/ threes) have 15 minutes per day reading a RWI Storybook at their challenge point with an adult.

## **Tutoring**

Tutor the slowest progress readers in each year group. Identify tutor/s to work with these children.

Use the Virtual Classroom for tutoring and extra practice where no adults are available.

Use the analysis of the Sounds grid to identify sound gaps for each child.

Please feel free to email your Consultant Trainer if you have any questions or require further support.

My email is below if you would like further support with groupings:

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