



Rednal Hill Infant School Approach to Phonics

Intent

At Rednal Hill Infant School, we are committed for children to become fluent, confident readers who see reading as both a valuable skill and a source of pleasure throughout their lives. By being fluent competent readers by the age of 7, we know that we will open the door for them to learn through reading. We follow the phonics teaching programme ***Little Wandle Letters and Sounds Revised***, which provides a detailed and systematic approach to the teaching of phonics. By rigorously following and delivering a high-quality, systematic synthetic phonics programme, children will quickly build their phoneme, grapheme correspondence, blending and segmenting and their orthographic store. Our aim is not only to teach children how to read, but to nurture confident, enthusiastic and lifelong readers who develop a genuine love of reading. Through rich reading experiences, high-quality texts and the development of strong phonic knowledge, we strive to foster children's curiosity, imagination and enjoyment of books from the very beginning of their learning journey.

Implementation

- **In Nursery:** Children follow Little Wandle Foundations which focuses on song, rhyme, initial sounds, as well as oral blending. They learn to read one new sound per week.
- **In Reception:** Phonics is taught daily in classes from the start. Pupils learn and apply phase 2,3 and 4 as the year progresses. They read and spell words, captions and sentences. Children who are identified through assessment receive 'keep up' and 'catch up' interventions.
- **In Year One:** Phonics is taught daily predominately in their class groups. Children who require additional support to consolidate knowledge are taught in smaller groups with well planned and reviewed interventions. In Year One, children will learn the alternative graphemes and phonemes and 'complete the code'. Teaching also focuses on building automaticity when reading words and sentences.
- **In Year Two:** Phonics continues to be taught daily and children will move from consolidating their phonic knowledge to building fluency and prosody. Children who are require more time, access smaller taught groups and additional catch-up or keep-up interventions. Any children who did not meet the required pass mark in the PCS in Year 1, continue to receive high quality instruction through diagnostic assessments.

- **Approach:** Little Wandle planning is followed for all phonics groups. It is taught daily across 5 days for a minimum of 30 minutes. KS1 children have a phonics and a reading session.

Assessment

- Assessment is carried out half termly for all children. This is used to plan for next steps in class sessions and interventions.
- Children who are receiving interventions will be re assessed every three weeks to keep the diagnostic need current and relevant.
- Groupings are updated half termly to ensure precise teaching and no child is left behind.

Impact

- The quality of teaching is strong across the whole school resulting in stronger application in reading and writing.
- Children who are identified as requiring additional support are done so in a timely manner and the gap between their peers begins to reduce immediately.
- Children have an enjoyment of phonics and feel successful, viewing themselves as 'readers'.
- From a low starting point, children make better than good progress. 2025 school figure for the PSC was 77% with 90+% achieving by the end of Year 2.

Inclusion

- Adaptive teaching strategies, repetition and clear routines support all children to participate successfully and develop confidence as early readers.
- Early identification and timely keep up interventions ensure pupils who are at risk of falling behind receive immediate support to remain included in their phonics groups.
- Consistent language, visuals and lesson structures reduce cognitive load and help pupils feel successful in all phonics lessons.

Subject Knowledge, Skills and Vocabulary

Our phonics curriculum builds secure knowledge of the alphabetic code and the skills needed for fluent reading and writing.

Pupils develop:

- Sound recognition and blending – identifying, saying and combining pure sounds to read and spell words.
- Segmenting and encoding – applying phonics to write accurately and independently.
- Fluency and accuracy – increasing speed and confidence when decoding unfamiliar words.
- Vocabulary development – linking new sounds and words to meaning through shared stories and discussion.
- Application and understanding – transferring phonics knowledge into wider reading and writing tasks. Progression from Nursery to KS1 ensures children move from oral blending and simple CVC words to confident, fluent reading and accurate spelling.