



Ormesby Village Infant and Junior Schools Federation

PHONICS POLICY 2026

1. WHAT IS PHONICS?

1.1. Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. Once children have been taught which sounds are linked to which letters they are able 'crack the code' and can confidently attempt at reading and writing anything.

2. AIMS

2.1. At Ormesby we aim to deliver high quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.

2.2. To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

2.3. To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.

2.4. To give children word work strategies that will enable them to become fluent readers and confident writers.

3. EXPECTATIONS

Phonics sessions will:

3.1. Be taught daily;

3.2. Follow the Little Wandle programme exclusively;

3.3. Be no longer than 30 minutes; (However, sessions may be shorter than this in EYFS.)

3.4. Be structured using the Revisit/Review – Teach – Practise – Apply - Assess approach;

3.5. Be challenging, active, engaging and have a quick pace;

3.6. Give every child the chance to segment and blend approximately 20 words;

3.7. Give the children opportunities to hear themselves saying new sounds and have sounds modelled and articulated correctly;

3.8. Teach one new thing each day;

3.9. Encourage children to write more quickly, yet accurately.

Teachers should:

3.10. Use agreed actions for segmenting, blending and remembering sounds where necessary. Use of Little Wandle actions resources, pictures, actions and stories consistently used in all Phonics' classes.

3.11. Use the following terms confidently where appropriate: phoneme, grapheme, digraph, split digraph, trigraph, blending and segmenting.

3.12. Display phonemes that have been taught in the classroom.

3.13. Model segmenting and blending before asking the children to do the same.

3.14. Plan phonics using day to day assessments. Planning and teaching should be flexible and readily available for monitoring.

3.15. Differentiate where necessary using different words or phrases, resources, adult support, etc.

3.16. Give children frequent opportunities to apply phonic skills verbally and in writing across the curriculum.

3.17. Ensure all children have regular access to appropriately pitched reading texts to apply their learning in phonics through reading.

3.18. Be target led – All children should be secure in Phase Five by the end of the Summer Term in Year One. What must happen for this to be the case? (Intervention, different approaches, revision of phonemes, challenge, high-quality teaching.)

3.19. Use a mixture of stimulating resources, which include IT based ones, such as PhonicsPlay/Hairy Letters, but also a mixture of kinaesthetic/visual/auditory games and methods.

At Ormesby Village Infant School, we teach Phonics following the Little Wandle Letters and Sounds Revised programme. This complete teaching programme meets all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and prepares all our children to go beyond the expectations of the Year 1 Phonics Screening Check.

The resources attached to this page will help parents support their child with saying their sounds and writing their letters. There is also a link below to Little Wandle's website, where parents can find helpful videos demonstrating how Phonics is taught. These will all build parental confidence to support children with their reading at home and mirror how they are taught at school. Attached below is the full Reception and Year 1 teaching programme overview to see the

children will learn and when. Also below are some pronunciation guides and other related support material.

The majority of classes are taught together and work is well-matched for different abilities and needs. Those children who find learning more challenging are supported in smaller groups/1:1 with Catch Up and Keep Up interventions to revisit any prior learning they have not yet grasped. Children who continue to require phonetic support at the end of Year 3 will still be able to access trained staff, who will be using the Little Wandle 7+ programme as the reading experts at our Junior school.

Our collection of reading books match the programme's agreed Grapheme Phoneme Correspondence (GPC) progression and trained staff deliver Phonics in a consistent and enthusiastic manner across each week utilising uniform actions, chants and rhymes. We will continue to ensure our pupils love doing Phonics and the impact of its sessions is significant.

Spelling Programme

When pupils reach Year 2, they should have achieved their Phonics goals and reached the end of the Little Wandle programme successfully. Pupils will then follow the Nelson spelling programme, where they will have spelling tests, videos on spelling patterns, phonic style sessions with spelling flashcards and focused spelling tasks to challenge and embed the learning. Some children may not have reached their Phonics goals, so will continue to receive phonic instruction.

Supporting Children with Reading

Although children will be taught to read at school, parents can have a huge impact on their child's reading journey by continuing their practice at home. There are three types of reading book that your child will bring home:

A reading performance book.

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. All children will practise reading their performance book in school each day between Monday and Friday. After these first three reads have been completed the book can go home for the child to read to an adult independently and fluently. This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

A reading practice book

This may be a different reading book at the child's same phonic stage may be sent home for continued practise and enjoyment.

Year 2 children, who have completed their Phonics journey successfully will be classed as an independent reader and encouraged to change their chosen reading books daily, if the books have been read in that time. Larger and lengthier reading material will require longer to complete.

A sharing book.

Your child will not be able to read this on their own. This book is for you both to read and enjoy together, as the child may have chosen this themselves from personal interest. Children will bring a sharing book home on Mondays from the book corners in class or the school library.

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. We have a separate page about our reading for pleasure culture if you would like more information.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun.

4. WHEN SHOULD DIFFERENT PHASES BE TAUGHT?

Phase One – Nursery-Early Reception

Taught in our Nursery across the year, then in the first term in Reception. Phase One should be taught within each following Phase (Oral segmenting and Blending)

Phase Two - Six Weeks

This should be taught during a child's first term in Reception class. As soon as children can read a phoneme, they should be expected to write it as well.

Phase Three - Twelve Weeks

The vast majority of children need to be secure at Phase Three by the end of their first year in school. This phase can be slowed down to ensure children are secure with phonemes before moving on as they have two terms. In EYFS all pupils should have completed phase 2 and 3 by the end of the year and be ready to start Phase 4 in Year One.

Phase Four - Four Weeks– Six Weeks

This can be taught in Reception class, provided children are secure in Phase Three. At the latest, it should be taught at the beginning of Year 1, as it is a recap of previous Phases and encourages initial/final blends.

Phase Five - Throughout Year One

As soon as children have covered Phase Four, they need to move on to Phase Five.

Phase Six – Throughout Year Two

When children know almost all grapheme-phoneme correspondences and their spelling is usually phonemically accurate, they are ready to move on to Phase Six.

5. ASSESSMENT

5.1. In Reception and Key Stage One, all children will be informally assessed throughout session and future phonics work planned accordingly.

5.2. All children will be formally assessed at the end of each half-term in the following areas:

- grapheme-phoneme correspondence knowledge;
- segmenting and blending;
- reading of tricky words;
- reading of non-words (Year One and Two).

5.3. At the end of Year One it is statutory for all children to complete the Year One Phonics Screening Check. This takes place in June. Children who do not achieve the required standard in Year 1 will need to retake the check the following year to ensure they have made good progress. Some Year 2 children, who did not make the set threshold will need to be re-tested using that academic year's Phonics Screening Check.

6. SPECIAL EDUCATIONAL NEEDS

6.1. Where a child is making limited progress in phonics, this is discussed with the parents, SENDCo, Literacy Leader and Class Teacher. Relevant actions are made to address the concerns and any intervention work undertaken is monitored, for example Sound Discovery Support. Prior to this an audio/visual check maybe required from GP organised by parents.

If insufficient progress is made by a pupil, a case study may be required to analyse this in more detail.

7. INVOLVING PARENTS

7.1. The teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. We endeavour to support parents as their child learns to read and write by:

- Holding phonics information sessions/workshops for parents to explain specialist vocabulary and how the teaching of phonics works;
- Letting parents know what their child has been working on in class and what they can do at home in the form of Homework Challenges;
- Offering them the opportunity to see phonics taught in school if they so wish;
- Giving parents resources and strategies for supporting phonics at home during Parents' Evenings.

8. EQUAL OPPORTUNITIES

8.1. At Ormesby we believe that all children regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

8.2. We ensure equal access in a variety of ways:

- Displays and resources reflect the above as positive role models;
- The content of what is planned reflects our diverse society;
- Where appropriate, group children flexibly to promote confidence and social skills;
- Ensure that appropriate structures/resources are in place so that children can access the curriculum.

EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community

suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

APPENDIX 1

Definitions

Phoneme – sound made by a letter or group of letters; the smallest unit of sound in a word.

Grapheme – the written spelling of a sound.

Digraph – two letters which work together to make one sound.

Trigraph – three letters which work together to make one sound.

Split digraph – two letters which work together to make a sound with another letter between them.

Blending – saying the sounds in a word one after another to read it.

Segmenting – breaking words down into their phonemes in order to spell them.

Policy Ratified in September 2026

By:_____

By:_____

Review Date: September 2027 _____