



Harper Bell SDA Primary: Approach To Phonics



Intent

At Harper Bell SDA Primary, we are determined that every child learns to read. Our systematic Little Wandle scheme sets clear expectations for progress each term, ensuring pupils access reading at the right level and pace. Phonics is taught rigorously and consistently across the school, building the foundations for fluent reading and confident communication.

Implementation

- **Reception & KS1:** Phonics is taught daily in small, assessed groups. Pupils learn and apply and work through the phases following the LW programme,
- **LKS2:** Pupils who have not yet secured all phonics knowledge receive targeted daily interventions to close gaps.
- **UKS2:** Children requiring further are part of daily focused LW Catch Up interventions.
- **Progression:** Children move through LW phases with clear expectations for attainment and fluency. In early reading, phonics is applied and progress is shown through decoding, prosody and comprehension.

Impact

- **Assessment:** Baseline and half-termly phonics assessments identify progress and next steps. Groupings are updated every six weeks to ensure precise teaching.
- **Outcomes:** Pupils apply phonics confidently to decode, read fluently and spell accurately. Year 1 pupils complete the Phonics Screening Check, with support continuing for any retakes in Year 2.
- **Intervention:** The lowest 20% receive 1:1 “keep-up” tutoring. Assessments highlight sound gaps and monitor fluency through checks.
- **Pupil Voice:**
Y1 “Phonics lessons are challenging because there’s always something new.”

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 EYFS to KS2 ensures children move from oral blending and simple CVC words to confident, fluent reading and accurate spelling.

Harper Bell SDA Primary: Approach To Phonics

Inclusion

Phonics at Harper Bell is designed to ensure progress for all, including early-stage readers, dyslexic learners and those working significantly below age standard. Focused grouping, daily multisensory teaching and precision interventions ensure rapid access to foundational skills. Ongoing assessment identifies needs promptly, and resources are adapted so that every pupil, regardless of starting point, participates fully and achieves secure decoding and spelling.