



Subject Report 2025-2026

Subject	Phonics	Report prepared by	Chloe Edwards
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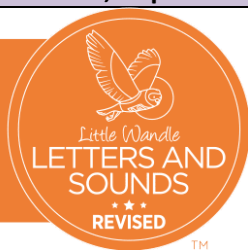
Overview of the year:

3 key messages from the year:

- **Introduction of the Fluency Scheme:** We successfully introduced the Fluency Scheme, building directly on the strong foundations of our Reading Practice Groups. This ensures that children who have completed the core programme continue to develop automaticity, prosody and comprehension. The fluency sessions provide a clear progression from decoding to confident, expressive reading, enabling pupils to strengthen reading stamina and deepen understanding while maintaining the fidelity of the Little Wandle approach.
- **Ongoing Professional Development:** High-quality CPD remains a priority. Phonics training is now embedded within our annual CPD offer, forming part of the additional October half-term training week. All staff have completed updated, comprehensive Little Wandle training to ensure consistent, high-quality delivery. The Phonics Lead has also designed bespoke training packages tailored to staff roles, ensuring that all adults delivering sessions have the appropriate level of expertise and confidence.
- **Rigorous Assessment and Data Analysis:** A dedicated Phonics Lead oversees continuous assessment and detailed data analysis to inform teaching and track pupil progress. Our Reading Champion conducts regular assessments to ensure accuracy and consistency in data input. This robust approach ensures ability groups are precisely identified, gaps are addressed swiftly, and every child receives timely, targeted support.

Curriculum: Intent, implementation, Impact

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Intent

At The Cambridge, we believe that reading is the foundation for lifelong learning. Through the systematic and structured approach of *the Little Wandle Letters and Sounds Revised* programme, we ensure that every child develops strong phonics knowledge and early reading skills that enable them to access all areas of the curriculum with confidence. Our intent is to create *fluent, enthusiastic, and independent* readers who develop a love for books and language from the very start of their learning journey. We are committed to ensuring that all children, regardless of their starting point, have the opportunity to succeed in reading and writing by providing high-quality phonics teaching, consistent practice, and exposure to a rich variety of texts.

When leaving The Cambridge, we aim for children to demonstrate:

- **Fluency in reading:** Secure knowledge of phonics, enabling them to read accurately and with increasing speed and confidence.
- **Enthusiasm for books and reading:** A love of stories, non-fiction, and poetry, along with an eagerness to discuss their reading experiences.
- **Resilience and independence:** The ability to apply their phonics skills to decode unfamiliar words and to read with comprehension.
- **Confidence in communication:** The ability to express their ideas clearly through spoken language and writing, using a broad and ambitious vocabulary.
- **Accuracy in spelling and writing:** The ability to use phonics knowledge to spell accurately and write with purpose across the curriculum.
- **A collaborative and reflective approach:** The skills to discuss and evaluate their reading and writing, working with peers to build on their ideas.

By following the *Little Wandle* approach with fidelity, we ensure that all children, including those at risk of falling behind, receive the support they need to succeed. Through carefully structured lessons, daily practice, and engaging reading opportunities, we empower children to become confident, capable, and passionate readers, ready for the next stage of their education.

Implementation

Phonics is taught systematically across the school using the *Little Wandle Letters and Sounds Revised* programme. The structured and progressive sequence ensures that children build secure phonic knowledge, focusing their working memory on recalling and applying Grapheme-Phoneme Correspondences (GPCs).

In **Reception**, children begin phonics lessons as early as possible, from their second week in school. Lessons are taught primarily as a whole class, with some children working in smaller groups to enhance focus. Daily 'Keep Up' sessions support those who need extra practice, and key GPCs are reinforced throughout the day.

In **Year 1**, most children are taught as a whole class, with some working in targeted groups based on their stage of development. This ensures secure consolidation of current phonic knowledge before progressing to more complex GPCs.

In **Year 2**, children either follow the Bridge to Spelling programme to support their transition from phonics to spelling—leading into Spelling Units aligned with the National Curriculum—or, if identified as needing additional phonics support, they follow *Rapid Catch-Up* programme before returning to the spelling pathway.

In **Key Stage 2**, children who still require phonics support receive either *Rapid Catch-Up* sessions daily, tailored to their specific needs, or follow the *SEND* phonics programme. Beyond Year 3, phonics support is also embedded within classroom learning, ensuring older pupils receive targeted intervention to develop their reading and spelling skills.

Planning and resources for all phonics groups, including *Keep Up*, *SEND*, and *Rapid Catch-Up*, are provided by *Little Wandle*, ensuring consistency and high-quality teaching across the school.

Assessment and tracking take place every six weeks using Little Wandle assessments. These generate detailed reports identifying gaps and outlining tailored intervention plans. In Key Stage 1 and 2, mock Phonics Screening Checks (PSC) are conducted half termly to monitor progress and attainment of those children who will be completing the PSC that year.

Progression of Phonics through Lower School:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Phase 2		Phase 3		Phase 4	
Y1	Phase 5					
Y2	Phase 5 Review	Bridge to Spelling	Spelling Units			

Rationale for curriculum organisation:

Our phonics curriculum follows the Little Wandle Letters and Sounds Revised programme, ensuring a systematic, progressive, and inclusive approach to early reading. Phonics is taught daily in Reception and Year 1 through structured whole-class lessons, with additional small-group interventions (Keep-Up, Rapid Catch-Up, and SEND) to support children who need further consolidation. In Year 1, phonics is further tailored to meet the needs of all learners. To strengthen learning, Reception and Year 1 have an additional phonics session after lunchtime—Reception focuses on blending practice, while Year 1 applies the new grapheme from the morning's lesson in reading and writing.

Alongside daily phonics lessons, Reception and Year 1 pupils take part in Little Wandle Letters and Sounds Revised Reading Practice sessions three times a week to further consolidate decoding skills and develop early fluency. Learning is carefully sequenced and layered, with prior knowledge revisited and reinforced daily to secure strong foundations in reading. This structured approach now extends into Year 2: following completion of Reading Practice Groups, pupils transition seamlessly onto our Fluency Programme, ensuring continued progression from accurate decoding to confident, expressive and fluent reading.

What have you done to ensure that every skill is covered?

To ensure high-quality phonics teaching and consistent progression, we have a rigorous monitoring and assessment process in place. This allows us to evaluate the effectiveness of teaching, track pupil progress, and provide timely interventions where needed.

1. Ongoing Assessment and Pupil Tracking

- Daily formative assessment is embedded into phonics lessons, with teachers continuously assessing children's ability to recall and apply GPCs, blend, and segment words.
- Children identified as needing extra support receive immediate intervention through Keep-Up or Rapid Catch-Up sessions.
- Every six weeks, formal assessments from Little Wandle Letters and Sounds Revised are completed. These generate detailed reports identifying gaps and next steps for each child. A dedicated Reading Champion conducts and quality assures these assessments, ensuring accuracy and consistency in data collection across classes. This strengthens the reliability of our pupil progress discussions and ensures groupings are sharply focused and responsive. This is also reviewed during pupil progress meetings alongside the class teacher and phonics lead to highlight any children needing additional support and ensuring groupings are accurate.

- In Year 1 and for those in Year 2 who will be retaking the PSC, we conduct mock assessments to track progress and prepare for statutory assessments.

2. Lesson Monitoring and Fidelity to Little Wandle

- Learning walks and lesson observations are carried out regularly by the phonics lead and senior leaders to ensure lessons are being delivered with fidelity to the Little Wandle programme.
- Book looks and pupil voice discussions provide insight into how children apply their phonics knowledge in reading and writing.
- Support and coaching are provided to staff to ensure consistency in lesson delivery, effective use of resources, and best practice in phonics teaching.

3. Intervention and Adaptation

- Data from assessments and lesson monitoring inform targeted interventions, ensuring all children receive the support they need.
- Groups such as SEND phonics groups and focus groups are monitored closely to ensure progress is sustained.
- Adjustments to teaching strategies and groupings are made based on assessment outcomes, ensuring learning remains responsive and pupil-centered.

By embedding robust monitoring, regular assessment, and ongoing staff development, we ensure that all children receive high-quality phonics instruction, allowing them to become confident, fluent readers.

Impact

Through the systematic teaching of phonics using Little Wandle Letters and Sounds Revised, children develop strong foundations in early reading and writing. By the end of Reception, pupils confidently recognise and apply taught GPCs, blending and segmenting words with increasing accuracy. In Year 1, children build on this knowledge, applying their phonics skills fluently in reading and writing, which is evident in their independent work, phonically decodable reading books, and engagement in Little Wandle Reading Practice sessions.

Progression in phonics is identified through data analysis of the Little Wandle heat maps. Children are assessed at the end of each 'block' of learning, and to ensure thorough consolidation, previously taught blocks are reassessed if below 80%, alongside current learning. This approach allows us to track small steps of progress, particularly for children who are 'catching up,' rather than seeing data that always reflects working towards expected levels.

Children in Year 1 and those in Year 2 who did not meet the threshold in Year 1 have complete a mock Phonics Screening Check. The data from this provides a clear picture of children who are successfully using and applying their phonics knowledge and skills, as well as those requiring different levels of support to achieve the threshold score. Evidence from lesson observations, book looks, and pupil voice discussions further demonstrates that children are transferring their phonics learning across the curriculum, decoding unfamiliar words with confidence and developing increasing fluency.

By the time children complete the phonics programme, they are equipped with the skills needed to read with confidence, accuracy, and comprehension. This solid foundation enables them to transition seamlessly into the Bridge to Spelling programme and apply their phonics knowledge to spelling in line with the National Curriculum.

What does marking and assessment look like in your subject?	What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?
<p>Adults provide verbal feedback during phonics lessons to address mispronunciations and reinforce blending skills, ensuring immediate corrections and support. Ongoing assessment during lessons identifies children who need extra practice with specific grapheme-phoneme correspondences (GPCs), either throughout the day or during focused 'Keep Up' sessions. Formal assessments take place at the end of each learning block, where children's progress is tracked using Little Wandle assessments and heat maps. If any block is below 80%, it is revisited to address gaps and ensure children consolidate their learning. Mock Phonics Screening Checks in Year 1 and Year 2 further track progress and readiness for the official screening. Progress is also evident in children's reading book boxes and their books, where phonics skills are applied through phonically decodable texts. This shows that phonics teaching is embedded and effective.</p> <p>The Phonics Lead plays a key role in monitoring this progress, regularly reviewing assessment data and lesson delivery. They ensure that assessments are carried out consistently, providing guidance and support for teachers to address any gaps in learning. The Phonics Lead also</p>	<p>All staff have received official Little Wandle training, ensuring a consistent and structured approach to phonics across the school. In addition, Learning Support Assistants (LSAs) have received tailored training to support their intervention groups, allowing them to deliver focused phonics support and ensure children who need extra help can catch up effectively.</p> <p>We have also benefited from external support through Trust Reviews and visits from the WhiteKnights English Hub, whose reports provide valuable feedback and guidance to improve our phonics practice further. This external input helps refine our approach and keep our phonics provision in line with the latest best practices.</p> <p>To stay up to date, staff regularly receive Wandle bulletins from Little Wandle, which include</p>

How do you know this has been effective for children's progress?

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

<p>coordinates intervention sessions and ensures that phonics teaching is being applied effectively across the school.</p>	<p>news, tips, and a blog, helping to share ideas and strategies across the team. The Phonics Lead attends CPD sessions and webinars, continuously developing their expertise and sharing insights with the staff.</p> <p>The impact of this professional development has been evident in improved phonics teaching across the school. Teachers and support staff are more confident and consistent in their delivery, leading to better outcomes for children.</p>
<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p><i>What is progress like in this subject?</i></p> <p><i>How do you monitor? e.g. books, planning</i></p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p><u>Fundamental British Values</u> Explore tolerance, protected characteristics and equality here.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> Bravery: Children develop bravery by taking risks in reading and attempting new words, supported by a safe environment where mistakes are seen as part of the learning process. Innovation: Phonics lessons encourage creative thinking, as children explore new words and develop strategies for decoding unfamiliar vocabulary. Collaboration: Working together in pairs or small groups during phonics sessions promotes teamwork, where children help and learn from each other. Ownership: Phonics encourages children to take ownership of their learning by practising new graphemes and applying them in their reading and writing independently.</p> <p><u>Opportunities for Personal Development</u> Resilience and Confidence: Regular feedback and opportunities for revision help children build confidence in their phonics skills. Overcoming challenges in decoding and spelling boosts their resilience. Curiosity and Growth: The love for reading instilled through phonics encourages children to be curious about words, texts, and stories, developing a lifelong interest in learning. Communication: Phonics lessons promote verbal communication skills as children practise pronunciation, blending, and discussing their learning, enhancing their ability to communicate confidently in various contexts.</p>