

Manor Green Primary Academy
Phonics Policy

Written September 2025

Review September 2026

INTENT

At Manor Green Primary Academy we are committed to the delivery of excellent phonics teaching. Our intent is that every child is a reader by the end of Key Stage 1 #ECR7. Being able to read is an important skill for children this impacts on their self-confidence and well-being. The Independent review of early reading conducted by Jim Rose stated that 'the practice seen by the review shows that the systematic approach, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers and writers.' The review also highlighted the importance of developing speaking and listening skills in children's early education, this ensures that our Reception children are ready to access phonics teaching.

The EEF also supports the teaching of phonics in a systematic way; 'The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.'

The use of phonics is one of the many skills needed to be a reader and a writer, we aim to teach high quality phonics to support our children in having the best possible start to their reading and writing journey.

At Manor Green our Aim is

-To establish consistent teaching, progressions and continuity in the learning of phonics throughout the school

-To provide a language rich environment that encourages and develops oracy skills starting in our nursery class and continuing throughout school

-For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum

-To have robust assessment procedures to check and identify need for intervention

-To promote reading for pleasure

IMPLEMENTATION

In order for us to implement our intent we follow Bug Club Phonics; this is a comprehensive phonics teaching programme (Systematic Synthetic Phonics-SSP) that is centred around an accessible and inclusive teaching approach

Nursery children will take part in phase 1 phonics which will support them in developing their speaking and listening skills. Reception and Key Stage 1 classes will teach phonics as a discrete session every day and will make links

to their phonics learning in other curriculum subjects to re-enforce teaching and learning.

The programme follows a sequence of:

Introduce: the alphabet song

Revision: recap previously taught sounds and words

Teach: teach a new phoneme/grapheme

Practice: opportunities to practice saying or reading the sound

Apply and assess: apply the new skill to read and write words

There are separate language sessions which introduce irregular words and give the children a chance to apply the sounds they have learnt in the previous unit to read and write captions or sentences.

All children access the phonics lesson whilst some children, who require additional support, have 'keep up' activities.

Phase	Reception							Year 1							Year2						
	Entry	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Entry	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Entry	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
1																					
2																					
3																					
4																					
5																					
6																					

- Working in the expected range
- Working below the expected range
- Working significantly below the expected range

Age Related Expectations

<u>By the end of EYFS children should:</u>

-Say a sound for each letter in the alphabet and at least 10 digraphs

-Read words consistent with their phonic knowledge by sound-blending

-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

<u>By the end of Year 1 children should:</u>

- apply phonic knowledge and skills as the route to decode words

- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

By the end of Year 2 children should:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

IMPACT

Through the teaching of SSP, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of year 1, however, we believe that reading is the key to all learning and so our reading curriculum is designed to support our pupils in becoming fluent readers.