



Intent

At Grange Primary Academy, we are committed to ensuring that every child becomes a confident, fluent reader and writer. We recognise reading as a fundamental life skill and place phonics at the heart of our early reading curriculum. We use the **Sounds-Write** programme, a highly structured, evidence-informed linguistic phonics approach that provides children with the essential foundations for successful reading and writing.

Sounds-Write teaches children the relationship between spoken language and the written code of English, enabling them to decode and encode words with increasing accuracy and confidence. Through a systematic and cumulative approach, children develop the knowledge and skills they need to read fluently, spell accurately and access the wider curriculum. We aim for all children to learn to decode quickly and accurately so that reading becomes effortless, allowing them to focus on developing vocabulary, comprehension and a lifelong love of reading.

Implementation

At Grange Primary Academy, phonics is taught through the **Sounds-Write** programme from Reception through to Key Stage 1 and beyond where needed. Sounds-Write is a highly specified, carefully sequenced and multi-sensory programme that teaches children the approximately **175 sound-spelling correspondences** within the English language. The programme takes the children step-by-step through phonics, introducing them to the 44 different sounds in the English language and their different spellings gradually and systematically. The programme is highly specified, carefully sequenced and code knowledge is revisited so that it is taught to be remembered.

Children participate in daily, 30 minutes phonics lessons, delivered by trained staff using the Sounds-Write methodology, structure and script to ensure consistency and progression. Lessons incorporate visual, auditory and kinaesthetic activities and are designed to be engaging, interactive and accessible to all learners.

The programme is built around four key concepts:

1. Letters are symbols that represent sounds.
2. Sounds can be spelled using one, two, three or four letters.

3. The same sound can be represented in different ways.
4. The same spelling can represent different sounds.

Children also develop three essential skills:

1. **Blending** sounds together to read words.
2. **Segmenting** words into sounds for spelling.
3. **Phoneme manipulation** to improve accuracy and fluency in reading and spelling.

In the summer of Nursery and all year in Reception, children begin by learning the **Initial Code**, securing one-to-one sound-spelling correspondences and applying them to read and write simple words and sentences. As their knowledge develops, they progress to the **Extended Code in Year 1 and 2**, where they learn the many alternative ways sounds can be represented in print. This enables children to read and write both monosyllabic and polysyllabic words with increasing confidence.

All phonics books are carefully matched to the sounds children have been taught, ensuring success and progression in reading. Common exception words are introduced alongside phonics teaching.

Phonics is taught as a whole-class programme, with ongoing assessment used to identify children who need additional support. Children working below age-related expectations continue to access the whole-class teaching and receive targeted intervention focused on their stage of code knowledge. Progress is monitored through ongoing formative assessment, Sounds-Write diagnostic tools and assessment milestones, ensuring that children who need support catch up quickly and keep up with their peers. In Year 1, teaching is organised to provide children with sufficient exposure to the sound-spelling correspondences assessed in the Phonics Screening Check, including opportunities to read pseudo words.

Impact

Through high-quality phonics teaching, children develop secure decoding and encoding skills, enabling them to read and write with increasing confidence and independence. They become fluent readers who can successfully access age-appropriate texts and focus on understanding what they read rather than decoding individual words.

Progress is monitored through ongoing assessment and Sounds-Write diagnostic tools, ensuring that any barriers to learning are identified and addressed promptly. Children are supported to

apply their phonics knowledge accurately in both reading and writing, building strong foundations for future learning.

The effectiveness of our phonics provision is measured through the **Year 1 Phonics Screening Check**, where we aim for outcomes to be at least in line with national expectations. Those children who do not meet the expected standard receive additional support and intervention in Year 2 before retaking the assessment. The strong outcomes achieved in the screening check reflect pupils' secure knowledge of the alphabetic code and their ability to apply decoding skills confidently.

By the end of Key Stage 1, children are well prepared for the next stage of their education, with the reading fluency, accuracy and confidence needed to access the wider curriculum and succeed as lifelong readers.