PHONICS AT CEDAR PARK SCHOOL AND NURSERY

SUBJECT INTRODUCTION

At Cedar Park School and Nursery, we understand that early reading and phonics is the gateway to the curriculum.

We have embedded an approved systematic synthetic phonics programme called 'Super Sonic Phonic Friends' which is taught on a daily basis from Nursery through to Year 2.

INTENT

The aims and objectives at Cedar Park School for Phonics are that we want pupils to:

- Develop their knowledge of sounds through fun, magical and inspiring lessons.
- Develop confidence to apply their learning to their own reading and writing.
- Experience a consistent programme of learning.
- Be actively engaged in their phonics learning.

TO IMPROVE, OUR PRIORITIES ARE:

- To increase the percentage of children passing the Year 1 Phonics Screening Check (PSC).
- To ensure that all children pass the PSC before leaving Key Stage 1.
- To embed the culture of 'learn to read, read to learn' at the earliest stage of reading development.

STRENGTHS

- Taught on a daily basis from Nursery until Year 2.
- Implementing an approved systematic synthetic phonics programme.
- In 2024-2025, 100% of children in Year 2 passed the end of Key Stage Phonics Screening. In 2025-26, 93% of Year 1 passed the screening.
- Robust intervention for those children with identified gaps.
- Regular CPD and updates for staff – including Teaching Assistants.

IMPLEMENTATION

Phonics is taught on a daily basis starting in Nursery and up until Year 2.

These lessons follow the structure of our Supersonic Phonics Friends scheme. Each lesson is structured in the following way:

Listening Len: The focus sound will be introduced and children will listen to the sound.
See it Sam: Children will see the grapheme (spelling) of the sound.
Segmenting Seb: Children will segment words into phonemes (sounds) and graphemes (spellings).
Blend it with Ben: Children will use the segmented sounds and blend them back into words.
Build with Bill: Children will 'build' words using individual spellings.
Read with Rex: Children will read words that contain the focus sound alongside Rex.
Write with Ron: Children will write words containing the focus sound, dictated by the teacher.

Some lessons may also contain additional sections, which are as follows:

Tricky Tess: Children will be exposed to words that are 'tricky' meaning that they cannot be read using their phonics knowledge.
Nonsense Nan: This is an opportunity for children to apply their learning to words that make 'no sense'. These are not real words, they are nonsense words.
Cheeky Sneaky Sid: This is where children are exposed to a 'sneak peek' of the learning to come within the next lesson.

The philosophy of 'keep up, not catch-up' is embedded through our phonics teaching and therefore children are taught as a class and are not streamed by ability.

CHILDREN WITH BARRIERS TO LEARNING

Within phonics, all children are exposed to their year group's daily phonics lessons. Children will also be supported through additional intervention which will address gaps that have been identified or provide time to consolidate previous learning. Some interventions may also aim to pre-teach sounds to support children with a barrier to learning.

Additionally, the structure and visuals provided support children with learning barriers as their cognitive load is reduced and children can make connections in their learning.

PHONICS IN EYFS

Phonics is taught at the very start of every child's learning journey at Cedar Park School and Nursery. Children access the same structure as their peers in Year 1 and 2. Children in EYFS access a challenging and ambitious programme which provides them with a solid foundation to start their reading journey.

SUBJECT OUTCOMES

In 2025-2026, 93% of children in Year 1 passed the Phonics Screening Check.

In 2025-2026, 60% of children in Year 2 passed the Phonics Screening Check by the end of the Key Stage.

SUBJECT ASSESSMENT

Assessment within lessons is ongoing and continuous. This allows for teaching staff to implement timely and targeted interventions or support through High 5 and Check-In activities.

Children are additionally assessed on a half-termly basis to allow for gaps to be identified and for intervention to take place. Intervention may take place on a 1:1 basis or in a small group. Interventions are led by an experienced, trained member of staff where progress is monitored closely to ensure progress.

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