



Phonics

Subject Leader Report 2024-2025



Subject Leader: Clara Clark

Autumn Term

This term, the Phonics Leader at Masefield Primary School has been actively involved in observing lessons, conducting learning walks, monitoring books and reading records, auditing resources, leading parent workshops, and conducting individual assessments for every pupil. These efforts aim to ensure a high-quality phonics curriculum that supports every child's development and progress.

Nursery: In the Nursery, the children have focused on enhancing their speaking and listening skills, phonological awareness, oral blending and segmenting. There has been notable progress in their ability to interact with both adults and peers. The children have enjoyed participating in phonics games and listening walks, which have played a vital role in developing their phonological awareness. Fred the Frog has been introduced as a key character to support oral blending and segmenting activities. Additionally, a discrete phonics area has been established within the classroom, providing accessible resources that children can engage with during continuous provision.

Reception: In Reception, the focus has been on developing oral blending and segmenting skills, with the help of Fred the Frog. During the first month of the term, all children were taught the Set 1 sounds, with a significant emphasis on sound and letter recognition. After the initial four weeks, individual assessments were carried out, allowing children to be grouped according to their phonics ability. Following this, the focus shifted to reading the Set 1 special friends and recognising these sounds in words. The progress made by the children has been impressive, with the vast majority of Reception children working above age-related expectations for the Autumn term. A strong emphasis on phonics is maintained in the Reception classroom, with a dedicated phonics area in continuous provision. Phonics is taught three times a day, and parents have supported their children's learning through a workshop aimed at enhancing their ability to support phonics development at home. Each child has also taken home their own Fred the Frog and phonics resources, reinforcing the importance of practice beyond the classroom.

Key Stage 1: In Key Stage 1, children have been working on Set 2 and 3 special friends, depending on their individual phonics ability. They have also been learning to read multi-syllabic words and alien words, which prepares them for the Year 1 phonics screening check. To ensure effective teaching, children were individually assessed at the end of the Summer term and grouped according to their phonics ability using the RWI online assessment tool. Phonics groups are streamed and children are reassessed at the end of each half term, with groups being adjusted accordingly. In Year 2, after completing the phonics scheme, children transition to the RWI Comprehension program. This shift focuses on enhancing their reading **and** comprehension skills. Children build on the solid foundation of phonics, moving from decoding words to understanding and interpreting the text, which is essential for their overall literacy development.

Since the beginning of the term, all children in Key Stage 1 have worked exceptionally hard and made strong progress. Phonics lessons are taught throughout the day, with a focus on reinforcing learning during afternoon sessions in both Year 1 and Year 2. All staff have participated in RWI CPD sessions and have received new resources as needed to support their teaching. The children's hard work and dedication have been evident in their progress, and phonics remains a key area of focus for all staff and pupils.

Conclusion: Overall, it has been a productive and successful term for Phonics at Masefield Primary School. The phonics program is being delivered with consistency and enthusiasm, from the youngest children in Nursery to those in Key Stage 1. The progress made by all children has been significant, and the dedication of staff, parents, and pupils is clear. Moving forward, the continued emphasis on phonics, combined with individualised support and resources, will ensure sustained success in early reading development.



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Spring Term

Overview: The delivery of the Read Write Inc. (RWI) Phonics program across EYFS and Key Stage 1 continues to be a key priority in our school's commitment to ensuring all children develop strong early literacy skills. This academic year, we have seen significant progress in the phonics attainment of all pupils, with consistent improvements noted across the board. Our regular assessments indicate that pupils are progressing well within the RWI framework, with many moving swiftly through the stages of the program and demonstrating an impressive grasp of phonics knowledge and skills.

RWI Development Day Highlights: In line with our continuous drive to maintain high standards, we held a comprehensive RWI Development Day for staff this term. This provided an excellent opportunity to ensure all teaching staff are up-to-date with the latest RWI strategies and best practices.

During the development day, staff participated in targeted workshops covering the following key areas:



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- **Enhanced Delivery of Phonics Sessions:** Teachers explored how to better model sounds and blending, with a focus on engaging all learners.
- **Assessment and Tracking:** We focused on refining our assessment processes to ensure that we are accurately tracking each child's phonics journey and intervening at the earliest signs of difficulty.
- **Intervention Strategies:** Teachers collaborated to review and enhance our approach to phonics interventions, ensuring that all children, particularly those who need additional support, receive tailored and effective instruction.

Feedback from staff was overwhelmingly positive, with many reporting a renewed confidence in their phonics teaching methods. Teachers expressed a greater understanding of how to stretch pupils who are working above age-related expectations, as well as more effective ways to support those who require additional help.

Challenge Partners Visit Highlights: We were also fortunate to have a visit from **Challenge Partners**, a national network of schools working together to improve education standards. The visit, which focused specifically on phonics provision, was an incredibly positive experience for our school. The visiting team, which included experienced professionals from a range of schools, conducted classroom observations, held discussions with staff, and reviewed our data and resources.

The visit highlighted several key strengths in our RWI phonics provision:

- **Consistency in Teaching:** The visiting team praised the consistency and quality of phonics instruction across both EYFS and Key Stage 1. They noted that all staff, regardless of year group, followed the RWI structure with fidelity, which ensured a clear and progressive learning experience for all pupils.
- **Impact on Outcomes:** The Challenge Partners team commended the school for its impressive phonics results. Pupils across both phases demonstrated secure phonics knowledge and were able to apply their skills with confidence when reading and writing.
- **Positive Learning Environment:** Observations in classrooms showed that children were highly engaged in their phonics sessions. The use of multisensory teaching methods, such as actions, visuals, and interactive activities, contributed to a positive and stimulating learning environment.

Progress and Outcomes: The impact of the RWI phonics program on pupil progress is evident in a range of data points. Across EYFS and Key Stage 1, all children are making very good progress in their phonics development. As we continue to assess children regularly using RWI's rigorous tracking system, it's clear that the vast majority of pupils are meeting or exceeding age-related expectations.

Children who previously faced challenges with phonics have shown remarkable improvement, with our targeted intervention strategies proving effective in helping them catch up. The use of 'keep-up' sessions and small group interventions has ensured that all children, including those with SEND and EAL, are progressing well.

Next Steps: As we move forward, we will continue to build on the strengths identified during the RWI development day and the Challenge Partners visit. Key next steps include:

- **Further Targeted CPD:** We plan to deliver additional CPD sessions for staff, focusing on stretching the most able pupils and ensuring that interventions are consistently delivered to a high standard.
- **Parental Engagement:** We will continue to develop our strategies for engaging parents in supporting their children's phonics learning at home, ensuring that they are aware of the importance of phonics and how they can assist their children's progress.
- **Ongoing Monitoring:** Regular monitoring of phonics progress will remain a priority, with an emphasis on ensuring that all children are on track to meet the end-of-year expectations for their phase.



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In conclusion, the RWI phonics program has proven to be highly effective in ensuring that all children, regardless of their starting point, are making excellent progress in their phonics development. The success of the RWI Development Day and the positive feedback from the Challenge Partners visit underscore the strength of our phonics provision. We are confident that, by maintaining our high standards and continuing our focused approach, all children will continue to thrive in their reading journey.



Summer Term

Overview:

This academic year has seen significant progress and consolidation in the teaching and learning of phonics across the school through the Read Write Inc. (RWI) programme. The continued commitment of staff, strong



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subject leadership, and robust monitoring systems have led to notable improvements in consistency, pupil outcomes, and confidence in early reading.

Monitoring and External Validation:

A highlight of the year was the visit from **Louise McArdle**, whose feedback was extremely positive. Louise praised the high levels of engagement and the consistency of delivery across all groups. She noted the clear routines, confident teaching, and how staff were skilfully using assessment to place children accurately and move them on in their learning. Her observations confirmed that the RWI programme is being implemented with fidelity and impact.

Impact on Teaching and Learning:

- **Consistency:** Across the school, there has been a marked improvement in the consistency of RWI delivery. Daily routines are well established, and lesson structures are clear and embedded. This consistency has had a direct impact on pupil confidence and progression.
- **Staff Development:** Ongoing CPD, regular coaching sessions, and team teaching opportunities have contributed to a culture of continuous improvement. All staff involved in phonics delivery have demonstrated increased subject knowledge and confidence.
- **Reading and Phonics Skills:** Pupils are showing greater fluency in reading and a secure understanding of phonics. Regular assessments and fluid groupings have ensured that teaching is targeted and responsive to need.

Pupil Outcomes:

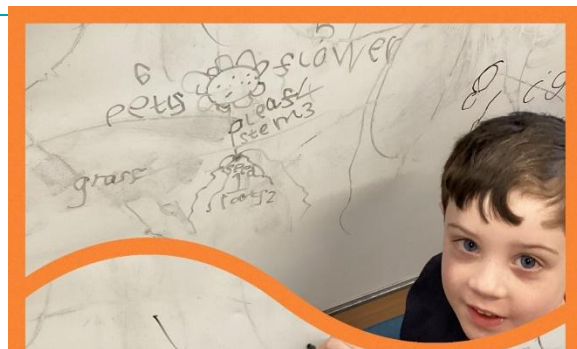
- **Year 1 Phonics Screening Check:**
90% of pupils passed the Year 1 Phonics Screening Check – a strong outcome and a significant indicator of the success of the phonics programme this year.
- **Reception Good Level of Development (GLD):**
73% of Reception pupils achieved a Good Level of Development, with a high proportion securing expected levels in reading and writing. This reflects the strong start provided by early phonics teaching and the systematic approach embedded through RWI.

Next Steps:

- Continue to embed consistency through regular coaching, drop-ins, and peer support.
- Further develop the use of data to fine-tune groupings and interventions.
- Support transition into Year 2 to maintain reading momentum for all pupils.
- Maintain the high expectations and fidelity to the RWI programme while responding to individual needs with precision.

Conclusion:

This has been a highly successful year for phonics at Masefield. The RWI programme is now deeply embedded, with clear evidence of impact on pupil outcomes and teacher practice. The external validation from Louise McArdle reinforces the high quality of provision. We look forward to building on this success in the next academic year.





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