



Phonics

Subject Leader Report 2025-2026



Subject Leader: Gemma Walton

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, children in Key Stage 1 have 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. During our RWI development day, 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.

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:

- **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.



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- **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.

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.

Spring Term

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.

Nursery: In Nursery, children continue to develop their speaking and listening skills, alongside building their phonological awareness, including oral blending and segmenting. They have made strong progress in communicating with both adults and their peers. Engaging activities such as phonics games and listening walks further support this development effectively. Children continue to practise blending and segmenting sounds in a fun and memorable way by using Fred the Frog and a dedicated phonics area within the classroom enables children to independently access resources during continuous provision.

Reception: In Reception, teaching has focused on strengthening oral blending and segmenting skills, supported by *Fred the Frog*. Children have been exposed to all the Set 1 sounds, further reinforcing both the sound and corresponding letter. Children have also continued to read Set 1 and some Set 2 special friends, identifying these sounds within words. Children have made excellent progress, with most working above age-related expectations. Phonics remains a key priority, taught three times daily, with a well-resourced phonics area available during continuous provision.

Key Stage 1: In Key Stage 1, children continue to build on their phonics knowledge by revisiting Set 2 and Set 3 "special friends," tailored to their individual ability. They continue to develop skills in reading multi-syllabic words and alien words in preparation for the Year 1 Phonics Screening Check. Children are assessed regularly using the RWI online assessment tool and are grouped accordingly, with reassessments taking place each half term to monitor progress. In Year 2, once the phonics programme is completed, children move on to the RWI Comprehension programme. This supports the transition from decoding to understanding texts, helping children develop stronger reading comprehension skills and overall literacy.

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

Children who previously faced challenges with phonics have shown strong progress, with 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.



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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. We are confident that, by maintaining high standards and continuing a focused and systematic approach, all children will continue to thrive in their reading journey.

Summer Term