



Phonics

Subject Leader Report 2024-2025



Subject Leader: Clara Clark

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 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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