



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.

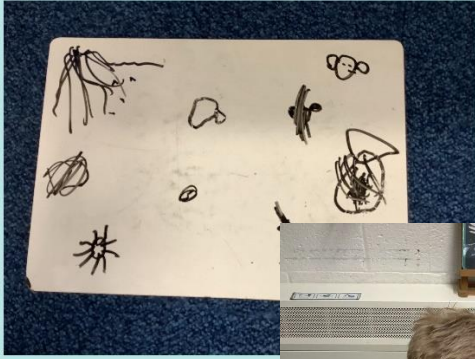


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Freddie has been word building.

