

Governor Visit Report

Name	Laura Skelding
Date of Visit	3/12/2021
Focus of Visit	Reading Deep Dive preparation
Classes / Staff Visited	Head teacher Miss Theaker Miss Hulse Miss Dempster – Y1 phonics Miss Christie

Summary of activities

Met Mrs Johnson to discuss order of the morning, general staffing updates
Meeting with English Lead and Early Reading Lead
Listen to KS1 pupils read
KS2 Pupil voice
Meeting with KS2 Reading Lead

What I learned as a result of my visit

Miss Hulse and Miss Theaker explained their reading leader role and what responsibilities come with this role. Miss Theaker explained how current Y3s who did not pass phonics screening are being supported (they are accessing extra phonics support).

Questions I asked:

- **What did the Early Reading provision look like during lockdown? And what has happened since to ensure children are regrouped accurately?**
- **What is being done to promote reading in school?** Miss Theaker explained that Colton is passionate about promoting love for reading/for pleasure. Miss Hulse added that the Oxford Reading buddy system supports comprehension/VIPERS. School Lib Service is being used to support age related topic reading in class. These books are not taken home.
- **How are parents engaged with their child's reading?** Welcome meetings for EYFS parents at start of term, Oxford Reading Buddy, RWI meetings, online videos for parents.
- **What is being done for the lowest 20% in reading?** Assess, plan, do, review for every child, support for Y3 who did not pass PSC, RWI tracking progress

I highlighted that a current focus for Ofsted inspectors was that children must be reading an appropriate decodable book at their phonic assessed level. I observed a Y1 child (below ARE) read to Miss Theaker. The book was called The See-Saw. It was clear that the child had not yet been taught the /aw/ sound in phonics, therefore the book was not decodable at her level. During another observation with another child, Miss Theaker gave excellent phonic support to the child throughout (query dyslexia), reinforcing RWI strategies, checking understanding using 'I wonder...' statements.

I then spoke with Miss Christie (y6 teacher and KS2 reading lead). Miss Christie was extremely passionate about where reading is at in school and where she would like it to be going forward. She explained the 'project data' that she is working on that uses data specific info to consider ways not to cap extended vocab.

Questions I asked:

- **How is impact being measured?** Tracking lowest 20% children. Exposure – 1. Children who don't read 2. Lowest readers
- **How is reading promoted in KS2?** Reading for pleasure – book spine collection, ebook promotion at home, 1x dojo for reading 3x per week, 3x dojos reading daily
- **How do you teach words/new vocab?** Vocab check (tier 3 words), films/media – trailers before the text, 'Text wealth', including poetry, newspapers, journals, literature through images, 'scheme same – texts get harder', tier 2 skim and scan, retrieval questions (Quick Start Qs)

Positive comments about the focus

Children across Y4-Y6 spoke highly of their school and how reading is taught in lessons. They shared their reading

exercise books with me and explained the marking system very clearly. Presentation in books was excellent, particularly in Y5. Children were able to tell me how they know their reading book level is suited to them and what to do if it is not. Most children were able to tell me what Quick Start Questions are and why they think they help them with reading comprehension. Older children explained the APE strategy – Answer, Prove, Explain.

Aspects I would like clarified / questions I have

Questions to consider:

- Are reading leaders aware of specific terminology documented in the Gov.uk Reading Framework, July
- Are pupils reading appropriately levelled books?
- Is their fidelity to chosen SSP scheme??
- Does every child who accesses phonics, have a decodable reading book to take home, that is at their specific reading level? **Children should have 2 books that go home – 1 decodable and 1 book for pleasure/sharing.**
- Are there opportunities for children to take home library books that are linked to their current topics?
- What else can be done to engage parents, particularly vulnerable families, in reading at school?
- Investment in more reading books across KS1 and LKS2.

Ideas for future visits

- Can children share and discuss their 'class book/story' with me? E.g. activities around this
- Visit a guided reading lesson in KS2
- Listen to lowest 20% readers from Y3
- During pupil voice, Y5 children commented that they would like to listen to younger children read/support them with their phonics.
- Meet with English Lead and Mrs Johnson ahead of SIP meeting

Any other comments

Thank you for your time and I hope our chat gave you some ideas to consider for the future.