

## Roberttown CE (vc) J&I School Governor School Visit Record

<b>Name:</b> Caroline Cockerill	<b>Date:</b> February 1 <sup>st</sup> 2022
<b>Purpose of visit:</b> Early Reading- one of our SDP priorities	
<b>Structure/Timetable of the visit:</b> 09.00 - 10.10: Tour of school & discussion with Mrs. Wood & Miss. Wiles 10.10 - 10.30: Meet with Teaching Assistants– discussion re. reading at school 10.30 - 10.45: KS1 Playtime 10.45 - 11.10: Meet with group of Y1 & 2 children re. reading 11.10 - 11.30: Meet with group of Y3 & 4 children re. reading 11.30 - 11.50: Meet with group of Y5& 6 children re. reading	
<b>Key Questions/Issues for Governors to explore:</b> What is the school approach to reading? What training have staff had to help them teach reading? What successes has school had this year with reading? What are the barriers to improving reading in school? How could governors help?	
<b>Governor's Observations/Evaluation</b> Meeting first with Mrs Wood and Miss Wiles:  Mrs Wood and Miss Wiles explained that further to the Government introducing a new framework for reading in schools, Roberttown School included reading on the School Development Plan. This prioritised getting a new scheme to meet the new framework, resourcing the new scheme and training staff. Additionally, after Covid-19 lockdowns this supported pupils being brought back up to their required reading level.  Little Wandle has replaced Jolly Phonics and Letters and Sounds as the school's reading framework. The school felt that this was the best fit for them. Bought before the summer the scheme was launched in Sept 21 and is now well on its way to being embedded into school life. Six training models were completed online by all staff (Sept-Dec) and both Mrs Wood and Miss Wiles ran additional CPD sessions in school.  We toured the school to see and experience the reading environment: <ul style="list-style-type: none"><li>• We viewed the new Little Wandle reading books and resources which were organised in teaching sequence. Each book set came with a teaching pack including crib sheet, vocab flash cards and question sheets put together by Miss Wiles. The books are read based on the children's level of reading and half termly assessments monitor this and subsequent progress. A lot of time and effort had been put into this by Mrs Wood and Miss Wiles to ensure high standards and consistency of reading lessons with these resources throughout the school.</li><li>• We dropped into a Y1/2 reading/phonics lesson. A child was reading with their teacher. Others were reading in two small groups and a couple on their own reading independently. All</li></ul>	

children read 3x a week in school with an adult. Mrs Wood explained this is hard to resource and staffing gaps appear especially when KS2 staff are supporting KS1. Whilst this supports overall staff CPD and embedding of the new scheme once covid levels drop the school hopes to be able to invite the reading volunteers back into school.

- We dropped into a reading/phonics KS1 intervention session. Intervention under the new scheme happens the same day. After the morning 30-minute phonics session teachers identify the children for intervention. Christmas assessments provided very promising results of the interventions. The intervention session was fun, lively and the teacher was ensuring that each child contributed.
- We viewed a couple of KS1 reading corners and a couple in KS2. All were colourful, inviting and looked comfortable with cushions etc. We viewed some Reading Passports where the children are encouraged to select a book from a mix of genres and keep track of their books and add their comments. We viewed the books included in the 'great reads' section which are specifically selected for each year group to provide a high quality and 'varied diet' of reading material, and we also viewed the 'riveting reads' which are targeting children at lower levels of reading whilst ensuring their self-esteem is managed within their year group. In this area Mrs Wood particularly called out some Barrington Stokes books and how their high interest story lines yet low reading level on the page supports this group of children.
- In a KS1 Reading Corner Miss Wiles demonstrated the KS1 reading journey from sounds, to expression, to comprehension and she explained how Covid lockdowns had impacted on this journey. She spoke about additional intervention sessions she had set up for specific groups of children and then some further 1:1 sessions for SEN children.
- In a KS2 Reading Corner Mrs Wood took me through the KS2 reading journey and spoke about KS2 specific intervention sessions and how some were using the decodable phonics books from KS1 coupled with a 'reading for pleasure' book 'with an adult' to ensure self-esteem.

I then met with a small group of Teaching Assistants:

The Teaching Assistants were all fully up to speed on the new reading framework and the Little Wandle scheme the school has moved over to. They had all completed the six modules of training and they all confirmed they had been given sufficient time within the school day to be able to do this. A couple of them had taken some additional courses through Kirklees to support their support of reading with the children including a 'Helping in Schools' course and a 'Reading with Friends' course.

The work of Miss Wiles and Mrs Wood in sequencing the books and providing the resource packs appeared to be highly valued and used and by the Teaching Assistants and they commented on how they felt the children were very enthusiastic about reading in this way as a result. They had brought some of the books and resource packs to our meeting and they demonstrated them to me. They also spoke of the success of the new reading scheme coupled with the new rewards scheme and how 'Dojo' points motivated the children.

The main barrier the Teaching Assistants saw to the success of reading was ensuring that all children were practising reading at home each day. This had been mentioned also by Mrs Wood and Miss Wiles. Whilst they said many did it was very noticeable with those children that didn't. The Teaching Assistants expressed a big concern over this group of non-readers at home and felt at a loss to how they could help further here despite trying to motivate the children. We discussed many of the successful parent-child reading interventions that the school had in place and we remembered some of those before Covid (such as the in-school breakfast reading sessions) but sadly it still didn't reach those few parents who simply didn't support at home.

Meeting with KS1 children:

Both the KS1 groups were super excited and really giddy to talk to me. The children were lovely, so keen to contribute yet so polite they waited for each other and very naturally took turns. All the children said that they loved reading both in school and at home. They liked fairy stories, Lego books,

funny books and animal books and all said they read at home with parents typically every night just before bed. When asked about reading in school they told me about their class book which appears to be a mixture of the teacher reading and the children also having a copy of the book and following along or reading small groups for themselves. Class book favourites were The Sheep Pig, Nimhs Island & Danny the Champion of the World. The children were completely wowed by the fact that Danny the Champion of the world made Mrs Horner have a little tear and they talked on to conclude amongst themselves that it must be 'the' most amazing book! :) The children also told me about their new Dojo rewards system and how reading could earn you a Dojo. Each child told me exactly how many points they had earned so far and how they were excited to go to the Dojo shop sometime soon. They also told me about their reading displays on the classroom walls and how you could add a bow to your kite to make the kite fly. When asked if they visited their class reading corner, they explained that they did but only if you had finished all your work:)

Meeting with KS2 children:

David Walliams was by far the favourite author of the KS2 children with Diary of a Wimpy Kid a close second. The boys in this group also spoke very passionately about reading history books (WW2), nature books and science books. Whilst the children also read every night before bed many of them read in their free time at home. Class books were very popular and The Iron Giant, Stig of the Dump, Charlotte's Web, Greek Myths and The Egyptians were all called out as great class books. The children explained that as well as Dojo points they also had reading challenges, stickers, and certificates that they could earn and some of them had achieved a special gold certificate for achieving 50 reads. To be a good reader the children said they needed to be fluent and know lots of vocabulary, they said they needed to practice lots and always pick a book that was a little bit of a challenge. Oh, and a bookmark was a necessity!

#### **Action Following Governing Body Meeting:**

I do not believe there are any specific actions for the Governing Body at this time. The Governors should continue to review reading in school and monitor the progress made against the SDP. It was very evident from my visit that the school is completely dedicated to reading. Enormous amounts of work had been put in especially by Mrs Wood and Miss Wiles as School Reading Leads to roll out the new reading scheme and embed it across the school. The feedback from the Teaching Assistants and the responses from the children really proved all the work being done was a huge success. As I consider the items in the School Development plan many areas have been successfully met (as indicated) or are clearly in progress and soon to be met. I'd like to thank Mrs Wood and Miss Wiles for all their time and a very enjoyable visit.

My visit concluded with a quick catch up with Mrs Smith. All the children that had participated in the meetings were rewarded with a sticker and we discussed my morning in school. Mrs Smith also took me through a quick demo of the Dojo system which had been hailed by the children and it did look very impressive:)

**Signed: Caroline Cockerill: Parent Governor**