

### Governor Visit Record

<b>Date</b>	1 <sup>st</sup> March 2022	<b>Governors</b>	Lisa Robson
<b>Links with School Development Plan 2021-22</b>			
<b>School targets 2021-2022 – Quality of education.</b>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
To meet with Emma Steele/ Helen Moulton to explore phonics and reading strategies used within school.			
<b>Governor Observations and Comments</b>			
<p>The school's progression model for English, Literacy and Communication is in the process of being updated. The model will show the progression of all aspects of English in each of the three discrete pathways (Engagement, Core and Extended). All phase staff have been involved in its development, are aware of the journey throughout each pathway and their end goals. There is also a detailed school policy for English, Literacy and Communication available to staff, parents and all stakeholders.</p> <p>Our meeting concentrated on the organisation of phonics and reading.</p> <p>After the publication of the Reading Framework in July 2021, staff completed an audit of the phonics and reading provision in school and from this, the school has bought into the Essentials Letters and Sounds systematic, synthetic phonics programme, a DfE validated scheme. This particular programme was chosen as it is felt its resources and visuals have a more mature aspect (compared to other schemes available on the market) which would be suitable to the older pupils who are taking part in daily phonics sessions across school.</p> <p>In January 2022, all staff were trained in the delivery of this programme. From January each class in the core and extended pathways now have a discrete phonics lesson as well as their literacy and communication lesson.</p> <p>Phonics groups are organised within individual classes using a one-sound best fit for all approach, the session is either delivered as a whole class or split into two groups with a teaching assistant delivering to a group. In some cases, teaching assistants deliver 1:1 sessions if the pupil's ability is too far apart from others in the class. Phase Five are grouped by ability and for their future pathways.</p> <p>Pupils are assessed every five weeks before moving onto a new set of sounds if the assessment shows they are ready for this.</p> <p>Launchpad to literacy is used for those who are not ready to access the phonic sounds yet. This helps to identify what it is that is preventing the pupil being able to access the programme. Pupil's in the engagement pathway continue to develop their communication through PECS and reading symbols.</p> <p>Initially the new phonics scheme was met with resistance from some pupils, particularly some of the older pupils, but now they have become more familiar with it, it is reported by staff that all are motivated, engaged and enjoy taking part in their daily sessions.</p>			

It has been identified however, that due to the learning styles of some pupils and how they retain information, that this programme does not work for them. For these pupils, it is more beneficial to develop sight reading / functional reading.

Helen Moulton models phonics one session per week where staff can 'drop in' for advice. Helen also plans to do learning walks later this term, during phonic sessions, to monitor phonics delivery, coach and upskill staff in their delivery of phonics to ensure consistency across the whole school.

Emma and Helen now plan to look into the spelling programme that matches the phonics scheme, which is in the process of being developed by Essential Letters and Sounds. It is hoped that by regularly accessing spellings which match the current sound being taught, that pupils will begin to apply their phonics skills in their writing which at present, is something that is still inconsistent.

Staff are also exploring software programmes such as Clicker and 'Talk to Write' to allow pupils who find writing difficult, to still be able to compose writing.

School have also bought into the reading scheme books which are linked to the Essential Letters and Sounds programme to ensure pupils are always reading decodable books at their phonic ability. This means that reading books go home that match the sounds being covered in class. Reading decodable text helps pupils build fluency and gain confidence as they become proficient with word-level reading.

The importance of books matching their phonic ability has been communicated to parents to develop parents' understanding of the reading and phonics programme and progression through this.

Reading books are sent home on a Friday and returned to be changed the following Friday this allows lots of time within the week for pupils to practise their new sound, develop fluency and expression.

School are also developing a cultural reading spine within each pathway which will have a variety of books that pupils become very familiar with. In addition, pupils are exposed to a range of reading opportunities within school such as:

- Access to the school library and taking a library book home.
- Mini libraries are in each class.
- A variety of texts are used in literacy teaching.
- Books are purchased building on individual's interests.
- A range of reading mediums are available within school such as newspapers, magazines, online books, online news articles.

Next steps:

Complete progression model/ action plans

Explore online phonic books in the Essential Letters and Sounds programme.

**Plans for Follow-up Visit**

**Date reviewed at FGB**