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| **Name of Governor** | **Mrs D Carolin** | | **Date and time of visit** | **24.10.19** | **Supporting member of staff** | | **LC**  **Phonics Lead** |
| **Link with GDP/SDP** | **Phonics and working with the English Hub** | | | | | | |
| **Purpose of the visit** | Review plans for 2019-20  Gain insight into the development of phonics teaching in EYFS, KS1 and the wider school. | | | | | | |
| **PUPILS**  A key focus is a love of reading, and confidence in reading for pleasure.  Pupils have high quality support as Teaching Assistants in each classroom is a bonus, enabling up to 4 guided reading groups in classes.  Pupils are taking home a range of books to share so that reading is a pleasure not a chore.  It is intended that pupils will move to more challenging books as their skills improve. | | | | **GENERAL/Impact/Actions**  This whole school initiative has been implemented to refine the delivery of DfE Letters and Sounds so that phonics and reading comprehension will improve throughout school.  The objective is to increase to proportions of pupils achieving the phonics check at the end of Y1, Reading SAT in Y2 and Reading SAT in Y6.  The involvement with the English ‘Hub’ includes training and resources. | | | |
| **Staff-Assessment/Data**  The lowest 20% of readers in each class have been identified as needing additional assistance.  Continue to monitor record keeping systems to ensure pupils continue to make strong progress | | **Staff-Resources**  Decodable books using the Hub funding.  DC recommends that LC keeps requesting the funds for books to be released. | | **Staff-Training**  Monitor timetabling to ensure children access up to 45 minutes each day.  LC has worked with staff to ensure that decoding skills supplemented by reading for meaning become a priority.  LC to chase TA training. | | **Staff-Action Plan**  Some parents had voiced concerns that their children were bringing home ‘easy’ books, but once the theory behind it was explained, are now following staff guidance.  LC to ensure the action plan includes parent workshops to allow them to endorse the methods within the home | |
| **Additional strengths noted in the visit**  A discussion was held on how the teaching of reading has changed from ‘Look and Say’ to systematic synthetic phonics as currently required by the DfE.  The hard work and dedication of the staff has quietly revolutionised how the children are being taught to read within the school. | | | | | | | |

**Beaconhill Primary School Governor Record of Visit**