

**NOVAC (Note of visit and contact)**

<b>School:</b>	Hunslet Carr Primary School	<b>Date:</b>	24.10.19
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<b>Headteacher:</b>	Martin Lumb	<b>Link Advisor (SIA):</b>	Jackie Reid
<b>Visit Details:</b>	To undertake a deep dive together in early reading (including phonics)		

**Purpose of the visit:**

To carry out some monitoring of reading and phonics (early reading) in the form of a deep dive process. This entails us collecting a range of evidence by visiting reading and phonics lessons, speaking with relevant leaders, questioning pupils, examining work / recorded evidence / provision and listening to individual pupils read. A Governor joined us for part of the process (phonics learning sessions on day 2). Feedback was then shared between participants and the KS2 English leader. Next steps and recommendations were decided upon jointly.

**Summary / Outcomes of the visit:**

**Lesson visits – reading**

Y2 Beech – the children were just finishing paired reading and had joined the carpet to have the activities explained. The teacher was explaining reading strategies well before the children went off to their activities. Two groups were doing guided reading with the teacher and teaching assistant. The teaching assistant worked very well with her group and explained the reading strategies well, prompting the children to use the ‘tool kit’ strategies independently. She picked out and discussed tricky vocabulary prior to them reading. One group of children were answering comprehension questions from yesterday’s guided reading book and another group were doing a phonics worksheet matched to the current phase they are working within. Children were settled and engaged in their tasks.

Y2 Willow – the children were just leaving the whole class input on the carpet (CEWs) to start group reading activities. Two groups were doing guided reading with the teacher and teaching assistant. One group of children was answering comprehension questions from yesterday’s guided reading book and another group were doing a phonics worksheet matched to the current phase they are working within. When finished, children were paired reading. All groups had ‘tool kit’ prompt sheets with 6 picture clues (chunking monkey, slide the snake) showing reading strategies to choose if they get stuck on words. The adults made good reference to the hooks when appropriate during the guided reading and actions were used too. Children were clearly used to book looking, book talk and they responded well to high expectation. The adults were completing record sheets as they went along.

Y1 Plum – on entry, two of the easier reading tool kit strategies were visible in the classroom on the washing line and on tables (these were linked to phonics). Tommy Tracker (pointing) and sharp eye (using picture clues) were being used in the group reading. These children had reached GLD in Reception and the book “Silly Jack and the Beanstalk” was well matched to their reading ability. Book talk and synchronised reading was done well and then the children read individually, with the teacher prompting effectively. A lower achieving group of children were attempting to match words (phase 4 phonics) to pictures but they were too difficult, as their reading books were phase 2 phonics. SEND children were sitting at the table and following the same learning with practical resources. Three boys were also on a

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big alphabet carpet with a TA, finding individual letters, which was well matched to their whole bodied approach to learning.

Y1 Cherry – the guided reading group were sharing 4 books between 7 children called “Sid Snaps”. They were using ‘Tommy tracking’ to point at the words. During book talk the children were guessing what words might mean eg. ‘snapping’ photos. The lower achieving children were matching cvc words but this would not take long but the children managed to sustain their interest, despite there being so many cards. The higher achievers were individually reading the previous day’s guided reading book. They were using question maps with pictorial clues, but they had only just started using these, so needed some prompts.

**Individual readers** – S is in Y2 and he didn’t pass the phonics screening in Y1 (29/40). He was awarded 1s in all areas in Reception. He is EAL and was selective mute until recently. He answered questions with one word answers and they were mostly accurate. He was reading a blue / phase 5 book, which he could read accurately, but needs to develop his comprehension skills so this was well matched. He is predicted to reach EXS in reading at the end of Y2, indicating strong progress. The EAL co-ordinator does regular language sessions with S and he has been involved in catch up phonics sessions with the specialist phonics HLTA.

M is in Y2 and she didn’t pass phonics screening in Y1 (29/40), but she was awarded 2s in Reception class. When she was in Y1 there were several TAs and this led to dependence on adults, especially the low achieving children. This has changed now and the TAs have been deployed around school. The Y2 teachers have been working on developing independent learning skills this half term and they have much improved. M was reading a yellow / phase 3 book called “Job for Jim”. M used the tool kit strategies chunking monkey and she was using the phonics fist to blend. She was saying single sounds, but when prompted she recognised diagraphs such as ‘ai’ and ‘ar’. M told me that she did extra reading work with Mrs Haigh.

The group discussed one child in depth and concluded that he was comfortable working within phase 3/4 phonics and the expectation during the phonics lesson was pitched at the correct level for him. The only mis-match was in his reading books as he was reading pink books (in line with phonic phase 2). This situation of reading level being lower than a child’s phonics ability is in line with the phonics lessons being better than guided reading sessions.

**KS2 pupil voice about reading** – all the children in the group had been at Hunslet Carr since Early Years and were in the current year groups 3-6.

**Q – What was it like when you were learning to read?** “It looked like gibberish!” “It was weird” **Q – How did you learn how to read?** “We read the words rea---ding.” “The teacher showed us...like **Ca-t**... like saying them on their own” All the children discussed how they sounded out. “We had a board with letters on” **Q - Did you have reading groups?** “We used to have colours blue...red...yellow were the higher groups purple was the lower group!” “But now we do it as a full class”

**Whole class reading**

**Q – What do you like about whole class reading?**

“I like listening how to read better and fluently.” The children discussed how they liked to listen to the other children in the class read out aloud. Jackie talked about *how* the children read

A few of the children commented how they can learn to use “expression” when reading. All children said that they read at home. Some children said that they don’t have a reading diary. A few children commented, “Our parents mark how we have read it.”

**Q- As you went through each year group how did your reading change?**

“Because I started with a book with a few words and pages.” “Now we have thick books.”

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**Q - Are your reading books too easy or too hard?** "I think it's a little bit hard but easier for me!"

**Q - How many words out of 10 would you say you could read?** "8 or 9"

**Q - Why do you need to have words that you can't read?** "Challenge yourself." "You would never know new words." "To know what it means."

**Q - What can you do to help yourself if you don't know a word?**

"Look in a dictionary." "Ask teacher." "We do a thing called three before me." All children agreed that they could access dictionaries. "It nearly has every word in it!"

**Q - How could I find out what volcano means?** 'V' is nearly at the back (with a lot of prompts!)

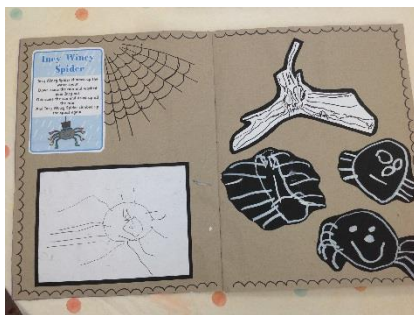
**Q - What else do you do to help you read words?** "Use phonics" (prompted) "pictures" "actions" (what's happening in the pictures!). With prompts the children said that "you can read the rest of the sentence and try to work out what the word means"

**Q - Who is your favourite author?** One child said Roald Dahl and all the other children agreed that was also their favourite author. **Q - What do we call a story? (prompted fiction/non-fiction?)** Children answered fiction.

**Q - Do we need to read a non-fiction book in order from beginning to end?** The children were mixed in their response. "It's just telling you facts so you can flick through the book." "It has numbers." One child remembered that the page with numbers is called the contents page. The group had a discussion about making predictions. "We do think alouds!" "It's what happens next"

**Lesson visits – phonics**

**Nursery** – the provision effectively embraces phase 1 phonics learning activity. There was a darker area of the space which doubles up as a sensory area and one member of staff is trained in intensive interaction. She spends time using this intervention with individual children to enhance their listening and responding skills. At the time, she was guiding a child to cut into a pumpkin to give it eyes. The child was making decisions well. An attractive finger gym activity was evident as well as 'silly sound soup' making in the outdoor provision. A new mark making shed was busy with children enjoying the varied resources. During current phonics sessions, the children had been using instruments to make sounds, going on sound identification walks around school and had started to say alliteration rhymes. The teacher showed us some big books that were full of rhymes and the children has contributed to the pages.



**Reading systems**– the children are expected to progress through phonics phases 2 and 3 in Reception class. They take colour coded books home that are linked to their phonic ability. Also, they have appropriately matched CEWs and phonics flashcards and a communication diary in their book bag. The Tapestry system can also have homework on it too. Guided reading groups will begin in Reception classes after half term, using Phonic Bug reading scheme. Whole class phonics lessons reaches all children within the lesson with differentiated tasks and then adults target of individuals in provision. Those children who struggle in learning to read attend intervention sessions with support staff using practical resources and they have individual reading every afternoon. A support package called Bare Necessities was mentioned and the EYFS leader is going to research this resource.

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**Reception phonics lesson visits** – the sessions started with the alphabet arc and accompanying song. Using CVC words with the single sound ‘e’ in them, both the teacher (facing the class) and TA (facing SEND children who were sitting at a table) were standing together holding the cards up. This sense of unity gave positive messages and all children were included. The TA was using the finger slide to show blending and the teacher ‘punched’ the sounds. The teacher repeatedly asked if the e sound was at the beginning, middle or end of the words. Diagraphs were also introduced (ck) and the children shouted, whispered and repeated the words. Then a large sheet of paper that was big enough for all children to write on was placed on the floor. On it was letter formation shapes, sound frames and lots of space to write. The children attempted the written tasks at their own level. Two children who had formed the e incorrectly weren’t corrected during this time or followed up afterwards in provision. The children moved to access provision by listening for the initial letter in their name. There was a phase 1 area and the TA spent time there with a group of children (mostly boys) and a large group of girls went straight to a table where they could practise writing the letter e and corresponding words on sheets. The teacher interacted here first. Three boys moved back to the large paper activity and began colouring the e shapes. The EYFS leader said that they would be trying individual whiteboards next half term and the children will have more spelling opportunities. There was plenty of phonics learning in the outdoor provision, such as chalking e on the ground, musical instruments corner (several boys accessed this with clear focus), mark making shed, words on boxes. The teacher was making observations using the ipad to collect evidence for Tapestry. Staff were seen extending children’s learning, for example, a child was writing the letter ‘e’ on the interactive whiteboard and the TA asked her to write CVC words which she did happily.

**Year 1 phonics lesson visits** – this lesson had effective pace and flow throughout with each section being timed. The children experienced the new sound ‘oi’ in many multi-sensory, active ways eg. tell your hand, tell another child, write on hand, write in the air and on the next child’s back. Children counted sounds together and then used whiteboards to write words with ‘oi’ using phoneme frames and sound buttons. SEND children were using magnetic letters and one child was writing the shapes in some glittery sand. Chunking was used to read the word poison. Then the children attempted to write “a pot boils” (using lollipop sticks for spacing) or “I want the poison to boil (in the pan)”, depending on ability. Many children also labelled their sentence with sound symbols. An autistic child was happily working with a TA on the large carpet area on sh,th,ch sounds and putting them in the correct popcorn cartons. A child who was star learner was working at the table and she was finding the task easy.

KS1 children follow the same reading scheme system as Reception in that they use Phonic Bug books in guided reading and they take colour banded books home to read. All books are sorted by phonic phases.

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**Year 2 phonics lesson visit** – the session followed a similar structure to Y1, but with obvious progression in phonic knowledge and skills. Again, the lowest achieving children were seated with a TA at a table using practical resources based. There was frequent reference and repetition to spelling rules (on the washing line) and the children spent time making words with alternatives within the 'oa' sound family...which was the best fit for groan? Time was spent on the correct pronunciation of the 'th' (throw) sound as there were some children saying and writing the letter f (frow). There are several vulnerable learners in this class, yet the teacher's excellent behaviour management maintained the pace of learning and the children's concentration. The sentence to write was differentiated. The high ability children wrote the sentence, added sound symbols and then extended the sentence.

**Discussion with phonics HLTA** – Rachael works full time with target children in Reception, Y1 and Y2 who need phonics intervention to close any gaps and to stay on track. She has a room full of attractive resources that she has made and sourced herself. Evidence of very detailed assessment records were shown. 88% of the Y1 children passed the phonics screening test compared to 66% overall. Most of the 16 children who didn't pass the screening in Y1 scored above 20 and some got 29 words correct. It was agreed that if these children had been pushed and given intervention time in class that some would have passed the screening. This would mean that Rachael could dedicate time to the children in Y3 and Y4 who didn't pass in KS1 and who still struggle with reading. The plan is for Rachael to help deliver CPD to TAs so that they can take more responsibility for the borderline children within their lessons. She can also provide guidance, model lessons and resources for this purpose. Rachael also emails teachers to inform them of individual children's phonic gaps, so that they can be followed up in class.

**Leadership** – the KS1 leader (AHT) is also English leader. Her evaluation of early reading was very accurate and explanations for contextual information were clear and meaningful. The phonics action plan states the exact improvement aims seen during the deep dives. The EYFS leader's (SAHT) involvement in the process was crucial in measuring the quality of early reading in Early Years and how strong transition into Y1 needs to be.

The SLT have made so much professional progress in one year. They are very effective in guiding the staff within their phases and this committed drive from within each phase is driving standards and expectations up with pace and productivity. The leaders stated that teachers' independence and ownership for all children's inclusive learning is improving, due to tighter structures and systems, clarity guidance and appropriate CPD within and across phases. An upcoming training day will focus on these areas to remind staff of their responsibility and to introduce more reading strategies and approaches.

**Recommendations/Agreed Actions:**

1. *Buy more books – guided reading sets and add variety*
2. *Love of reading, authors, awe and wonder, visits from authors, poets etc*
3. *Basic knowledge and skills – make obvious – still need to repetition through KS2*
4. *Downloaded Scholastic Reading Audit (Michael Rosen)*
5. *Fill gaps in non-fiction stock including dictionaries and separate these from fiction books in classrooms.*

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6. *For lower achievers who will be able to pass the phonics screening test.....Y1 and Y2 phonics teaching and intervention in class, not with HLTA separately, then she can target and teach Y3 and Y4 children who failed the phonics screening in KS1.*
7. *All staff need to own and adhere to the reading clarity document – CPD on 4<sup>th</sup> November.*
8. *Overview tracker*

**Distribution list - Headteacher, Link Adviser, Governors**