

NOVAC (Note of visit and contact)

School:	Hunslet Carr Primary School	Date:	
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Visit Details:	To undertake an early reading (including phonics) review.		

Purpose of the visit:

To carry out further monitoring of reading and phonics (early reading) in response to the recommendations from the deep dive in October 2019. This is to make judgements about current and evident progress. This entailed us re-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. Feedback was given to two Governors at the end of the process.

Summary / Outcomes of the visit:

During the monitoring process we kept referring back to the actions required in October 2019 and their impact in January 2020. Comparisons were made throughout our time together.

Recommendations/Agreed Actions: from the Reading Deep Dive in October 2019

Response and impact January 2020

- 1. Buy more books – to replace/add to guided reading sets. This will ensure reading variety to their matched phonics experience.**

The reading leader described how they had researched phonic based reading book schemes, in order to choose the best fit with the children’s needs and to make organisation of the books into phonic phases easy. They chose ‘Book Life’ books (matched funding was given), which start at pink and continue to lime levelled books. This ensures that all phonics phases through to phase 6 and beyond are covered to the end point of KS1 average expectations in reading. The books are all clearly labelled with the matched phonic phase and they even show the graphemes that are included in each book. This will mean even closer match of the children’s reading books to their phonic ability. The replaced books will be used to enhance the book stock that children take home to read.



Phase 1 phonics in Nursery



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2. *Love of reading, authors, awe and wonder, visits from authors, poets etc*

The pupil voice meeting showed that the children's feelings and opinions about reading have significantly developed. There was a wealth of evidence about favourite authors and genres with appropriate reasons behind choices given by the children. The balance between interest and preferences of fiction and non-fiction books was more equal than in October 2019. Topic/subject relevant texts were also mentioned with the understanding that they impart knowledge to aid learning. A dinosaur had been in the school the previous day and the response to this in EYs was very evident...children in Reception were response writing and labelling photographs of the experience.



The KS1 leader also explained that they were planning a focus reading week around world book day in March 2020. They also planned to invite 'Moving Words' professionals into school who can focus on class texts through whole class drama/performance activities. The days culminate in all classes performing their learning to each other in a special assembly. The school library has been developed and it is re-opening tomorrow. Children and their adults will be able to access the library to borrow books before school every day. Also, groups of children will visit during the school day.

3. *Basic knowledge and skills – make obvious – still need repetition through KS2*

Following the deep dive in October 2019, the English leader presented the findings to the teachers. In particular the transcript from the pupil voice meeting was shared. This made the staff really think about the children's reading journey throughout the whole school. Book talk has been a major and explicit focus and the impact of this is seen when talking with children, particularly in their use of appropriate vocabulary and knowledge about their reading experiences.

Y3 staff have had separate phonics training, to help them fully provide for those children who didn't pass the phonics screening in Y1 or Y2. Most Y3 staff have also taught in KS1, so they know the journey through the early reading process.

There are four children who didn't pass the phonics screening in KS1. Two of these children have complex SEND and two were incoming to the school after the screening and their skills are well below expected. Their classroom learning is phonic based as much as possible and the HLTA who leads phonics intervention is focusing on this small group. The aim is to give these children as many basic skills as possible for them to access the wider curriculum with some independence. This is a recent change and the impact will be measured accordingly.

NOVAC (Note of visit and contact)**4. Download Scholastic Reading Audit (Michael Rosen) and use the results to help improve book stock and its quality.**

This process is to be fully completed. The leader completes a detailed questionnaire about every aspect of reading across school. The answers are then analysed by the company and a comprehensive report is provided. The school also receives a sample reading policy, examples of reading charts and certificates to use with the children. This was done two years ago and the leader wants to compare the past results with the current process.

5. Fill the gaps in non-fiction stock including dictionaries? Separate these from fiction books in classrooms.

Books in the classroom reading areas have all been divided and labelled into the separate fiction and non-fiction sections. The children could describe the differences and give examples. One simple action of labelling the books with fiction and non-fiction stickers has been an effective visual reminder for all concerned. The class topics have been enriched by using the Schools Library Service to regularly borrow boxes of books for pre-selected subject areas and topics.

6. The very experienced and skilful phonics leader (HLTA) needs her skills to be used differently; so that she can focus on low achieving children in Y2-Y4 who still rely on phonics as their main reading strategy.

Historically the HLTA's main remit has been to work with middle/low achieving Y1 children to equip them for passing the phonics screening tests. It is felt that most of these children would pass the phonics screening with their experience of whole class phonics teaching (especially as these sessions have improved so much).

The much smaller target groups from Y1-Y4 are benefitting from bespoke, tightly focused intervention sessions with the HLTA. Their progress will be in small steps, but their specific needs are being met. The HLTA will closely monitor their progress and the phonic screening materials will be used to track their development too.

This change has been managed with a phased approach as so many children and adults have relied on the HLTA's strength and her impact on children's learning. The Y1 and Y2 children who will pass the screening without the extra intervention, have been replaced with Y3 and Y4 children with higher need as explained. There are only three children in Y3 who didn't pass the screening in KS1. One of those children got 3 words correct in the Y1 phonics screening and now in Y3 he has reached 20+ correct words.

7. All staff need to own and adhere to the reading clarity document. CPD on this will be delivered on 4th November 2019.

The document was re-introduced and discussed with staff so that consistency in approach is maintained. Another CPD session on guided reading also happened. The leader has provided a folder full of information for classrooms in the quest for full clarity and consistency. The level of consistency is improving but still needs to be engrained fully in all classrooms. Close monitoring of this will continue.

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8. Overview tracker

Class phonics trackers have been produced. They contain all children, showing where they sit in the phonics phases in Autumn, Spring and Summer terms. Teachers increasingly own this information (and the historical aspects where relevant), and they can describe provision and intervention for those children who need intervention, to close gaps with age related expectations or indeed higher levels should it be needed. One child who is currently in Y1 was given an exceeding judgement for reading in EYFS. But, during the phonics lesson she was doing the same tasks as all the other children. It was obvious from her writing on the whiteboard that she was capable of writing several sentences independently.

It is worth adding historical information to the trackers to show individual outcomes in reading in EYFS, and phonics screening scores in Y1 and Y2. This should show individual journeys in a clear and concise way, so that progress is smooth and needs at all levels are well catered for. Teachers have a folder that contains a detailed record of assessment results for all children, from which gaps can be detected and acted upon. A brainstorm to show all the reading provision and strategies across school was shown. It has already been a good prompt for staff.

Individual Reading

A sample of lower achieving children in Y1, Y2 and Y3 came to read with an unfamiliar reading book. **All books were well matched to the children's phonics knowledge.** The Y1 middle achieving child was segmenting and blending with ease and mostly in his head or as a quick whisper. He could also answer simple retrieval and prediction questions with some clarity. The lower achieving Y1 child showed enough fluency to be independent in his reading.

Pupil voice meeting

Do you like reading? All children replied "yes". "I only read things I'm interested in" "I don't read books, I read instruction manuals."

Where do you like reading? "In the bath" "In the garden."

Think of when you were in EY, YE / Y2, how did you learn how to read? "Sound it out" "Sound the syllables and put it together." "Our parents helped us to read."

Why is it important to know how to read? "For later in life when going on holiday." "For high school" "In maths in work" "Helps you with spellings" "Use it in writing - can help make your writing better and you know if something you've written makes sense" "It can help you with SATS questions" "If you want to be the Prime Minister you will need to know how to read your speech."

How would you use reading in topics such as History? "For information, to find out about the holocaust so that you can learn why it's important not to forget." "It can help you get the facts for a fact file." "We're learning about the Incas and knowing how to read helps us to research."

Who is your favourite author / What are your favourite books? "David Walliams" "CS Lewis" "Roald Dahl" "Enid Blyton - Famous Five" "Geoff Kinney- The Diary of a Wimpy Kid - gives an insight into someone else's life" "Sophie Anderson - Who let the Gods Out?" "Jacqueline Wilson - Tracey Beaker" "JK Rowling - Harry Potter" "Charles Dickens - A Christmas Carol & Oliver Twist" "Emma Carroll - Letters from the Lighthouse" "Phillip Pullman - His Dark Materials" "Non-fiction books about natural disasters." "Mystery books" "History books" "Adventure books as they help with travelling as you can learn about the world" "Adventure stories - helps with my imagination"

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How do you know school values reading? “You get a choice of books.” “Reading lessons.” “Fluency practise in class.” “Visits to the school library.” “Reading book for homework.” “My

teacher brought his own books in to lend us. We can bring our own books in.” “Reading website.” “Ten minutes free reading.” “Class story and class texts.” “Class story at the end of the day – the teacher just reads.”

Reading at the end of the day – do you prefer it if you just listen or if the teacher stops and questions you? Most prefer the teacher stopping. “In Year 6, everyone has a copy of ‘The Boy in Striped Pyjamas’. Sir stops and has a laugh at the right place when reading.”



Fiction and Non-fiction books



Favourite authors



Teacher recommends.....

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Further Recommendations and Agreed Actions:

Three Governors attended the feedback session,. They asked questions and clarified the outcomes and next steps from the second reading deep dive. The third reading deep dive will be carried out in June 2020.

1. Complete the organisation of the new reading books, so that they can be used as soon as possible with the children. Then, the used guided reading books can be taken home to enhance the children's reading experience and pleasure. Strong match of reading books to phonic knowledge can then be guaranteed for all children at all levels.
2. Consider including relevant visits and visitors in school (eg. there was a giant dinosaur in the hall) in longer term planning, so that they are integral to learning intentions and the school's curriculum offer.
3. Continue to measure the impact of the recent Y3 and Y4 staff phonics CPD on the functioning of the target children within classroom provision and bespoke interventions. Use this information to further develop the role of the HLTA and her impact on the lowest achieving children in phonics, from Y1-Y4.
4. Continue to measure the impact of whole class, inclusive phonics lessons in Reception and Y1 on phonic skills and standards. Increasing pace and making expectations higher, across the ability range within the direct teaching aspects of the phonics lessons, are the main areas for improvement. A collaborative, coaching approach is showing some improvements, but more direct sharing of multi-sensory lessons and high expectations should help the less experienced staff to thrust phonics acquisition and hence, reading and writing.
5. The success of the previous recommendations should lead to Reception and Y1 children being more fully prepared for the annual transition through EYFS and KS1. Their basic skills will be more developed and the noticeable difference between phonics and reading skills and their application, which is evident in Y2 classes, will become the norm earlier. Therefore, helping to improve core standards at the end of key stages. The majority of children should also enter KS2 with a larger basic tool kit, in order to access the national curriculum in KS2 and beyond.
6. Further embed the use of the phonics overview class trackers to aid all classroom staff in making every child's phonics/reading journey as timely and deep as they can be.
7. The children who were involved in the pupil voice meeting showed such a massive improvement in their understanding of the school's phonics and reading learning offer and its provision to teach all children to read well at their individual levels. The children's engagement and passion for reading at school and at home was infectious. This positivity and widened experience and knowledge needs to be the norm for all children at all levels of learning.

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