



Fleet Primary School

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Governor Visit Report

Area of focus for visit:	English – Early Reading	Link Governor:	Marianne Porter
Date of meeting:	13 th January 2020	Link Staff Member and role:	Ruth Hanfling – English Lead

Context:

English influences much of what we do at Fleet; children at our school love to read and write. All of our written work relates to our topic based creative curriculum and teachers work hard to create meaningful lessons that are fun and engaging for the children. The subject encompasses writing, reading, grammar, phonics and spelling.

The link governor meets with English Lead. They look at the approach to English and how it looks across the school. They discuss the different aspects of the English curriculum from Early Years, through Key Stage 1 and Key Stage 2. They consider some of the current challenges and the approaches being taken to meet them. The outcome of this meeting is then shared via this report to the full governing body and published on the governor's page of the school website.

Meeting Report:

I visited Fleet on 13th January 2020 to meet with Ruth Hanfling, English/Literacy Lead, to discuss what the school does to promote early reading.

School self-evaluation identified early reading as an area of focus this year and Ruth has worked with colleagues to audit current provision. Marion Hunter, Camden Primary Partner, will be conducting a learning walk with Ruth to further identify strengths and areas for development. A number of actions have already been taken, including developing a shared system to record children's progress in phonics.

There are a wide range of strategies already in place in Early Years both to promote enjoyment of the reading and to develop the skills required to become a fluent reader. These include:

- Sharing books and reading adult to child and well as child to child;
- Modelling and supporting appropriate reading behaviours (how to handle books, read print from left to right etc);

- Home/school reading diaries to promote partnerships with families. This is further developed by open mornings for families and there will be an information meeting for about phonics in the next few weeks;
- Children are encouraged to take home a banded reading book which is matched to their level of reading as well as a free choice book;
- ‘Buddy Reading’ where older children link with a child in Early Years and read with them;
- Inviting book corners in classes and a school library;
- Teachers read aloud to children frequently;
- ‘Guided Reading’ (small group intensive sessions with a teacher) start in Reception and happen at least weekly;
- Daily phonics teaching.

Usefully, a range of reading scheme books are used rather than a narrow focus on one scheme. Phonics is taught regularly and systematically, staff recognise that although this is a cornerstone of teaching reading there are other approaches which are also taught. Reading stamina and familiarity with key authors are actively taught.

Ruth helpfully spoke about how the teaching of early reading skills fits into the bigger picture of reading at Fleet and the progression from daily decoding in Early Years and the beginning of Key Stage 1 to the development of skills of inference, summarising, author intent etc. in Key Stage 2.

Ruth and I agreed to meet again towards the end of the academic year.

Written By: Marianne Porter

Date Written: 15th January 2020