

Reading and Phonics Report to Governors 2016-2017 (Updated)

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Action this year:

- In September, I ordered new phonics resources for the Foundation Stage classes to use to support phonics, reading and writing skills.
- I also demonstrated to parents and carers how they can support their child's early literacy skills at the Foundation 2 Curriculum Evening. Handouts were given to Foundation 2 parents and carers. Additionally, I made a Foundation 1 pack based on how to support early literacy skills at a pre-school level.
- In October, I updated the English and Handwriting policies.
- In November, myself and Mrs Shaw prepared and lead a staff meeting based upon the teaching and learning of phonics. We provided assessment sheets for all staff to use, discussed the layout and expectations involved in the planning format and highlighted what quality teaching and learning should look like.
- In November, I completed a writing moderation using a selection of books across the Foundation Stage.
- In February, I planned literacy based (whole school) activities for Reading Week. The teachers were all provided with a timetable of the weekly events. Parents and carers were also informed and involved. The children took part in the following activities: a book swap breakfast, bedtime stories, dressing up as a character from a story on World Book Day and a costume catwalk. Teachers also focused on developing the children's literacy skills over the week. Year 2 completed book reviews, Year 1 carried out an author study, Foundation 2 read and wrote a traditional tale with support and Foundation 1 enjoyed learning about different story settings.
- In March, I planned, generated and delivered a phonics workshop to Foundation 2 parents and carers - over two sessions. The workshop focused on supporting children with early phonic skills. It also highlighted how children's phonic development progresses through the Letter and Sounds phases. I provided all of the parents in Foundation 2 with a summary of the important points, key vocabulary from the workshop and a list of the tricky words taught in each of the phonic phases.
- I also met with the school council to ask them what type of phonic resources they would find fun and useful. The children informed me which games and lessons were the most exciting and why.
- In April, myself and Mrs Shaw analysed the phonics screening practise papers that most of the children in Year 1 completed in preparation for the test in June. We have planned a number of phonic booster groups to take place for those children 'at risk' of failing it. Additionally, pupil premium children and others in need of additional support will undertake two phonic support sessions each week for the next term. Finally, we have identified common misconceptions in phases 3, 4 and 5 that will be implemented into the Year 1 phonic lessons. The Year 1 practitioners will focus on the areas to further develop in phonics and they will be revisited over the forthcoming weeks.
- In May, myself and Mrs Shaw delivered a staff meeting based upon the phonic data analysis assessment sheet that we have created. We informed all teaching staff on how and when to complete this form and the purpose it serves. We intend to analyse our phonic data more regularly and have clear areas to develop which will be evident in the practitioners planning. We also provided feedback on the results of the practise phonics screening test papers and the immediate action to be taken.

- I have observed four members of staff teaching phonics this year. I highlighted their strengths and areas to develop, in order to strengthen the teaching of phonics throughout the school.
- I have been observed teaching phonics this year by all of the Foundation Stage teachers and an NQT. I have modelled a range of different ideas and assessment strategies in order to support their practice.

Training:

- I attended training based upon supporting children with Global Developmental Delay in the Early Years and Understanding Dyspraxia. I have given feedback to the teaching staff in our school based upon what I learnt. I suggested strategies they can use in school to support children with dyspraxia and others who may be in need of additional support.
- I have also attended training from EMC. I learnt how to summarise our school's progress within a subject area for the School Evaluation Form. This training supported my understanding of how to evaluate phonics based data and summarise any quantitative and qualitative findings.

Impact on teaching and learning:

- The updated phonic pack includes the end of phase assessment sheets; this will ensure that all children are being assessed by the same criteria.
- The teachers that observed me deliver a phonics lesson have effectively implemented some of the ideas and assessment strategies they found useful. Thus, supporting the children's learning.
- The new phonic resources in the Foundation Stage will engage the children and support their learning.
- Monitoring children's reading progress across the school ensures that there is consistency between year groups and confirms that children are being challenged effectively.
- The staff meetings that I have lead with Mrs Shaw and Mrs McLeod have provided the teaching staff with up to date training in Phonics and supporting children with Dyspraxia and Global Development Delay.

Standards:

- The additional phonic sessions, carried out with targeted children in Year 1, aim to raise the number of children that pass the phonics screening test in June 2017.
- The whole school enjoyed the activities involved in reading week. Many parents have commented on how their child enjoyed the weekly events.

Next steps:

- Review the phonics data analysis forms and identify areas for practitioners to target. Track children's progress.
- Read with children in different classes and assess if they are being challenged correctly. Are they applying their phonic skills? Are they in a phonics group that reflects the level they are reading at?
- Observe the teaching assistants in Foundation Stage that lead a phonics group and support if necessary.
- Order outdoor phonic resources chosen by the school council and other children in the school.