

Governor Visit Report

Date: 12th July 2016

Reason for visit: Progress in reading

Present: Mike Kendall (Co-opted Governor), Ellen Barrett (Co-opted Governor), Rebekah Jenkins (Deputy Head and Literacy lead), Amanda Port (TA Y3 Heron Class), three Y3 children (Woodpecker) who have received a BRP intervention

Scope of visit:

1. Speak to those who have received the Better Reading at Primary or Boosting Reading at Primary (BRP) training and review the impact of the associated interventions
2. Speak with children regarding their perception about Fiction Express (RJ stated that this was no longer worthwhile as this initiative had 'fizzled out' and the children would be 'unlikely to remember' so we agreed to speak with children regarding their perception of BRP)
3. Look at teachers' reports on reading progress
4. Understanding what constitutes reading in different year groups and the progress of reading skills

Background - 1 & 2

Mrs Sam England (SENCo) who also works at Priory Infants saw the BRP approach being used successfully in her other role and it has since been introduced into Little Paxton Primary School.

It's adoption is an example of the positive impact of the PPP partnership on our school.

This is the first academic year Little Paxton Primary School has used BRP.

Jan Smith is the BRP champion (unfortunately we were unable to talk with her as she was with Y5 at swimming).

In the programme children read regularly 1-2-1 with an adult, usually a TA.

The books used are colour banded in the same way that the school reading scheme is banded. However, they are based on key words rather than phonics. There are both fact and fiction books with several different books in each band.

Each book has a formal running record (PM Benchmark Reading Assessment, PDF Attached) which is filled in as the child reads out loud and afterwards as the TA asks questions to assess understanding. The record measures reading skills and comprehension, and then provides the child with a reading score.

How is BRP working at Little Paxton Primary School? – 1 & 2

All the TAs have been trained in it and it is well used by TAs. Progress is measured by children moving through the book bands.

There are different ways of using the programme:

- As an intervention programme, it is used with children who are struggling learning to read with phonics (RJ)

- to assess children before moving them up a book band, or to give children confidence within a band (AP)

When used as an intervention programme, the aim is to help children bridge the gap and make accelerated progress through the book bands (RJ & AP). It is also possible to 'dip in' if a child is 'stuck' in a book band (RJ).

When the support is withdrawn most children carry on making progress but some children can go backwards again (RJ). These are typically children who have other needs and benefit from more than average 1-2-1 anyway (RJ).

There is an additional intervention programme for those who remain stuck, called 'Literacy A to Z,' which is run by Debbie Gray (RJ).

Where various different interventions have taken place and not succeeded, the evidence recorded can help teachers bring in external assessment if appropriate (RJ).

Feedback is generally positive from parents, children and staff alike (RJ & AP).

All the children particularly seem to benefit from the 1-2-1 dimension of the programme (RJ & AP).

Three Y3 children recognised the books, enjoyed and found most of them interesting.

The children don't seem to mind that the TA has to fill in the running record as they read.

'I'd like to be able to use it more' (AP).

The evidence that it works is seen cross curriculum. Children are often more confident as they able to read better and more prepared to put their hands up in class (AP).