Governor Monitoring Form

Governor Name: Mary Sharpe
Date of Visit: 22 November 2018
Purpose of Monitoring: DA5 - Improving and extending vocabulary of all children
Format of Monitoring: meeting with Angela Pirie, DH
Report of Observations or Discussions: Mrs Pirie provided a list of actions to date and next steps. She described the reasons for this being a priority for the school. This is a nationwide issue. She explained the difference between receptive and expressive vocabulary. Examples of actions: Children have been set homework which requires participation of parents to involve them in having conversations with their children. There have been a few complaints about this but it is essential that parents are active participants in helping children develop in this area. I was shown books which are available for children who have a lower reading than chronological age, but which have an interest level for older children. This will help encourage them in their reading. I asked about staff commitment to this approach. Mrs Pirie said without exception staff will participate in anything which benefits the children. Family learning week has a focus in this area too. Ambition for the children was well-evidenced. I agreed to participate in 'grandparents day' and to meet Mrs Pirie again to review progress against this objective in the week following Spring half term. It was evident from our discussion that there are comprehensive actions being undertaken across the school and curriculum in support of this key development area. An interesting and enjoyable first meeting to monitor this area.
Links to Success Criteria in School Development or Other Positive Comments: Pupils clearly already have greatly increased access to a wider range of vocabulary and increased opportunities for speaking are ongoing. Specific needs have been identified and there are strategies in place to support them - e.g. books as described; Lego therapy.
Actions or Questions Arising:
Suggestion for future monitoring activity: Progress and evidence of pupils using a wider vocabulary in writing and speaking activities.

Receptive vocabulary test will show improved word use in all groups of pupils, included those who are disadvantaged.
Date sent to Headteacher and Clerk: 22nd November 2018
Other comments following presentation at Committee

School Development Plan DA5 (Improving and extending the vocabulary)
November 2018

- Collin's Receptive vocabulary tests have been bought and disseminated to staff during staff meeting time. These are being used within class in Years R-1 in order to build up topic related vocabulary.
- Story sacks have been purchased for use in Early years to encourage children to talk about stories.
- KS2 reading book scheme has been extended to ensure children reading at the higher levels are reading a wide range of good quality texts.
- Talk / vocabulary focused interventions – Talkboost

  Questioning games
  Lego therapy
  KS2 Vocab group
- CPD activities – Vocabulary pre-teaching course (SENCo and TAs)

  WordAware training (SENCo and TA)
  Colourful Semantics (TA)
  Talk for Writing (HT, DHT)
- Words and vocabulary displayed for children in classes in the form of displays, word walls and books to read suggestions.
- Talk home learning activities encourage children to talk with parents at home about a range of experiences.
- Request for parents to hear readers has gone out on Headlines and Learning letters. There are a small group of parents who listen to readers as well as a volunteer and a reading dog.
- During Family Week, each year group had a focus on reading and questioning as part of their morning.
- Spelling groups have been reorganised so that all children are accessing appropriate vocabulary for their year group.

Next steps

- World Book Day activities/ Book fair
- Encourage more parent/ volunteer readers
- Grandparents day/ coffee mornings
- Family learning sessions when a new tutor becomes available
- Share a story with your child sessions
- Continue to replenish library stock