

## Parent Governor visit to Zebras Class

### Phonics Lesson Observation

23/10/23

#### Structure of the day

- Small group work supported by staff members.
- Consolidation of understanding.
- Independent application.

As I entered the classroom all of the children were focused and engaged. I had expected that my arrival might act as a distraction, however after a couple of acknowledging smiles all the children remain on task and focused. The classroom atmosphere was relaxed and calm with no element of time sensitive pressure to get tasks completed.

Purely for the purposes of this report I have labelled the groups 3, 2 and 1.

#### **Group 3**

The focus of this group was to look at split digraphs. It was clear that the approach to teaching this was well embedded and familiar to the children. The children started by recapping with flashcards of words that contained familiar split digraphs and words that contained a new split digraph.

The group then moved on to a group game that required turn taking to identify if the words set out on a board were 'real' or 'made up' words. All of these words contained the newly introduced split digraph. The adult leading this group gave help hints and guidance when required and encouraged the children to try even if they weren't 100% sure.

As a way of allowing the children time to consolidate their learning the children moved on to work set in their books. This included an activity that recapped on familiar split digraph words and a task that required the children to use words from a word bank to write three sentences containing a new split digraph word. Once completed the children independently used a sentence prompt card to check their grammar before reading their sentences out to the adult.

#### **Group 2**

The focus in this group was looking at the lower and uppercase grapheme 'G'. A tactile approach was taken and the children were given the opportunity to use small sand trays for to practice their formation and a sheet of paper with the grapheme on to trace over using paints.

The children then consolidated their learning by completing a cut and stick activity that required them to identify lower and uppercase 'G' and colour in pictures of objects that began with 'G'.

Lots of encouragement and praise was given throughout.

### **Group 1**

The focus of this group was re-enforcing the reading and use of the ss, ff and ll digraphs in words. The children started by recapping on their recognition of graphemes previously learnt. Time was taken to ask the children about words that may contain these graphemes. This was clearly an approach they were familiar with as they offered suggestions with confidence.

The children then moved on to listening tasks. The first of which saw the children being shown a picture and identifying on their sheet which digraph was in the name. This then progressed on to a supported task that required the children to listen to a short sentence that was read out, write out the sentence before they identified which word contained the digraph.

Opportunity to consolidate learning related to ss, ff and ll digraphs was given in the form of a colouring/drawing a circle around the images that had the ss, ff and ll digraphs in their name.

All children in the class were given the opportunity to read for pleasure or complete an interactive whiteboard task once group work was completed.

Self-assessment to gauge an individual's level of understanding was encouraged throughout in the form of a traffic light monitoring system on children's desks and by asking the children to use a coloured pencil to draw a corresponding dot on their work. .

Thank you once again for a lovely Morning!

Michelle Blakemoore-Irving