

Parent Governor visit to Sharks Class

Multi-Sensory Phonics Lesson Observation-Mr Campbell covering PPA

8/10/25

Structure of the session

- Alphabet Arc
- Dictionary Work
- Alphabetical ordering

When I arrived at the Sharks classroom the children were setting up individual alphabet arcs on their desk. Having completed this task, the children moved seamlessly into letter identification. Mr Campbell asked the children to identify M and N and place a pencil between these two letters. The children then placed their left and right hand at either side of their pencil with their index fingers extended towards G and T. This action allowed the children to focus on one side of the arc at a time when locating a letter.

A conversation then took place between Mr Campbell and the children around what an 'initial' letter is and the capitalisation on initials. All the children then got to tell the class what their initials were before using both sides of their arc to point to their initials. This then transitioned into spelling a range of words using their using their arc.

With the foundations of dictionary work introduced with the alphabet arc, the children then moved on to using a dictionary. Alphabet arcs were left out as a point of reference. As a starting point Mr Campbell wrote a word on the class wipe board and posed some questions to the children as a starting point.

- What is the first letter?
- What letter are we looking for?
- Can you find it on your arc?
- Whereabouts do you think the letter will be in the dictionary - beginning, middle or end?

Mr Campbell then asked the children what the 2nd letter was. Before explaining how to find the words with the matching two first letters. Once the children had located the first two letters, the children who had gained in confidence and mastered this process, worked in pairs to identify the 3rd letter and continued until they located the full word. This process was repeated for another 3 words. TA's supported children who found the task tricky and built their confidence by helping them find shorter words in the dictionary. Having the alphabet arcs available allowed the children to refer back to the previous learning step/

The children consolidated what they had learnt by completing an activity sheet that focused on ordering the months of the year in alphabetical order. Mr Campbell discussed with the children how to approach this activity sheet and apply what they had learnt in the lesson so far. Some children worked independently others worked in pairs or small groups supported by TA's.

During this lesson it was very clear that the children have a great rapport with Mr Campbell and the TA's. The support offered was tailored to the needs of each child with praise and encouragement given throughout the lesson.

PPA cover can be tricky for some children, especially when an extra person appears in their classroom. However, despite these factors, the children were able to follow instructions and complete tasks in a calm focused manner.

Each staff member in the room was immediately able to identify the unique requirements of the youngsters they were supporting. Staff's ability to adjust their interactions according to the child's needs and reactions made me grin. A caring and upbeat approach was taken in the planning and delivery of this lesson.

Thank you once again for a lovely morning Sharks.

Michelle Blakemoore-Irving