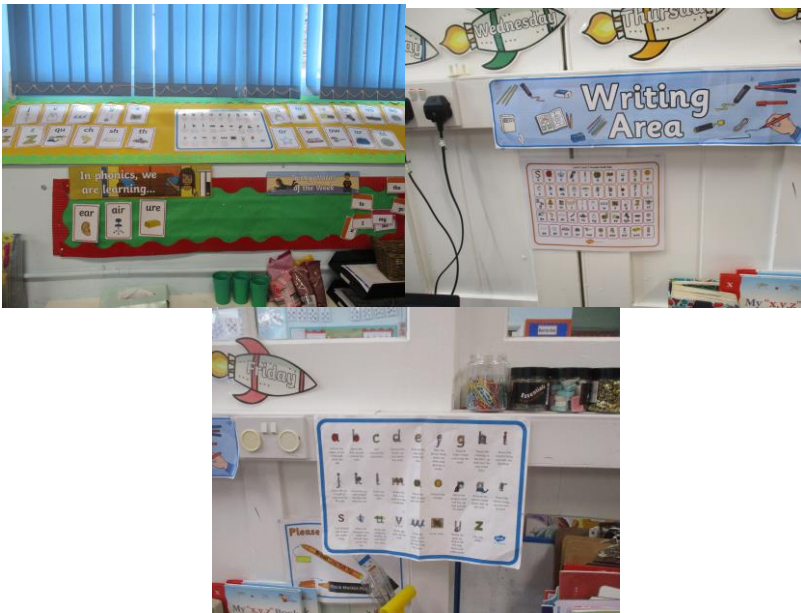


Learning walk: 26/04/2023

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Focus: Observing the continuity of teaching and learning across the Key Stages to support the transition of learning and attainment of the pupils?

Area: English

Observations	Evaluation
<p><b><u>OWLS - EYFS</u></b></p> <p>This morning when I visited the Reception classroom they were having one of their daily phonics lessons. The school follows the Twinkl Phonics scheme and resources used during the lesson and displayed around the classroom all reflect this. A Phonics working wall displaying sounds and tricky words already taught, alphabet &amp; sound strips in the independent writing area and on the adult led table.</p>  <p>The teacher was using a PowerPoint presentation on the Interactive Whiteboard from the Twinkl teaching resources, each child was writing out 'tricky words' from the Level 4 scheme of work. Individual feedback was given on the spelling and letter formation of these words, a small group of children were also being supported by a TA who was focused on fine</p>	<p>The children in Owls class were happy to access resources independently and were happy to explain to me how they were using these resources. I saw children using pens/pencils and using the correct grip. I also observed children during an independent word building activity who were able to self correct when they didn't blend the word correctly the first time.</p>

motor skills. She had an alphabet card with rhymes linked to each letter to support the children form them correctly for this work. Once they had completed the task their writing was photocopied and filed in their Literacy folders. After this the children were able to explore the continuous provision and small group work with the teacher. Children were completing phonics tasks on the IWB, others were playing phonics games with a TA.



In the classroom at that time was also a parent volunteer (a reception teacher) hearing readers.

The Owls classroom has a language rich environment, each area of the continuous provision has something in it to enhance the teaching of Literacy or encourage communication skills. For example in the construction area there are instruction leaflets on how to build a castle, in the role-play area (a garden centre) there are order forms to fill out, price lists for customers and a range of non-fiction books on plants and wildlife for the children to explore, on the nature shelf there are plant spotting sheets to fill out and vocabulary cards linked to this term's topic "Come into my Garden". There is also a focus book of the week, when speaking to the children in the class they were able to tell me the story and even retell parts of it and explain some of the activities they have completed alongside it (making fruit smoothies and writing a recipe was a favourite)

Evidence of writing in a variety of ways was evident on the classroom displays and in the children's literacy books. It is clear to see the progression from the beginning of the year to now, especially with much improvement in letter formation and fine motor skills.



Resources are fully available to the children in the class to access independently, an inviting book corner, with lots of lovely age appropriate books to choose from, there were phonics games on the classroom laptops (cross curricular), writing area with different materials to use to promote fine motor skills - pens, crayons, scissors etc. And a dedicated 'funky fingers' station to also support fine motor skills.

### **SQUIRRELS - KS1**

During my visit to Squirrels class they were involved in a carousel of activities, which included guided reading with the teacher, reading comprehension linked to this, phonics games led by a TA and a phonics lesson.

During each guided reading session the teacher will assess their reading based on a focused learning objective, each week this is different to ensure breadth across the curriculum. The children will independently work on a comprehension task which is linked to the objective which is being used in their guided reading session, when looking through workbooks and folders it was clear to see the differentiation throughout the tasks and the outcome of the work presented. For example the year 2's have begun to use the VIPERS framework for their comprehension work.

In discussions with the children they informed me that they have reading targets stuck into their home/school reading diaries. The class teacher informed me this was done on a half termly basis.

The Squirrels were fully engaged in their work and a TA was supporting children who needed extra support. The discussion element of Talk 4 Writing was clearly evident and the children were able to express what was needed to improve their next independent write.

In the Squirrels classroom they follow a Talk 4 Writing process, evidence is clear around the classroom and throughout the children's work of this approach, the class' English working wall is a prime example of this. During a book look it was clear to see an excellent range of writing activities to support the children of all abilities. These activities were all linked to the T4W topic of the half term and there is a clear progression throughout the year. Marking was consistent with the schools marking policy and there was evidence of both reactive interventions for lower ability children and challenge activities for higher achieving pupils.

Pupils in Squirrels class have daily phonics lessons and follow the school's adopted phonics scheme - Twinkl phonics. This is a huge focus for year 1 as they sit their phonics screening check towards the end of the academic year.

**Target:** To have a working wall of sounds the children are currently working on.

In the classroom there was also a range of continuous provision activities for the children to access, question of the week, boggle, select a story etc. There are also a vast range of resources covering the walls and on desks to help support the children with their literacy work.

### **BADGERS - KS2**

During my visit to Badgers class the children were text mapping the example text for their Talk 4 Writing topic this term. The class were reading out the example text and making suggestions on how to use symbols to 'map' the text (a way of remembering the key points in the text)

An impressive example of how well children read at Woburn is the 'Free Readers Society'. Children who have completed the reading scheme and are now 'free readers' are challenged with extra activities to enhance their reading skills. A great example of this is the comprehension tasks that they are set, the society also produced a school newspaper which was sold to raise funds for the PTA.

Some of the year 3 children are lower achievers in reading (core Covid year group) at the beginning of the year they continued with phonics lessons, once secure with this they moved onto slow comprehension, once this is secure they will begin to complete other comprehension activities.

Writing in Badger class is taught through the T4W process but evidence of cross curricular writing is also clearly evident and there were some wonderful examples when looking at the children's work, for example R.E., typing up poetry using computing skills, science etc.

In the front of the children's workbooks there are individual target cards which are updated on a half termly basis, there are also cheat sheet cards for support and checklists when the class are completing cold/hot writes. The children mark these themselves, have a peer and a teacher mark their work! Across all work it is clear to see their differentiation.

The Badgers show a level of independence that has been built up through the way they use the resources in the classroom. They were all very confident in the topic they are learning about and their answers to questions are thoughtful and well informed. I found that their note taking was a good way of helping to prompt them during independent tasks.

### **Overall Evaluation:**

There is clear evidence of differentiation of learning between all the Key Stages and each is aimed at the learning/stage that each needs to be. Children were fully engaged in their lessons and there was a clear knowledge of the topics/focuses of the English curriculum. The evidence taken for this was from my learning walk, talking to teachers, TA's and pupils and looking through books at the children's work.

### **Areas for development:**

There was a fantastic emphasis on writing throughout the classrooms, it would be good to develop a sense of reading as this is a strength of the school.