

Learning walk: 16-10-2023

By: Paula Black

Focus: How is phonics being taught through our accredited systematic, synthetic phonics scheme?

Area: Phonics

Observations	Evaluation
<p><u>OWLS - EYFS</u></p> <p>Level Two, Week 4, Day 1 - ck (in line with progression map post baseline) Tricky words - introducing to, the</p> <p>The children were seated in their groups on the carpet. All were engaged in the lesson. The lesson started with the introduction of the digraph using the mnemonic cards and the Twinkl powerpoint which also included the directionality when writing the letter sounds and a Robot Rick game blending game. The children practised writing the letter sounds using various body parts which they found very entertaining. The Twinkl powerpoint story was read to the children and today's digraph pointed out during the reading. Tricky words were introduced for the first time.</p> <p>Geraldine the giraffe was used as a plenary to the lesson which the children always enjoy.</p> <p>Adult led activity - 'Silly Soup' game Adult initiated activity - practising forming 'c' letter CI - Phonics tubs, books, funky fingers table</p>	<p>During the carpet session the children demonstrated that the daily routines of the phonics lessons have been embedded and they joined in enthusiastically.</p> <p>Reception children independently access the phonics resources available to support the week's learning through the child initiated provision. One small group continued to play the 'Silly Soup' game that was originally an adult led phonics activity.</p>

SQUIRRELS - KS1

Year 1 - Level Three, Week 6, Day 3 - oi digraph (Autumn 1 recap)

Year 2 - Level Six, Week 6 - suffixes ed/y (in line with Year 2 progression map)

The children were separated into Year 1 and Year 2 groups.

The Year 1 children in Squirrels were enthusiastically joining in with the carpet session recapping the digraph oi using the Twinkl powerpoint. One child identified the sound of the day from the title of the story. There was a recap of the speedy sounds and the children used the appropriate actions for each sound during the game. Another game on the board recapped letter names and capital letters. The teacher read the Twinkl powerpoint story and a child excitedly pointed out the sound of the day in one of the words in the story.

Activity - 'Oi' real and fake words board game. All children on task and playing game co-operatively in pairs.

Year 2 children were looking at spelling patterns and deciding which suffix to put at the end of the word depending on the penultimate letter ie copy-copied, worry -worried, annoy-annoyed. The children confidently read and answered the questions.

Activity - suffix 'ed' wordsearch and writing words out and changing from past to present tense using correct suffix

BADGERS - KS2

For those children in KS 2 who need support with phonics, reading and writing there are individualised daily interventions based on word recognition, sentence building and writing activities modelled on 'Reading

Year 1 are recapping Level Three this half term. The need for such was identified on the cohort plan at the beginning of the term. They will be ready to start Level Five after half term.

Year 2 were in line with the Twinkl Phonics progression map.

All children were on task and there was clear progress evident across the Year 1 cohort on their leaving point from Reception.

Children exposed to fake/real words at Level Three.

Recover' to build confidence, fluency and spelling. The children confidently worked through their interventions. Individualised learning aides such as the 'letter-box/window' are implemented to overcome barriers to learning.

Overall Evaluation:

There is evident progression across all of the Key Stages and the children are enthusiastic about the Phonics scheme in place. There is clear continuity across the Key Stages now with resourcing, teaching and learning. In each class the children were eager to talk to me about their work and share their learning.

Areas for development:

To play games that identify real and fake words prior to Level 5 in the phonics scheme. This was identified last year as the scheme does not introduce real/fake words until Level 5. In the past we have played these games from Level 2 which has proved to have a positive impact on the Year 1 phonics screening test.

The children were using their phonological knowledge to help to decode and word build. There is clear individual demonstrable progress in this area of their learning.

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