**8th March 2019**

**REPORT FOR GOVERNOR VISIT FOR CLASS 5 – SPRING TERM 2019**

**FOCUS ON PHONICS**

I enjoyed an hour or so with the Class 5 for my governor visit and as always, found it really interesting to see the children undertake a Phonics lesson.

I was there as Mr Saul took registration, and I enjoy hearing where the children say they are ‘feeling’, between 1-10. I enjoyed hearing the plans for the day broken down into small manageable chunks thus making it more understandable for the children.

The children were then give their whiteboards in order to begin their Phonics lesson. Mr Saul explained that the children would be focussing on the vowel sounds that they had looked at throughout the week. I always really enjoy seeing how different methods are so effectively taught to the children, utilising video clips with word sounds explained within a video clip of a nature walk – which too, engaged the children very well. Today the children were to spot an ‘igh’ sound, such examples were ‘night’, ‘high’ etc. The children responded incredibly well to this.

Following this clip, the children were then encouraged to notice the same word patterns in words that were display on the interactive board, this then assessed the level of understanding towards this word pattern – the understanding was extremely good indeed.

As always in class 5, there is very gentle disciplining amidst the fun and engaging atmosphere, when one child becomes a little unsettled, this is recognised promptly and the child went to the sensory circuit with Mrs Ward. The child may well have been restless as I was in the classroom. As there is a transition from one activity to another, the children seem to instinctively know the level of conversation that is allowed, and soon focus back on the task in hand.

The children then had a spelling test on ‘igh’ words and long ‘o’ words. Ten words and three sentences. There was a good mixture of words (including a word that hadn’t been mentioned during the lesson!). There is a very good concentration from the children and a great sense of calmness with no undue pressure put upon them at all.

The children mark their spellings themselves with a different colour pencil and all children get the opportunity to share an answer and spell it out as Mr Saul puts the correct answer on the board, the children kindly and gently helping each other if they get the spelling incorrect was lovely to see. I particularly loved use of the the magic ‘e’ in the use of ‘o\_e’, to differentiate between this and ‘oa’.

After the spelling test, Mr Saul read some sentences to the children, the children then say each sentence, and then they write the sentence down. In the sentence Mr Saul used some of the word structures that the children have been working on throughout the lesson. I felt it was exceedingly beneficial that following the children writing the sentences down, Mr Saul put the sentences of the board with some deliberate spelling and punctuation mistakes for the children to identify and they did – very well indeed, well done to class 5.

Following completion of the lesson, I spoke with Mr Saul and was shown some books belonging to a couple of the children. I am incredibly impressed with the standard of work, both written work and verbal interaction with some of the pupils that may not be as confident in putting pencil to paper.

I briefly watched the children partake in an online word game called Word Shark, they seemed to really enjoy putting all they have learnt into practice!

Thank you as always Mr Saul, Mrs Maddocks, Mrs Ward – you truly do a wonderful job with these amazing children.

Sue Mason