Parent Governor visit to Tigers Class

English Lesson Observation-Mr Campbell covering for Mrs Gordon

8/12/23

Structure of the session

* Grammer Hammer
* Introduction
* Nouns, verbs, adverbs, adjectives

When I arrived at theTigers classroom the children were in the transition period between lessons. Having just completed a task they were refocusing their attention ready for their English lesson. Transition times can be tricky for some children, especially when the children don’t have their normal class teacher and extra person appears in their classroom. However, despite all these factors, the children were able to follow the instructions calmly and wait in their seats for the next task to be explained. While Mr Campbell took a couple of minutes to explain the lay out of the session, teachings assistants distributed Grammer Hammer activity sheets. These sheets were differentiated based on individual levels of understanding.

Members of staff sat at each table to offer support and guidance. It became clear very quickly that every member of staff in that room knew the individual needs of the children who they were working with. Watching how the staff tailored their interactions based on the needs and responses of the child brought a smile to my face. Situations that could of gone one way or another due to minor frustrations on the child’s part, were handled in a nurturing and morale-boosting way. Truly lovely to watch.

Following on from Grammer Hammer Mr Campbell carried out a recap on nouns, verbs, capital letters and full stops. This was punctuated with humour, to which the children responded to with delight, while remaining engaged with learning. While this was taking place the teaching assistants helped ensure a smooth transition to the next activity by preparing resources and giving out books.

The response that came next is the response every teacher (myself included) loves to see, a little moment of magic. Staff brought out a resource that Mr Campbell had made, The Sentence Building Machine! The children had previously used this resource, with great success. For this reason, staff had kept the Sentence Building Machine out of sight in the adjoining room to prevent an explosion of excitement and distraction.

Mr Campbell explained that the Sentence Building Machine was being used today to support the understanding of how to use nouns, verbs capital letters and full stops in sentences. This resource is such a simple design and yet with its colour coded grid strips, it enables children to engage on an individual level that meets their level of understanding through a kinaesthetic learning style.

Once a child knew what strip to take, they would dip their hands in the colour corresponding bowls and take out a word. The colours relate to the type of word, e.g. if their strip had a grid on with the colours yellow, black, pink, and green the children would choose words in this order. With their collected words the children then return to their table, read the words, build their sentence, write it in their books and add in the punctuation.

Teaching assistants tailored the level of support they offered based on the needs of the children in their group. Mr Campbell recognised that two of the children were ready for the next level of challenge. He took the time to explain what and how adverbs and adjectives can be used and with the quick addition of extra word bowls, the Sentence Building Machine was used to enable these children move on the next level of learning. This personalised approach to teaching and learning ensured that all the children remained engaged.

Before bringing the lesson to an end Mr Campbell gave the children time to finish their final sentence before giving them the opportunity to read out their favourite sentence that they had created.

Mr Campbell has a unique and engaging relationship with the children at Orrets Meadow, but this does not detract from his professionalism and the relaxed and welcoming atmosphere within the classroom that he creates.

Thank you once again for a lovely morning Tigers.

Michelle Blakemoore-Irving