IGR Observation Record

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| **Lesson Sequence** | **Important Features** | **Notes**   * **please keep IGR comprehension-checking both light touch and**   **time-efficient** |
| Classroom Organisation  Lesson Warm-up  Go Fish game  [consolidation and recall/comprehension for the previous book] | The class is well-settled in  TA-supervised reading-  related activity groups   * IGR children return their books and show their drawings + sentences * Teacher listens well   (please keep this section brief)  There are no more than 3 or 4 children in the group   * Teacher checks recall and comprehension of the previous book while she deals the cards\*   Teacher remembers to  deal herself in   * Teacher models collaborative game-playing * Teacher models laying down of cards for visual confirmation of what is being read * Teacher is observing well and remembering to ensure that every child wins pairs of cards * Teacher remembers to give **one** extra turn whenever a matching pair has been successfully won | IGR Group: |
| Introduction of new story material  story familiarisation  [storytelling) | * The teacher draws children into the story in a way that is creative and   child-appropriate   * If the story is known or familiar, the Teacher encourages the children themselves to tell it * If the story is new or unfamiliar, the Teacher engages the children by telling all or part of it * The Teacher ensures that children make a deep engagement with story * Before Lotto, the Teacher   lets the children look freely at their new book |  |
| Lotto game  Phonological-Visual Mapping  [receptive encounter with complex vocabulary]  NB the aim is to play  LOTTO as a RECOGNITION  Game (ie the teacher  reads the words to the  children but does NOT show them).  This prompts aural-to-visual identification | * Teacher does **not** require the children to read words * Counter-getting is nicely   organised   * Teacher remembers to prompt the children to LISTEN * Teacher puts words into context, making explicit links with story \* * Teacher observes closely the children’s aural-visual recognition (or, in the case of a matching game, their phonovisual-visual recognition) * Teacher understands the significance of Lotto |  |
| Collaborative Reading and  problem-solving | * Teacher is counting herself in as a reader when reading is choral * The children are used to reading the title and the first (and last) page together, and know they are expected to do this with fluency * The teacher models fluent, expressive reading * Teacher clearly knows the book, and has worked out how to use it most effectively as a collaborative reading text * Children listen and follow carefully when others are reading individually * Teacher provides time for individual problem- solving * Teacher also encourages collaborative problem-solving (‘Can anyone help with this?’) * Teacher encourages fluency and flow * Teacher encourages a close match with speech cadences (‘Read it as if it is really happening”)   Teacher notices use of phonic strategy, syntactic cues, and  semantic cues \*  There is a good balance of choral and individual reading – the teacher orchestrates this well and the children know what is expected of them. All checking of understanding is skilful, light-touch and time-efficient. \*  The teacher prepares the children for their TA session |  |
| SWAP Phonics  Game  [words in more detail]  **Notes** | * Phonics links well to the phonemes children may find challenging in the story * The game is also well-pitched for the children’s current learning needs * Teacher notices phonic strengths and difficulties | The lesson ends well  Teacher logs observations in the Daily Record  All sections of the lesson have been covered |