IGR Observation Record

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| **Lesson Sequence** | **Important Features** | **Notes*** **please keep IGR comprehension-checking both light touch and**

**time-efficient** |
| Classroom OrganisationLesson Warm-upGo 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 todeal 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 materialstory 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 gamePhonological-Visual Mapping[receptive encounter with complex vocabulary]NB the aim is to playLOTTO as a RECOGNITIONGame (ie the teacherreads the words to thechildren 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
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| Collaborative Reading andproblem-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, andsemantic 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 wellTeacher logs observations in the Daily RecordAll sections of the lesson have been covered |