



Sebright Primary School

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Tuesday 18th April 2023

Dear Sebright Parents,

I hope you all had a wonderful Easter break!

My name is Katie Lewis, and I am a Parent Governor with the Blossom Federation. Last term a few other governors and I had the opportunity to observe Reading lessons at Sebright. It helped me understand how Sebright is teaching reading to our children in line with the [school's development plan](#). We observed Year 1, 2 and 6 over the course of the morning.

It was important for me to share some of what I learned with you all – below, please find my key takeaways:

- 1. Structure to accommodate all reading levels:** I was particularly impressed by how well structured the reading lessons were dependent on the reading levels. In years 1 and 2, children were broken into roughly 5-7 groups, each based on their reading level and had different level books to read. Each table followed a different structure – some where the children took turns reading to one another, others where children did independent reading and then shared their learnings together after, some where the children were read to by a teacher or classroom support staff.
Previous to my visit, I never understood how much attention was put into accommodating and supporting all reading levels, as well as creating a blending approach to reading to maximise learning.
- 2. Monitoring of children progress:** during the lessons, I observed teachers taking specific notes per child on their reading progress. They noted things around particularly challenging words and/or overall comprehension. After the lesson, the teacher shared that these notes are kept in a structured format per children in order to monitor children's progress. It was great to see the individual attention being given to each of the children and heartening to see a structure for monitoring each children's progress.
- 3. Children's engagement:** in all 3 classes, it was wonderful to see the children's engagement. In Year 1 and 2, many of the different groups had classroom support staff which allowed groups of 5-6 children to get individual attention. When other children were reading, their fellow children were listening and/or reading aloud. When questions were asked about what was read, multiple children would raise their hands and participate.
Year 6 had a lively reading session – the class was broken into groups of 2 and they had to go through their book and pick out challenging words. When the teacher brought the group back together, everyone was eager to share challenging words and/or participate. When questions were asked by the teacher, lots of kids were excited to participate.

It was clear that so much thought, preparation and strategy goes into designing Reading lessons to best instruct the children, and even more, it's clear that the children are engaged and having fun!

As always, happy to answer any questions or give additional feedback if needed.

Regards,

Katie Lewis
Parent Governor
Blossom Federation

