On arrival at school I observed the children arriving with parents and on their buses. The children were greeted by members of staff, they each then sanitised their hands and made their way sensibly to their classrooms.

Once in Wolves class there was clam music on in the background and each child had an activity set out on their desk. These were individualised to the child’s needs. Some children chose to place their heads on the desk before they were asked to stretch their arms out ready to begin their day.

The Good Morning song was then played, the register taken and each child asked how they were feeling on a scale of 0-10. Every child replied they were a 10 today. Mrs Warren then read through the visual timetable for the day and placed a tick next to register to show the children that this had been completed. She then read out the date and asked the children what they thought the weather was like today. The children were all aware of this daily routine.

One little boy was then collected to go to the sensory circuit, whilst another little girl went to the light room. A further little boy had a weighted jacket put on. All the staff are aware of the children’s individual needs.

Every morning the class has their phonics lesson and the class was split into 2 groups. The TA 3 took the more able into the other room whilst Mrs Warren kept the rest of the class. Each child had their own set of alphabet letters and a rainbow mat. They were asked to arrange the alphabet in order. I was amazed at the progress since my last visit and all the children were able to complete this independently. They were then given a list of words and asked to pull the correct letters out of their rainbows to make the words on the list. E.g. Cat, tick, sad etc.

The children carry out this task every morning and it was very evident that they were used to this routine and were excelling with their progress. The class then read through short vowels and consonants from cards held up with children being asked to answer some individually and some as a class.

They then recapped yesterdays sound which was ‘ll’. Using post its notes on the board with sounds and a grid for them to follow the children took turns at the front of class sounding out words such as bull, pull, pill. The children then had a laminated sheet with the same grid system to write the same words themselves followed by a sheet with pictures and the grid for them to write the words hill, bull, pull. I have to say I was amazed at the concentration, attitude to learning shown and the ability of the class in such a short amount of time.

I then popped through to see the more able group who were working on plural -s. They had a sheet in their books to complete were they had to think of a sentence with their tricky word ‘have’ as well as the plural. The girls worked hard and were supported by the TA who praised them accordingly and encouraged them when they weren’t so sure of their answers. The girls attempted spelling of words which were then corrected in green above so they would know for next time. Once finished they were asked to self-evaluate their work using the traffic light system and both chose a green pencil as they felt they had done well.

The classroom was calm throughout, well organised and structured with a clear objective. I cannot wait to return next term to see the progress made again by this wonderful group of children.

I then had the chance to watch other children complete their sensory circuit for the day. The hall was set up with 3 stations. The first either a run or scoot board, second walk across the bench and crawl through the tunnel and the third relaxation with cushions, blankets, beanbags or ball on back. Kieran and TA’s from class supported the children who looked as though they thoroughly enjoy this part of their morning routine. They entered the hall and knew exactly what they had to do. Some children came on a 1-1 basis, some in small groups and some in a larger group again depending on the needs of the child. A group I observed at station 3 carried out some stretches with Kieran before they lay down with calm music on in the background and the lights dimmed. They were then given instructions to breath in and out as directed. Each child appeared calm and relaxed as they made their way back to class. I asked Kieran if every child in the school had the opportunity to do sensory circuit each morning to which he replied they did.

It was clear to see that this is an invaluable part of the Orret’s day for the children, setting them up for their lessons ahead and increase their ability to complete the work for the day ahead therefore improving their chances of a successful future.