Phonics lesson observation  
Whole class / adult led group teaching

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| **Name of practitioner**:  **Number and age-range of children**: | **Observer:**  **Date:** |

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| **INTENT** | **Strengths** | **Areas for development** |
| **Planning**   * has clear aims and learning objectives * matches long-term plan * builds on previous learning * includes additional adults * throughout EY and school is based on the same phonics scheme * is monitored by a literacy/phonics coordinator |  |  |

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| **IMPLEMENTATION** | **Strengths** | **Areas for development** |
| **The teacher**   * shares aims and learning objectives * articulates phonemes correctly * supports children to articulate phonemes correctly * shows clearly how to write a letter (if appropriate) * models how to blend * models how to segment (if appropriate) * keeps the lesson pacey * engages all children * ensures additional adults support children effectively * addresses misconceptions * assesses progress * meets the needs of all groups of children, particularly the least able |  |  |
| **Behaviour for learning is promoted by**   * appropriate timings * appropriate tasks/ activities for all children * clear explanations/ instructions * all children actively participating (e.g. talk partners, actions) * effective support for least able * challenging the more able * specific praise * positive behaviour management strategies |  |  |
| **Children practice**   * oral blending and segmenting * quick recall of known and new graphemes * writing graphemes/words/sentences (if planned) * recognising and blending phonemes to read words/ captions/sentences that match their phonic knowledge * automatic reading of words (as appropriate) * reading nonsense words * reading high frequency words |  |  |

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| **IMPACT** | **Strengths** | **Areas for development** |
| **Children demonstrate**   * progress * positive attitudes * developing confidence and fluency   **Evidence of application outside of the phonics lesson.**  **Children apply new knowledge**   * in purposeful reading and writing activities * by practicing independently through adult and child-initiated activities. * in all four inter-dependent strands of language:   + speaking   + listening   + reading   + writing |  |  |