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
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| **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
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| **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
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