Phonics lesson observation
Whole class / adult led group teaching

|  |  |
| --- | --- |
| **Name of practitioner**:**Number of children**:**Age range of children**:  | **Observer:** **Focus of teaching:****Focus of observation:****Date:**  |

|  |  |  |
| --- | --- | --- |
| **INTENT**  | **Strengths** | **Areas for development** |
| **Planning*** has clear aims and learning objectives
* is aspirational – e.g. Letters and Sounds aiming for phase 4 by end of year
* is linked tightly to assessments – see evidence
* includes additional adults
* throughout EY and school is based on the same phonics scheme
* is monitored by: e.g. literacy or phonics coordinator
 |  |  |
| **Differentiation** * meets the needs of all groups of children (mixed or separated age/stage groups?)
 |  |  |

|  |  |  |
| --- | --- | --- |
| **IMPLEMENTATION**  | **Strengths** | **Areas for development** |
| **The teacher*** shares aims and learning objectives with the children
* has all the resources ready
* articulates phonemes correctly
* supports children to articulate phonemes correctly
* teaches the name of the letter (may not be at start of year)
* shows clearly how to read the letter
* shows clearly how to write the letter
* models how to blend
* models how to segment
 |  |  |
| **Behaviour for learning is promoted by*** appropriate timings
* appropriate tasks/ activities for age-range and learning styles of children
* clear explanations/ instructions
* all children being encouraged to participate
* children being challenged
* specific praise
* positive behaviour management strategies
 |  |  |
| **Children practice*** reading the grapheme/s
* writing the grapheme/s
* blending phonemes to read words
* segmenting words into phonemes/ graphemes for spelling
 |  |  |
| **Active learning.** **Strategies used promote*** active listening and concentration (e.g. showing, explaining, demonstrating)
* active involvement (e.g. talk partners, actions, gesture)
* effective use of resources (including visuals, prompts and other adults to scaffold and support)
 |  |  |

|  |  |  |
| --- | --- | --- |
| **IMPACT**  | **Strengths** | **Areas for development** |
| **Children apply new knowledge*** in purposeful reading and writing activities
* inside and outside by being encouraged to practice independently, eg in the environment
* in all four inter-dependent strands of language:
	+ speaking
	+ listening
	+ reading
	+ writing
 |  |  |
| **Evaluate the impact of teaching on learning. Children show*** curiosity, eagerness to learn
* concentration
* motivation
* perseverance
* satisfaction in meeting their goals
* a can-do attitude - they take risks, seek challenge, learn through trial and error
* that they have made progress
* that they know what they need to do to improve
 |  |  |
| **How are the needs of vulnerable groups met?** Comment on progress of girls, boys, SEND, EAL, most-able, GRT, pupil premium, etc\***\*Indicate focus groups** |  |  |