Phonics lesson observation  
Whole class / adult led group teaching

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

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| **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?) |  |  |

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| **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) |  |  |

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| **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** |  |  |