**EYFS Observation: Phonics adult led session**

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| **Name of adult/s being observed:** |  |
| **Number of children:** |  |
| **Age range of children:** |  |
| **Observer:** |  |
| **Date and timings:** |  |

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| **Prompts:** | **Notes:** |
| **Planning:**  Aims and learning objectives clear   * Shared with the children? * Resources ready   Appropriate for the children   * Which phase, e.g. Letters and Sounds aiming for phase 4 by the end of the year * Linked tightly to assessment data – see learning Journeys, other assessments   Other adults supporting session clearly planned for  Same phonics scheme used throughout EY and school  Monitored by: e.g. literacy or phonics coordinator |  |
| **Differentiation:**  Meets the needs of ***all*** children  All groups of children encouraged to participate   * Mixed year group? * Autumn/ Spring/ Summer born? |  |
| **Teaching:**  Teacher articulates phonemes correctly  Children supported to articulate phonemes correctly  Name of the letter taught (may not be at start of year)  Teacher shows clearly how to read the letter  Teacher shows clearly how to write the letter  Teacher shows how to blend  Teacher shows how to segment |  |
| **Practice:**  Children read the grapheme/s  Children write the grapheme/s  Children blend phonemes to read words  Children segment words into phonemes/ graphemes for spelling  Evidence of children making progress |  |
| **Apply:**  Opportunities to apply phonic knowledge and skills in purposeful reading and writing activities  Evidence inside and outside of children being encouraged to practice phonic knowledge independently, e.g. in continuous provision  Activities promote all four interdependent strands of language:   * Speaking * Listening * Reading * Writing |  |
| **Assessment**  Who assesses?  How is assessment carried out?   * Teacher observations * Formal   How often?  How does assessment feed into planning?  Are phonics groupings flexible so that children can be moved if/when appropriate? |  |
| **Engagement:**  Session short and pacey  Children remain engaged throughout session:   * Appropriately active * Interactive * Multi-sensory/ props used * Fun, enjoyable, captivating * Link to interests * Use of games * Use of books * Use of IWB * Use of whiteboards |  |
| **Adults and interactions:**  Is the teacher clear about their role?  Other adults supporting the session   * Are they used effectively?   Other adults leading other sessions   * Observed during visit?   Interactions are effective/ ineffective for learning. Who is doing most of the work – the adult/s or the children? |  |
| **Strengths** | |
| **Areas for development** | |