**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 forSame 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?
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| **Teaching:**Teacher articulates phonemes correctlyChildren 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 letterTeacher shows how to blendTeacher shows how to segment |  |
| **Practice:**Children read the grapheme/sChildren write the grapheme/sChildren blend phonemes to read wordsChildren segment words into phonemes/ graphemes for spellingEvidence of children making progress |  |
| **Apply:**Opportunities to apply phonic knowledge and skills in purposeful reading and writing activitiesEvidence inside and outside of children being encouraged to practice phonic knowledge independently, e.g. in continuous provisionActivities 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 paceyChildren 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**  |