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| **Systematic Synthetic Phonics****Observation and Progress Form page 1** |
| Trainee: | Date: |
| Observer: | Observer’s Role: |
| School: | Age Group: |
| PDT: | Phonics Scheme: |
| Observation Prompts | Areas of strength and for development |
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|  **Revisit and Review** Can all children see/hear? Does the trainee ensure that children revise and consolidate earlier learning (grapheme-phoneme correspondences, tricky words)? Is the articulation of the phonemes correct and clear?  |

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|  **Teach** Does the trainee make the new learning clear? Does the trainee introduce a new sound? Does the trainee model blending and segmenting? Does the trainee introduce/revisit and tricky words? Is the learning contextualised? Are all children actively involved in speaking and listening? Are expectations linked to the phonic phase children are working at?  |

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|  **Practise** Is the session as interactive and multisensory as possible? Are all the children engaged? Is any form of differentiation evident? Do the children articulate the phonemes correctly? Are they given opportunities to blend phonemes to read words and/or segment words into phonemes for spelling? Does the trainee give feedback? Are additional adults contributing to the learning and/or assessment?  |

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| **Systematic Synthetic Phonics****Observation and Progress Form page 2** |
| Trainee: | Date: |
| Observation Prompts | Areas of strength and for development |
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|  **Apply** Is there evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption?  |

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|  **Assessment** Are criteria used for assessment? Does assessment take place? Is it clear that the assessment will help inform future planning? What was the impact on pupil progress?  |

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|  **Agreed next steps for improving phonics teaching**  |
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| Observer’s Signature: | Trainee’s Signature: |
|  **If** **there is a cause for concern, please complete the Cause for Concern form and give a copy to the trainee, PDT and Partnership office within 48 hours** |