**English Feedback Prompts**

Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering, and assessing their English lessons. They should promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

In the sequence of learning look for:

**Spoken language**

* Are they using structured and purposeful paired talk, group talk (with a focus on exploratory talk) or dialogic talk to support children’s spoken language and learning?
* Are they modelling correct forms of standard English where appropriate?
* Do they teach subject specific vocabulary and provide children with the opportunity to apply it?
* Do they provide a language-rich environment to widen children’s spoken vocabulary and enrich their understanding of the world?
* Do they highlight and model grammatical structures in spoken language and provide opportunities for children to practise/apply in speaking and writing?

**Reading**

***Phonics (SSP) Further prompts can be found on the phonics observation proforma and in the teaching of reading booklet***

* Are they articulating the phonemes correctly?
* Are they using a four-part structure to plan phonics lessons (revisit/review, teach, practise, apply)?
* Are they using correct terminology (phonemes, graphemes, blending and segmenting, split digraphs, GPCs etc.,)?
* Do they teach grapheme-phoneme correspondence correctly?
* Are their lessons multi-sensory?
* Are they teaching common exception words?
* Decodable books – are they using decodable books where appropriate?
* Do they plan well-structured reading lessons?
* Do they highlight grammatical structures when teaching reading?

***Reading Comprehension***

* Do they share and discuss a wide range of high-quality literature with children for example, fiction, poetry, plays, multimodal texts, non-fiction?
* Do they teach, including the use of questioning to develop children’s contextual understanding and comprehension?
* Do they deepen children’s vocabulary through exposure to, discussion of and application of new vocabulary?
* Do they develop children’s complex reading comprehension skills (literal, inference, evaluative) using different strategies including questioning and drama?

**Writing**

* Do they model clear handwriting in line with the school’s handwriting policy?
* Do they explicitly teach children how to spell and use dictionaries to support spelling?
* Do they provide opportunities for children to orally rehearse what they are writing about?
* Do they provide opportunities for children to discuss and record their ideas?
* Are they encouraging children to read back and check their writing?
* Do they teach children to plan, edit and redraft their writing?
* Do they teach children to use varied and rich vocabulary in their writing?
* Do they encourage children to consider purpose and audience?
* Do they use modelled and shared writing to teach children to write a range of text types and genres?
* Do they teach children how to demarcate a sentence e.g., to use full stops correctly? Note
* this should be relative to the programme of study and individual needs as appropriate.
* Do they use correct grammatical terminology in their teaching?