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| **BCU Systematic Synthetic Phonics Observation Feedback**

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| Associate Teacher name: |  | Date: |  |
| Course: | BA QTS: | 1 2 3 | PGCE: | 1 2 3 |
| School: | N Primary | Context: | Phonics  | Year Group: |  |
| PDT: | GP | Observer name(s): | MS |
| Observer role(s): | Lead Mentor Mentor(CT) University Tutor Joint | Observation number: |  |
| Phonic scheme: |  | Phonic Phase: | Phase  |

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| **Previous Lesson Targets including phonics:** |
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| **When observing ‘Phase One’ phonics in Nursery/EYFS use the following prompts’** |
| * Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting.
* The lesson links to wider learning i.e., other areas of learning in the EYFS.
* The activity links to EYFS principles.
* Phonics is embedded in a language-rich environment.
* Indoor and outdoor space is used to support learning.
* There are opportunities for oral blending and segmenting.
* Children have opportunities to explore sounds throughout the day.
* Children are encouraged to listen attentively.
* Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word.
* Physical resources are used to support learning well.
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| **Observational Prompts**  | **Observational Comments** |
| **Revisit and Review** |
| * The Associate Teacher ensures that children revise and consolidate earlier learning.
* The lesson intent made clear.
* All children can see/hear.
* Phonemes are articulated clearly and correctly.
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| **Teach** |
| * New learning is clear.
* New Phonemes and digraphs are introduced.
* The Associate Teacher models blending and segmenting.
* The Associate Teacher introduces / revisits common exception words (tricky words).
	+ Learning is contextualised.
	+ All children are actively involved in speaking and listening.
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| **Practise** |
| * The strategies applied are interactive fun and multisensory.
* All the children are engaged.
* Adaptation is evident when appropriate.
* Children articulate the phonemes correctly.
* Children blend phonemes to read words and/or segment words into phonemes for spelling.
* Children are given effective feedback.
* Pace is appropriate.
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| **Apply**  |
| * There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption.
* The learning relates back to the Lesson Intent.

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| **Additional Comments** |
| * The Associate Teacher has planned to

present new knowledge in small steps.* The Associate teacher checks for understanding.
* Questioning is used to good effect.
* The Associate Teacher uses scaffolding and support for all learners.
* Independent learning is encouraged.
* Clear models and examples are used to support pupil progress.
* Pupils are challenged.
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| **Key Strengths of Teaching: Ensure PHONICS is included**  Following the observation, through professional dialogue, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children’s learning. | **BCU Key Theme** |
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| **Possibilities, Issues, Reflections and Targets including reference to PHONICS** At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **BCU Key Theme** |
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| **Reminders:** | **Y/N** |
| Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress? |  |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. |  |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. |  |

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