

**Observation feedback for Systematic Synthetic Phonics**

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| Trainee: | Date: |
| Observer: | Observer’s Role: Joint UT SM CT |
| School: | Age Group: |
| PDT: | Phonics Scheme and Phase: |
| **ADDITIONAL prompts for observing phase one phonics lessons:**  What aspect of phase one is the focus for this lesson? (Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds or oral blending and segmenting).  Does the lesson link to other areas of learning in the EYFS?  Is the activity linked to EYFS principles?  Is phonics embedded in a language-rich environment?  How is indoor and outdoor space used to support learning?  Are there opportunities for oral blending and segmenting?  Do children have opportunities to explore sounds throughout the day?  Are children encouraged to listen attentively?  Are they encouraged to reproduce audibly the phonemes that they hear, in order, all through the word?  How are resources used to support learning? | |
| **Observation Prompts** | **Areas of strength and for development** |
| |  | | --- | | **Revisit and Review**  Can all children see/hear?  Does the trainee ensure that children revise and consolidate earlier learning?  Is the articulation of the phonemes correct and clear? | |  |
| |  | | --- | | **Teach**  Is 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? | |  |
| **Practise**  Is the session interactive fun and multisensory?  Are all the children engaged?  Is any form of differentiation evident?  Do the children articulate the phonemes correctly?  Do the children blend phonemes to read words and/or segment words into phonemes for spelling?  Does the trainee give feedback?  Is there appropriate pace?  Are additional adults contributing to the learning? |  |
| **Apply**  Is there evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption? |  |
| **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? |  |
| **Agreed next steps for improving phonics teaching** | |
| **Comments on any other aspects relating to the BCU ITE Key Themes** | |
| **Observer’s Signature** | **Trainee Signature** |
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