

| **Systematic Synthetic Phonics Observation Sheet** |
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| This optional proforma can be used or adapted to support trainee observation, deconstruction and reflection when trainees observe phonics lessons taught by teachers. |
| Date: | Year group/ phase: |

|  | **Observations and comments** |
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| **Start of session**- How do the children enter the session?**-** What are the seating arrangements?- Is this a whole class or an ability based group?- What phonics (or spelling) resources and displays are visible/ available in class? |  |
| Revisit and reviewHow is prior learning reviewed?How does the teacher engage the children?*(NB ITTCCF link: Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned TS4.2)* |  |
| TeachHow is new learning introduced?How does the teacher make sure all children are participating?*(NB ITTCCF link - Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible TS4.3)* |  |
| PracticeHow are the children practising this new learning?e.g. Blending or segmenting of words incorporating new phonemeWhat activities are children doing?What is the teacher doing?How does the teacher engage the children?*(NB ITTCCF link - Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success TS4.8)*  |   |
| ApplyHow do the children apply their new knowledge in the session?How does the teacher support children to practice handwriting, and how is correct letter formation taught and checked? |  |
| EndHow does the teacher end the session? |  |
| Behaviour management:What strategies does the teacher use? E.g. * Seating
* Use of routines
* Use of hand signals, call and response, etc.
* Clear expectations
* Rewards and sanctions
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| How is the learning differentiated?How are the needs of different learners (including children with SEND and EAL if applicable) supported? e.g.* Activity
* Resources
* Adult support

Peer support |  |
| If applicable, how are other adults deployed throughout the session? |  |
| Beyond the session*You may be able to respond to some of these questions from your own observations, or you may have an opportunity to discuss with an expert colleague such as the class teacher, your mentor or the English/Reading Lead* |  |
| Which programme or scheme is the school following? |  |
| What important points do all teachers need to be aware of in terms of fidelity to this programme/ scheme? (e.g. sequence of teaching? using particular rhymes or sayings when teaching letters and letter formation? use of letter names?) |  |
| How is the learning from phonics sessions picked up, applied and practised at other points in the school day? |  |
| When children read independently, how do they apply and practise their phonics knowledge in reading texts which are carefully matched to their current progress in phonics? |  |
| How do teachers assess and monitor children’s progress in phonics in lesson but also over time? |  |
| How are young children supported to become fluent readers and to write fluently and legibly? |  |
| How is children’s understanding of diversity and SMSC developed in the lesson and/ or the wider class environment, particularly in relation to literacy? *(e.g. displays, texts used, examples, curriculum content, etc)* |  |

| **Reflection** |
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| So what? *What have you learned as a result of this experience? How has this improved your own subject knowledge in relation to systematic synthetic phonics? How has this improved your wider knowledge of teaching?* |
| What next? *How will you apply this in your own practice? What else do you need to find out? What skills do you need to develop?* |