



**SYSTEMATIC SYNTHETIC PHONICS LESSON OBSERVATION FORM**

*Observer: Please underline or highlight observed practice against the Standards*

**TRAINEE'S NAME:**

**OBSERVER'S NAME:**

**SCHOOL:**

**CLASS/NURSERY GROUP:**

**LESSON/TEACHING SESSION:**

**DATE:**

**SCHOOL EXPERIENCE: 1 2 3 4 (Circle as Appropriate)**

PROMPTS PLANNING AND DISCUSSION	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the standards with very good elements
Is the planned lesson appropriate to the children's age and ability level?	The lesson <b>planned is not appropriate to the age</b> of the children	The planned lesson matches the children's <b>age</b> .	The planned lesson takes into account <b>age and ability</b> of the children	The planned lesson is <b>appropriately differentiated</b> to take into account age and ability.
Is the lesson objective tightly focused?	The lesson objective is <b>not clear</b> .	The student is <b>clear</b> about what the children will learn.	The student has <b>planned</b> learning around an <b>appropriate learning objective</b> .	The student has <b>planned for progression</b> in a sequence of lessons and can <b>justify</b> this.
Is assessment for learning built in to the lesson?	<b>No assessment opportunities</b> are built in to the lesson.	There are <b>some</b> assessment for learning opportunities built in to the lesson.	There is <b>clear evidence</b> of assessment for learning opportunities <b>being used</b> .	Assessment for learning <b>informs future planning</b> .

PROMPTS REVISIT REVIEW	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the Standards with very good elements
Are the children practising phonemes/graphemes they already know?	Previously taught phonemes and graphemes are <b>not revisited</b> .	The student <b>attempts</b> to revisit and review phonemes and graphemes previously taught	The student <b>ensures</b> that phonemes and graphemes already taught are revisited/reviewed	The student <b>ensures</b> that phonemes and graphemes already taught are revisited/reviewed in a <b>systematic</b> way
Is this part of the sequence lively and well-paced?	The revisit/review is <b>not well paced</b> .	The revisit/ review <b>attempts</b> to be lively and well-paced and active <b>but not maintained</b>	The revisit/review is well-paced and active <b>most of the time</b>	The revisit/review is well-paced and active <b>throughout this part of the sequence</b>
Are all children engaged?	<b>Little or no contribution</b> is encouraged from the children.	All of the children are <b>encouraged</b> to contribute	Children are <b>encouraged</b> to contribute at an <b>appropriate level</b>	Children are encouraged to contribute at their level. There is <b>appropriate differentiation</b> for the more and less able. Additional adults contribute

PROMPTS TEACH	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the Standards with very good elements
Are phonemes articulated correctly by the student?	Phonemes are <b>not articulated correctly</b> .	The student articulates phonemes accurately <b>some of the time</b> .	The student articulates phonemes accurately <b>most of the time</b> .	The student <b>consistently</b> articulates phonemes accurately.
Are children given the opportunity to articulate phonemes?	Children are <b>not</b> given the opportunity to articulate phonemes.	The children <b>practise</b> articulating phonemes	The children <b>practise</b> articulating phonemes.	The children <b>practise</b> articulating phonemes
Is the student ensuring the children articulate the phonemes correctly?	The student <b>does not listen</b> to the children articulating phonemes.	The student <b>listens</b> to the children articulating phonemes	The student <b>addresses</b> any <b>incorrect</b> articulation	The student <b>addresses</b> any <b>incorrect</b> articulation and uses this to <b>inform future planning</b> .
Is there evidence of new learning not just consolidation?	The student <b>has not planned</b> any new learning.	The student has <b>planned</b> for new learning.	The student ensures that the <b>children are aware</b> of the new learning.	Children are able to <b>apply</b> their new learning.
Are the children being taught to blend and segment? (This may include oral blending and segmenting)	The student <b>does not teach</b> the skills of blending and segmenting.	The student <b>teaches</b> the skills of blending and segmenting	The student <b>teaches and models</b> the skills of blending and segmenting	The student <b>teaches and models the skills</b> of blending and segmenting and <b>addresses any difficulties</b>

TRAINEE'S NAME:

OBSERVER'S NAME & DATE:

PROMPTS PRACTISE	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the Standards with very good elements
Are the children given the opportunity to read graphemes in words to practise the phoneme?	The student <b>has not planned</b> any opportunities for the children to read graphemes.	The student <b>plans</b> opportunities for children to read graphemes in words	The student <b>plans</b> opportunities for and <b>models</b> reading graphemes in words	The student <b>plans</b> opportunities for and <b>models</b> reading graphemes in words. There is <b>appropriate differentiation</b>
Are children given the opportunity to blend phonemes to read words?	The student <b>has not planned</b> any opportunities for the children to blend phonemes throughout the word..	The student <b>plans</b> opportunities for children to blend phonemes throughout the word	The student <b>plans</b> opportunities for and models blending throughout a word	The student <b>plans</b> opportunities for and models blending throughout a word. There is <b>appropriate differentiation</b>
Are the children given the opportunities to segment words into phonemes/graphemes for spelling?	The student <b>has not planned</b> any opportunities for children to segment words into phonemes/graphemes.	The student <b>plans</b> opportunities for children to segment words into phonemes/graphemes	The student <b>plans</b> opportunities for and <b>models</b> segmenting words into phonemes/graphemes	The student <b>plans</b> opportunities for, and <b>models</b> segmenting words into phonemes/graphemes. There is <b>appropriate differentiation</b>
Are children given the opportunity to write the grapheme or graphemes in order to spell words?	The student has <b>not planned</b> opportunities for children to write the grapheme or graphemes.	The student <b>plans</b> opportunities for children to write the grapheme or graphemes.	The student <b>plans</b> opportunities for children and models writing a grapheme or graphemes.	The student <b>plans</b> opportunities for children and models writing a grapheme or graphemes. There is <b>appropriate differentiation</b>

PROMPTS APPLY	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the Standards with very good elements
Do children have the opportunity to apply their phonic skills in reading or writing activities?	The student <b>has not planned</b> opportunities for children to apply their phonic skills in reading or writing activities	The student <b>plans</b> opportunities for children to apply their phonic skills in reading or writing activities	The student <b>plans</b> opportunities for and models how to apply their phonic skills in reading or writing activities	The student <b>plans</b> opportunities for and models how to apply their phonic skills in reading or writing activities which are <b>appropriately differentiated</b>

PROMPTS THROUGHOUT THE LESSON	Not meeting the Standards	Meeting the Standards	Meeting the Standards with good elements	Meeting the Standards with very good elements
Are the activities multi-sensory and fun but focused on the learning objective?	The student <b>has not planned</b> for fun, multi-sensory activities.	The student <b>plans</b> for and <b>incorporates</b> fun, multi-sensory activities	The student <b>plans</b> for and <b>incorporates</b> fun, multi-sensory activities which <b>support the learning objective</b>	The student <b>plans</b> for and <b>incorporates</b> fun, multi-sensory activities which <b>effectively</b> support the learning objective

**Lesson Grading**

**underline or tick** to indicate at which level the trainee is achieving the Standards

Standard	Not Meeting the Standards A Support Plan or Cause for Concern MUST be issued by the CT/SBT/PT	Meeting the Standards		Meeting the Standards with good elements		Meeting the Standards with very good elements	
<i>Level</i>	<i>Not Meeting the Standards</i>	<i>Beginning</i>	<i>Consistently</i>	<i>Beginning</i>	<i>Independently</i>	<i>Beginning</i>	<i>Independently</i>

**If Joint Observation (comments and overall grade agreed by both observers)**

Signed School-based Tutor <input type="checkbox"/> Teacher <input type="checkbox"/> Partnership Tutor <input type="checkbox"/> Moderator <input type="checkbox"/> (tick)	Signed School-based Tutor <input type="checkbox"/> Teacher <input type="checkbox"/> Partnership Tutor <input type="checkbox"/> Moderator <input type="checkbox"/> (tick)
---	---

**Trainee to put a paper copy in SE file and up-load onto Mahara**