



SYSTEMATIC SYNTHETIC PHONICS LESSON OBSERVATION FORM

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

TRAINEE'S NAME: Click or tap here to enter text.

SCHOOL: Click or tap here to enter text.

LESSON/TEACHING SESSION: Click or tap here to enter text.

SE1 **SE2** **SE3** **SE4** (Tick as Appropriate)

OBSERVER'S NAME: Click or tap here to enter text.

YEAR/NURSERY GROUP: Click or tap here to enter text.

DATE: Click or tap here to enter text.

PROMPTS PLANNING AND DISCUSSION	Below Trajectory to Meet the Standard	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 planned is not appropriate to the age of the children	The planned lesson matches the children's age .	The planned lesson takes into account age and ability of the children	The planned lesson is appropriately differentiated to take into account age and ability.
Is the lesson objective tightly focused?	The lesson objective is not clear .	The student is clear about what the children will learn .	The student has planned learning around an appropriate learning objective .	The student has planned for progression in a sequence of lessons and can justify this.
Is assessment for learning built in to the lesson?	No assessment opportunities are built in to the lesson.	There are some assessment for learning opportunities built in to the lesson.	There is clear evidence of assessment for learning opportunities being used .	Assessment for learning informs future planning .

PROMPTS REVISIT REVIEW	Below Trajectory to Meet the Standard	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 not revisited .	The student attempts to revisit and review phonemes and graphemes previously taught	The student ensures that phonemes and graphemes already taught are revisited/reviewed	The student ensures that phonemes and graphemes already taught are revisited/reviewed in a systematic way
Is this part of the sequence lively and well-paced?	The revisit/review is not well paced .	The revisit/ review attempts to be lively and well-paced and active but not maintained	The revisit/review is well-paced and active most of the time	The revisit/review is well-paced and active throughout this part of the sequence
Are all children engaged?	Little or no contribution is encouraged from the children.	All of the children are encouraged to contribute	Children are encouraged to contribute at an appropriate level	Children are encouraged to contribute at their level. There is appropriate differentiation for the more and less able. Additional adults contribute

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

PROMPTS PRACTISE	Below Trajectory to Meet the Standard	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 has not planned any opportunities for the children to read graphemes.	The student plans opportunities for children to read graphemes in words	The student plans opportunities for and models reading graphemes in words	The student plans opportunities for and models reading graphemes in words. There is appropriate differentiation
Are children given the opportunity to blend phonemes to read words?	The student has not planned any opportunities for the children to blend phonemes throughout the word..	The student plans opportunities for children to blend phonemes throughout the word	The student plans opportunities for and models blending throughout a word	The student plans opportunities for and models blending throughout a word. There is appropriate differentiation
Are the children given the opportunities to segment words into phonemes/graphemes for spelling?	The student has not planned any opportunities for children to segment words into phonemes/graphemes.	The student plans opportunities for children to segment words into phonemes/graphemes	The student plans opportunities for and models segmenting words into phonemes/graphemes	The student plans opportunities for, and models segmenting words into phonemes/graphemes. There is appropriate differentiation
Are children given the opportunity to write the grapheme or graphemes in order to spell words?	The student has not planned opportunities for children to write the grapheme or graphemes.	The student plans opportunities for children to write the grapheme or graphemes.	The student plans opportunities for children and models writing a grapheme or graphemes.	The student plans opportunities for children and models writing a grapheme or graphemes. There is appropriate differentiation

PROMPTS APPLY	Below Trajectory to Meet the Standard	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 has not planned opportunities for children to apply their phonic skills in reading or writing activities	The student plans opportunities for children to apply their phonic skills in reading or writing activities	The student plans opportunities for and models how to apply their phonic skills in reading or writing activities	The student plans opportunities for and models how to apply their phonic skills in reading or writing activities which are appropriately differentiated

PROMPTS THROUGHOUT THE LESSON	Below Trajectory to Meet the Standard	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 has not planned for fun, multi-sensory activities.	The student plans for and incorporates fun, multi-sensory activities	The student plans for and incorporates fun, multi-sensory activities which support the learning objective	The student plans for and incorporates fun, multi-sensory activities which effectively support the learning objective

Lesson Grading

Please tick to indicate at which level the trainee is achieving the Standards

Working towards Meeting the Standards	Meeting the Standards	Meeting the Standards with Good Elements	Meeting the Standards with Very Good Elements
<input type="checkbox"/> On trajectory to meet the standard with support <input type="checkbox"/> Below trajectory to meet the standard, even with support If Below trajectory, a Support Plan MUST be issued by the CT/SBT/PT	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently

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

Signature 1 (type name): Click or tap here to enter text.

School-based Tutor <input type="checkbox"/>	Teacher <input type="checkbox"/>	Partnership Tutor <input type="checkbox"/>	Moderator <input type="checkbox"/>
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Signature 2 (type name): Click or tap here to enter text.

School-based Tutor <input type="checkbox"/>	Teacher <input type="checkbox"/>	Partnership Tutor <input type="checkbox"/>	Moderator <input type="checkbox"/>
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Trainee to put a paper copy in SE file and up-load onto Mahara