**SYSTEMATIC SYNTHETIC PHONICS LESSON OBSERVATION FORM**

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

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**TRAINEE’S NAME: OBSERVER’S NAME:**

**SCHOOL: CLASS/NURSERY GROUP:**

**LESSON/TEACHING SESSION: DATE:**

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

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| **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 **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.** |

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| **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 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 |

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| **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 **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** |

**OBSERVER’S NAME & DATE:**

**TRAINEE’S NAME:**

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| **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 **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** |

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| **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 **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** |

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| **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 **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 |

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| **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** | |
| ***Level*** | *Not Meeting the Standards* | *Beginning* | *Consistently* | *Beginning* | *Independently* | *Beginning* | *Independently* |

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

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| Signed  School-based Tutor  Teacher  Partnership Tutor  Moderator  (tick) | Signed  School-based Tutor  Teacher  Partnership Tutor  Moderator  (tick) |

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