



## SYSTEMATIC SYNTHETIC PHONICS LESSON OBSERVATION FORM

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

TRAINEE'S NAME:

SCHOOL:

LESSON/TEACHING SESSION:

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

OBSERVER'S NAME:

CLASS/NURSERY GROUP:

DATE:

| PROMPTS<br>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</b> for <b>progression</b> in a <b>sequence</b> 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<br>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 <b>are 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<br>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<br>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<br>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 <b>or</b> writing activities | The student <b>plans</b> opportunities for children to apply their phonic skills in reading <b>or</b> writing activities | The student <b>plans</b> opportunities for and models how to apply their phonic skills in reading <b>or</b> writing activities | The student <b>plans</b> opportunities for and models how to apply their phonic skills in reading <b>or</b> writing activities which are <b>appropriately differentiated</b> |

| PROMPTS<br>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<br>A Support Plan or Cause for Concern<br>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<br>School-based Tutor <input type="checkbox"/> Teacher <input type="checkbox"/> Partnership Tutor <input type="checkbox"/> Moderator <input type="checkbox"/> (tick) | Signed<br>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**