# A blue and white logo with a lion and a shield  Description automatically generated

**SYSTEMATIC SYNTHETIC PHONICS OBSERVATION FORM**

***Observer: Please highlight observed practice against the Planning and Teaching Sequence Prompts***

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| TRAINEE’S NAME: Click or tap here to enter text. | OBSERVER: Click or tap here to enter text. |
| SCHOOL:Click or tap here to enter text. | CLASS/GROUP: Click or tap here to enter text. |
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| Observation 1 Date: Click or tap to enter a date. | Observation 2 Date: Click or tap to enter a date. |

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| Previous lesson targets for development (if applicable): |

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| **Planning and Teaching Sequence** | **Prompts** | **Below Trajectory** | **On Trajectory** | **Above Trajectory** |
| **Planning and Discussion** | **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 and the abilities.** | A wide range of adaptations have been made to match the needs and interests of all pupils. |
| **Is the lesson objective tightly focused?** | The lesson objective is **not clear.** | Trainee is **clear** about what the **children will learn.** | Trainee has **planned** learning around an **appropriate learning objective demonstrating progression.** |
| **Is assessment for learning built into the lesson?** | **No assessment opportunities** are built into the lesson. | Assessment for learning opportunities are built in to the lesson. | There is **clear evidence** of assessment for learning opportunities **being used and how it informs future planning.** |
| **Revisit and Review** | **Are the children practising phonemes/graphemes they already know?** | Previously taught phonemes and graphemes **are not revisited**. | Trainee **attempts** to revisit and review phonemes and graphemes previously taught. | Trainee **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 **and mostly maintained.** | 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 their level. Practice is adapted so that all children are able to contribute. Additional adults contribute. |
| **Teach** | **Are phonemes articulated correctly by the student?** | Phonemes are **not articulated correctly.** | Trainee articulates phonemes accurately **the vast majority of the time.** | Trainee **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.  |
| **Is the student ensuring the children articulate the phonemes correctly?** | Trainee **does not listen** to the children articulating phonemes. | Trainee **listens** to the children articulating phonemes and addresses misconceptions. | Trainee **addresses** any **incorrect** articulation and uses this to **inform future planning.** |
| **Is there evidence of new learning not just consolidation?** | Trainee **has not planned** any **new** learning. | Trainee has **planned** for new learning and shares this with the children. | Trainee ensures that the **children are aware** of the new learning. The children are given opportunities to apply their new learning. |
| **Practise** | **Are the children being taught to blend and segment? (This may include oral blending and segmenting** | Trainee **does not teach** the skills of blending and segmenting. | Trainee **teaches** the skills of blending and segmenting with **modelled examples.** | Trainee **teaches and models the skills** of blending and segmenting and **addresses any difficulties.** |
| **Are the children given the opportunity to read graphemes in words to practise the phoneme?** | Trainee **has not planned** any opportunities for the children to read graphemes. | Trainee **plans** opportunities for children to read graphemes in words. | Trainee **plans** opportunities for and **models** reading graphemes in words. Adaptations have been made to match the needs of all pupils. |
| **Are children given the opportunity to blend phonemes to read words?** | Trainee **has not planned** any opportunities for the children to blend phonemes throughout the word. | Trainee **plans** opportunities for children to blend phonemes throughout the word. | Trainee **plans** opportunities for and models blending throughout a word. Adaptations have been made to match the needs of all pupils. |
| **Are the children given the opportunities to segment words into phonemes/graphemes for spelling?** | Trainee **has not planned** any opportunities for children to segment words into phonemes/graphemes. | Trainee **plans** opportunities for children to segment words into phonemes/graphemes. | Trainee **plans** opportunities for and **models** segmenting words into phonemes/graphemes. Adaptations have been made to match the needs of all pupils. |
| **Are children given the opportunity to write the grapheme or graphemes in order to spell words?** | Trainee has **not** **planned** opportunities for children to write the grapheme or graphemes. | Trainee **plans** opportunities for children to write the grapheme or graphemes. | Trainee **plans** opportunities for children and models writing a grapheme or graphemes. Adaptations have been made to match the needs of all pupils. |
| **Apply** | **Do children have the opportunity to apply their phonic skills in reading or writing activities?** | Trainee **has not planned** opportunities for children to apply their phonic skills in reading **or** writing activities. | Trainee **plans** opportunities for children to apply their phonic skills in reading **or** writing activities. | Trainee **plans** opportunities for and models how to apply their phonic skills in reading **or** writing activities.Adaptations have been made to match the needs of all pupils. |
| **Throughout the lesson** | **Are the activities multi-sensory and fun but focused on the learning objective?** | Trainee **has not planned** for fun, multi-sensory activities. | Trainee **plans** for and **incorporates** fun, multi-sensory activities. | Trainee **plans** for and **incorporates** fun, multi-sensory activities which **effectively support** the learning objective. |

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| Lesson OutcomePlease tick below to indicate at which level the trainee is working: |
| **Below trajectory to meet expected practice** | **On trajectory to meet expected practice** | **Above trajectory to meet expected practice** |
| [ ]  On trajectory to meet the standard with support[ ]  Below trajectory to meet the standard, even with support. **If Below trajectory, a Support Plan MUST be issued.** | [ ]  With Support[ ]  Independently | [ ]  With Support[ ]  Independently  |

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| **Observed by:**Highlight as appropriate: Professional Mentor (PM)/Mentor (M)/Placement Tutor (PT)Trainee Reflections: |

**Trainee to upload to e-Portfolio**