

Drop In_Systematic Synthetic Phonics

Record Date: 01/10/2020 Status: New

Observer List	Wilkinson; Jenna (JW)
Key Stage/Subject/Staff	Key Stage: LKS2 Subject: Year 3 Staff: Short; Kevin (KES)

Planning and Discussion

Age/Ability Appropriate?

Is the planned lesson appropriate to the children's age and ability level?

Outcome:

Comments:

Is the lesson objective tightly focused?

Outcome:

Comments:

Is assessment for learning built in to the lesson?

Outcome:

Comments:

Revisit Review

Children practising phonemes/graphemes they know?

Are the children practising phonemes/graphemes they already know?

Outcome:

Comments:

Sequence lively and well- paced?

Is this part of the sequence lively and well- paced?

Outcome:

Comments:

Are all children engaged?

Outcome:

Comments:

Teach

Are phonemes articulated correctly by the teacher?

Outcome:

Comments:

Opportunities to articulate phonemes?

Are children given the opportunity to articulate phonemes?

Outcome:

Comments:

Teacher ensuring correct articulation of phonemes?

Is the teacher ensuring the children articulate the phonemes correctly?

Outcome:

Comments:

Evidence of new learning not just consolidation?

Is there evidence of new learning not just consolidation?

Outcome:

Comments:

Blend and segment?

Are the children being taught to blend and segment? (This may include oral blending and segmenting)

Outcome:

Comments:

Practise

Reading graphemes and practising phonemes?

Are the children given the opportunity to read graphemes in words to practise the phoneme?

Outcome:

Comments:

Blending phonemes to read words

Are children given the opportunity to blend phonemes to read words?

Outcome:

Comments:

Segment words into phonemes/graphemes for spelling

Are the children given the opportunities to segment words into phonemes/graphemes for spelling?

Outcome:

Comments:

Writing grapheme or graphemes in order to spell

Are children given the opportunity to write the grapheme or graphemes in order to spell words?

Outcome:

Comments:

Apply

Applying phonics skills in reading/writing

Do children have the opportunity to apply their phonic skills in reading or writing activities?

Outcome:

Comments:

Throughout The Lesson

Multi-sensory, fun but focused activities.

Are the activities multi-sensory and fun but focused on the learning objective?

Outcome:

Comments:

Criteria Appendix

Age/Ability Appropriate?

Not Meeting - Not Meeting The Standards:

The lesson planned is not appropriate to the age of the children

Meeting - Meeting The Standards:

The planned lesson matches the children's age.

Meeting W. Good - Meeting - Good Elements:

The planned lesson takes into account age and ability of the children

Meeting W. V G - Meeting - Very Good Elements:

The planned lesson is appropriately differentiated to take into account age and ability.

Is the lesson objective tightly focused?

Not Meeting - Not Meeting The Standards:

The lesson objective is not clear.

Meeting - Meeting The Standards:

The teacher is clear about what the children will learn.

Meeting W. Good - Meeting - Good Elements:

The teacher has planned learning around an appropriate learning objective.

Meeting W. V G - Meeting - Very Good Elements:

The teacher has planned for progression in a sequence of lessons and can justify this.

Is assessment for learning built in to the lesson?

Not Meeting - Not Meeting The Standards:

No assessment opportunities are built in to the lesson.

Meeting - Meeting The Standards:

There are some assessment for learning opportunities built in to the lesson.

Meeting W. Good - Meeting - Good Elements:

There is clear evidence of assessment for learning opportunities being used.

Meeting W. V G - Meeting - Very Good Elements:

Assessment for learning informs future planning.

Children practising phonemes/graphemes they know?

Not Meeting - Not Meeting The Standards:

Previously taught phonemes and graphemes are not revisited.

Meeting - Meeting The Standards:

The teacher attempts to revisit and review phonemes and graphemes previously taught

Meeting W. Good - Meeting - Good Elements:

The teacher ensures that phonemes and graphemes already taught are revisited/reviewed

Meeting W. V G - Meeting - Very Good Elements:

The teacher ensures that phonemes and graphemes already taught are revisited/reviewed in a systematic way

Sequence lively and well-paced?

Not Meeting - Not Meeting The Standards:

The revisit/review is not well paced.

Meeting - Meeting The Standards:

The revisit/ review attempts to be lively and well-paced and active but not maintained

Meeting W. Good - Meeting - Good Elements:

The revisit/review is well-paced and active most of the time

Meeting W. V G - Meeting - Very Good Elements:

The revisit/review is well-paced and active throughout this part of the sequence

Are all children engaged?

Not Meeting - Not Meeting The Standards:

Little or no contribution is encouraged from the children.

Meeting - Meeting The Standards:

All of the children are encouraged to contribute

Meeting W. Good - Meeting - Good Elements:

Children are encouraged to contribute at an appropriate level

Meeting W. V G - Meeting - Very Good Elements:

Children are encouraged to contribute at their level. There is appropriate differentiation for the more and less able. Additional adults contribute

| Are phonemes articulated correctly by the teacher?

Not Meeting - Not Meeting The Standards:

Phonemes are not articulated correctly.

Meeting - Meeting The Standards:

The teacher articulates phonemes accurately some of the time.

Meeting W. Good - Meeting - Good Elements:

The teacher articulates phonemes accurately most of the time.

Meeting W. V G - Meeting - Very Good Elements:

The teacher consistently articulates phonemes accurately

| Opportunities to articulate phonemes?

Not Meeting - Not Meeting The Standards:

Children are not given the opportunity to articulate phonemes.

Meeting - Meeting The Standards:

The children practise articulating phonemes

Meeting W. Good - Meeting - Good Elements:

The children practise articulating phonemes.

Meeting W. V G - Meeting - Very Good Elements:

The children practise articulating phonemes.

| Teacher ensuring correct articulation of phonemes?

Not Meeting - Not Meeting The Standards:

The teacher does not listen to the children articulating phonemes.

Meeting - Meeting The Standards:

The teacher listens to the children articulating phonemes

Meeting W. Good - Meeting - Good Elements:

The teacher addresses any incorrect articulation

Meeting W. V G - Meeting - Very Good Elements:

The teacher addresses any incorrect articulation and uses this to inform future planning.

| Evidence of new learning not just consolidation?

Not Meeting - Not Meeting The Standards:

The teacher has not planned any new learning.

Meeting - Meeting The Standards:

The teacher has planned for new learning.

Meeting W. Good - Meeting - Good Elements:

The teacher ensures that the children are aware of the new learning.

Meeting W. V G - Meeting - Very Good Elements:

Children are able to apply their new learning.

| Blend and segment?

Not Meeting - Not Meeting The Standards:

The teacher does not teach the skills of blending and segmenting.

Meeting - Meeting The Standards:

The teacher teaches the skills of blending and segmenting

Meeting W. Good - Meeting - Good Elements:

The teacher teaches and models the skills of blending and segmenting

Meeting W. V G - Meeting - Very Good Elements:

The teacher teaches and models the skills of blending and segmenting and addresses any difficulties

| Reading graphemes and practising phonemes?**Not Meeting - Not Meeting The Standards:**

The teacher has not planned any opportunities for the children to read graphemes.

Meeting - Meeting The Standards:

The teacher plans opportunities for children to read graphemes in words

Meeting W. Good - Meeting - Good Elements:

The teacher plans opportunities for and models reading graphemes in words

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans opportunities for and models reading graphemes in words. There is appropriate differentiation

| Blending phonemes to read words**Not Meeting - Not Meeting The Standards:**

The teacher has not planned any opportunities for the children to blend phonemes throughout the word..

Meeting - Meeting The Standards:

The teacher plans opportunities for children to blend phonemes throughout the word

Meeting W. Good - Meeting - Good Elements:

The teacher plans opportunities for and models blending throughout a word

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans opportunities for and models blending throughout a word. There is appropriate differentiation

| Segment words into phonemes/graphemes for spelling**Not Meeting - Not Meeting The Standards:**

The teacher has not planned any opportunities for children to segment words into phonemes/graphemes.

Meeting - Meeting The Standards:

The teacher plans opportunities for children to segment words into phonemes/graphemes

Meeting W. Good - Meeting - Good Elements:

The teacher plans opportunities for and models segmenting words into phonemes/graphemes

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans opportunities for, and models segmenting words into phonemes/graphemes. There is appropriate differentiation

| Writing grapheme or graphemes in order to spell**Not Meeting - Not Meeting The Standards:**

The teacher has not planned opportunities for children to write the grapheme or graphemes.

Meeting - Meeting The Standards:

The teacher plans opportunities for children to write the grapheme or graphemes.

Meeting W. Good - Meeting - Good Elements:

The teacher plans opportunities for children and models writing a grapheme or graphemes.

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans opportunities for children and models writing a grapheme or graphemes. There is appropriate differentiation

| Applying phonics skills in reading/writing**Not Meeting - Not Meeting The Standards:**

The teacher has not planned opportunities for children to apply their phonic skills in reading or writing activities

Meeting - Meeting The Standards:

The teacher plans opportunities for children to apply their phonic skills in reading or writing activities

Meeting W. Good - Meeting - Good Elements:

The teacher plans opportunities for and models how to apply their phonic skills in reading or writing activities

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans opportunities for and models how to apply their phonic skills in reading or writing activities which are appropriately differentiated

| Multi-sensory, fun but focused activities.

Not Meeting - Not Meeting The Standards:

The teacher has not planned for fun, multi-sensory activities.

Meeting - Meeting The Standards:

The teacher plans for and incorporates fun, multi-sensory activities

Meeting W. Good - Meeting - Good Elements:

The teacher plans for and incorporates fun, multi-sensory activities which support the learning objective

Meeting W. V G - Meeting - Very Good Elements:

The teacher plans for and incorporates fun, multi-sensory activities which effectively support the learning objective