

[Click here to see an example of this template as a record.](#)

Systematic Synthetic Phonics

A form assessing the effectiveness of teaching phonics which provides some great insight in reports.

Sections are used to organise your templates. These can be expanded or collapsed when viewing or editing the record.

Planning and Discussion

Age/Ability Appropriate? Outcome: Meeting W. Good
Is the planned lesson appropriate to the children's age and ability level?

Meeting - Good Elements
The planned lesson takes into account age and ability of the children

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

▼ [Icons] Add +

Is the lesson objective tightly focused? Outcome: Meeting W. Good

Meeting - Good Elements
The teacher has planned learning around an appropriate learning objective.

Comments:
The teacher has planned learning around an appropriate learning objective.

▼ [Icons] Add +

Is assessment for learning built in to the lesson? Outcome: Meeting W. V G

Meeting - Very Good Elements
Assessment for learning informs future planning.

Comments:
Assessment for learning informs future planning.

▼ [Icons]

Focus Areas

Age/ Ability Appropriate?
Is the lesson objective tightly focused?
Is assessment for learning built into the lesson?

Outcome Set

“Standards”

Outcomes:

Not Meeting the Standards
Meeting the Standards
Meeting with Good Elements
Meeting with Very Good Elements.

Comments made by the observer in a focus area will pull through into the details report for easy access. They can also be exported if needed.

Revisit Review

Children practising phonemes/graphemes they know? Outcome: Meeting W. Good
Are the children practising phonemes/graphemes they already know?

Meeting - Good Elements
 The teacher ensures that phonemes and graphemes already taught are revisited/reviewed

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

▼ [comment icon] [edit icon] [share icon] Add +

Sequence lively and well- paced? Outcome: Meeting W. Good
Is this part of the sequence lively and well- paced?

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

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

▼ [comment icon] [edit icon] [share icon] Add +

Are all children engaged? Outcome: 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

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

▼ [comment icon] [edit icon] [share icon] Add +

This template focuses on some key aspects of teaching phonics. Focus areas could be added or removed from this template depending on your school processes.

Focus Areas

Children practising phonemes/graphemes they know?
 Sequence lively and well paced?
 Are all children engaged?

Outcome Set
 "Standards"

Outcomes:
 Not Meeting the Standards
 Meeting the Standards
 Meeting with Good Elements
 Meeting with Very Good Elements.

As this form covers some of the main aspects of teaching phonics, it could also be used with trainee teachers or early career teachers. This form could also be used as a coaching aid for teachers who may need to develop their teaching of phonics.

Teach

Are phonemes articulated correctly by the teacher? Outcome: Meeting W. Good

Meeting - Good Elements
The teacher articulates phonemes accurately most of the time.

Comments:
The teacher articulates phonemes accurately most of the time.

Add +

Opportunities to articulate phonemes? Outcome: Meeting W. Good

Are children given the opportunity to articulate phonemes?

Meeting - Good Elements
The children practise articulating phonemes.

Comments:
The children practise articulating phonemes.

Add +

Teacher ensuring correct articulation of phonemes? Outcome: Meeting W. Good

Is the teacher ensuring the children articulate the phonemes correctly?

Meeting - Good Elements
The teacher addresses any incorrect articulation

Comments:
The teacher addresses any incorrect articulation

Add +

Focus Areas

Are phonemes articulated correctly by the teacher?

Opportunities to articulate phonemes?

Teacher ensuring correct articulation of phonemes?

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

Outcome Set

"Standards"

Outcomes:

Not Meeting the Standards

Meeting the Standards

Meeting with Good Elements

Meeting with Very Good Elements.

Schools no longer have to use the traditional Ofsted grading any more. However, including outcome sets can provide some great insight. Schools now may choose to use RAG ratings of Meeting/Not meeting like in this form. The outcome sets within this form could be customised to reflect your schools practices.

Evidence of new learning not just consolidation? Outcome: Meeting W. V G
Is there evidence of new learning not just consolidation?

Meeting - Very Good Elements
Children are able to apply their new learning.

Comments:
Children are able to apply their new learning.

Icons: [dropdown] [comment] [edit] [share] [Add +]

Blend and segment? Outcome: Meeting W. V G
Are the children being taught to blend and segment? (This may include oral blending and segmenting)

Meeting - Very Good Elements
The teacher teaches and models the skills of blending and segmenting and addresses any difficulties

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

Icons: [dropdown] [comment] [edit] [share] [Add +]

Focus Areas
Evidence of new learning not just consolidation?
Blend and segment?

Outcome Set
"Standards"




Outcomes:
Not Meeting the Standards
Meeting the Standards
Meeting with Good Elements
Meeting with Very Good Elements.

Practise

Reading graphemes and practising phonemes? Outcome: **Meeting W. Good**
Are the children given the opportunity to read graphemes in words to practise the phoneme?

Meeting - Good Elements
The teacher plans opportunities for and models reading graphemes in words




Comments:
The teacher plans opportunities for and models reading graphemes in words

▼  0  0  0 **Add +**

Blending phonemes to read words Outcome: **Meeting W. V G**
Are children given the opportunity to blend phonemes to read words?

Meeting - Very Good Elements
The teacher plans opportunities for and models blending throughout a word. There is appropriate differentiation

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

▼  0  0  0 **Add +**

Each individual focus area is linked to the same outcome set in this form. This means that the results will be displayed in the same table while also allowing staff to reflect on each aspect individually. Outcome sets could be created for the individual sections if your school wishes to do so.

Focus Areas

Reading graphemes and practising phonemes?

Blending phonemes to read words?

Outcome Set

“Standards”

Outcomes:

Not Meeting the Standards

Meeting the Standards

Meeting with Good Elements

Meeting with Very Good Elements.

Any comments made within a focus area will pull through into the details section of the reports.

Segment words into phonemes/graphemes for spelling Outcome: **Meeting W. Good**




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

Meeting - Good Elements

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

Comments:

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

▼  0  0  0 Add +

Writing grapheme or graphemes in order to spell Outcome: **Meeting W. V G**




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

Meeting - Very Good Elements

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

Comments:

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

▼  0  0  0 Add +

Focus Areas

Segment words into phonemes/graphemes for spelling.

Writing grapheme or graphemes in order to spell.

Outcome Set

“Standards”

Outcomes:

Not Meeting the Standards

Meeting the Standards

Meeting with Good Elements

Meeting with Very Good Elements.

Apply

Applying phonics skills in reading/writing

Outcome: Meeting W. Good

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

Meeting - Good Elements

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

Comments:

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

0 0 0

Add +

Throughout The Lesson

Multi-sensory, fun but focused activities.

Outcome: Meeting W. V G

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

Meeting - Very Good Elements

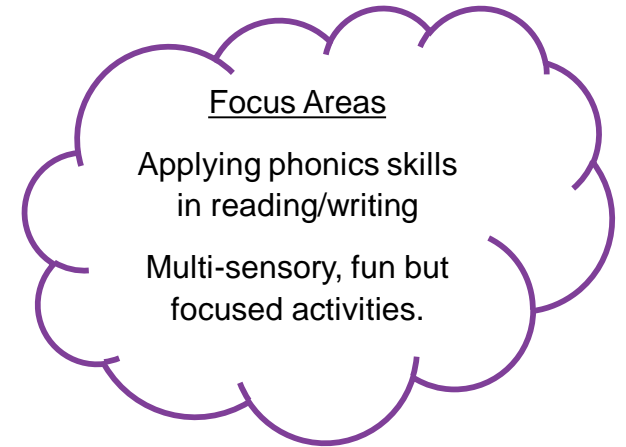
The teacher plans for and incorporates fun, multi-sensory activities which effectively support the learning objective

Comments:

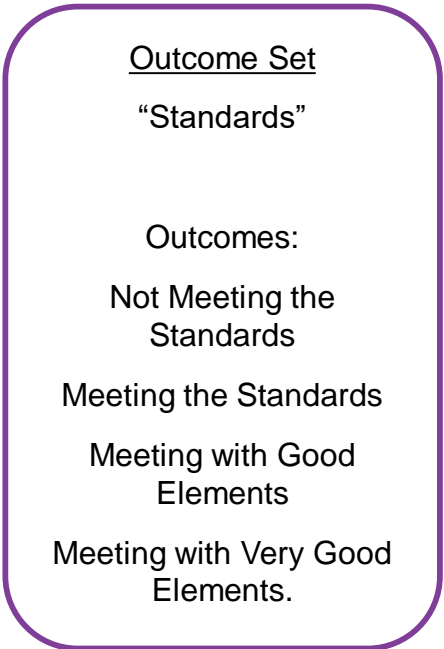
The teacher plans for and incorporates fun, multi-sensory activities which effectively support the learning objective


0 0 0

Add +



Staff can add reflections, resources and actions to records in view mode.
 This allows them to set reminders, next steps and upload any resources or evidence of development.





What would this
look like in
reports?

Outcome Set
“Standards”

Outcomes:
Not Meeting the Standards
Meeting the Standards
Meeting with Good Elements
Meeting with Very Good Elements.

Easy at a glance analysis for staff to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine targets for development.

Standards ?

Focus Area Name	Not Meeting (%)	Meeting (%)	Meeting W. Good (%)	Meeting W. V G (%)	Record Count	Average Outcome
App/Ability Appropriate?	0.0	80.0	20.0	0.0	5	Meeting
Applying phonics skills in reading/writing	0.0	20.0	60.0	20.0	5	Meeting W. Good
Are all children engaged?	20.0	20.0	40.0	20.0	5	Meeting
Are phonemes articulated correctly by the teacher?	20.0	20.0	60.0	0.0	5	Meeting
Blend and segment?	0.0	40.0	0.0	60.0	5	Meeting W. Good
Blending phonemes to read words	0.0	60.0	20.0	20.0	5	Meeting
Children practising phonemes/graphemes they know?	0.0	40.0	60.0	0.0	5	Meeting
Evidence of new learning not just consolidation?	20.0	20.0	20.0	40.0	5	Meeting
Is assessment for learning built in to the lesson?	0.0	20.0	20.0	60.0	5	Meeting W. Good
Is the lesson objective being focused?	20.0	0.0	60.0	20.0	5	Meeting
Multi-sensory, fun but focused activities.	20.0	20.0	20.0	40.0	5	Meeting
Opportunities to articulate phonemes?	0.0	20.0	60.0	20.0	5	Meeting W. Good
Reading graphemes and practising phonemes?	0.0	20.0	60.0	20.0	5	Meeting W. Good
Segment words into phonemes/graphemes for spelling	0.0	40.0	20.0	40.0	5	Meeting W. Good
Sequence lively and well-paced?	20.0	20.0	40.0	20.0	5	Meeting
Teacher ensuring correct articulation of phonemes?	20.0	0.0	60.0	20.0	5	Meeting
Writing grapheme or graphemes in order to spell	0.0	40.0	40.0	20.0	5	Meeting
Total	7	24	33	21		
	0%			100%		

As all of the focus areas are linked to the same outcome set, they are displayed neatly within the same chart in reports.

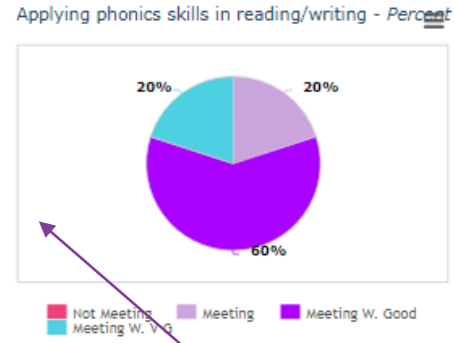
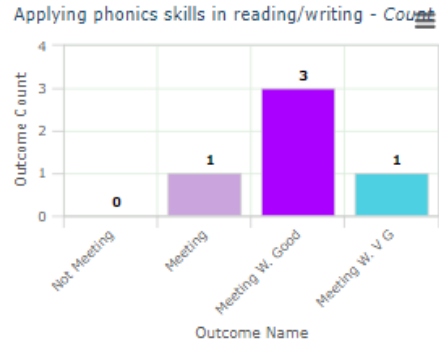
Additional outcome sets could be created to separate this table into smaller tables if you wanted to do so.

As these outcomes have been given a value when created, they provide an average outcome within the reports section. Remember the higher the value the higher the rating.

Summary Information

Outcome Name	Count	%
Not Meeting	0	0.0
Meeting	1	20.0
Meeting W. Good	3	60.0
Meeting W. V G	1	20.0

Average Outcome: Meeting W. Good



Detailed Information

Category	Key Stage	Subject	Staff																																			
			<table border="1"> <thead> <tr> <th>Staff</th> <th>Not Meeting (%)</th> <th>Meeting (%)</th> <th>Meeting W. Good (%)</th> <th>Meeting W. V G (%)</th> <th>Total</th> <th>Average Outcome</th> </tr> </thead> <tbody> <tr> <td>Fletcher; Austin (AF)</td> <td>0</td> <td>0</td> <td>0</td> <td>100.0</td> <td>1</td> <td>Meeting W. V G</td> </tr> <tr> <td>Keane; Alexandra (AKE)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> <td>Meeting</td> </tr> <tr> <td>Kirkby; Emily (EKI)</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> <td>Meeting W. Good</td> </tr> <tr> <td>Short; Kevin (KES)</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>2</td> <td>Meeting W. Good</td> </tr> </tbody> </table>	Staff	Not Meeting (%)	Meeting (%)	Meeting W. Good (%)	Meeting W. V G (%)	Total	Average Outcome	Fletcher; Austin (AF)	0	0	0	100.0	1	Meeting W. V G	Keane; Alexandra (AKE)	0	100.0	0	0	1	Meeting	Kirkby; Emily (EKI)	0	0	100.0	0	1	Meeting W. Good	Short; Kevin (KES)	0	0	100.0	0	2	Meeting W. Good
Staff	Not Meeting (%)	Meeting (%)	Meeting W. Good (%)	Meeting W. V G (%)	Total	Average Outcome																																
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Focus Areas

Applying phonics skills to reading/writing

Outcome Set

"Standards"

Outcomes:

Not Meeting the Standards

Meeting the Standards

Meeting with Good Elements

Meeting with Very Good Elements.

Detailed information

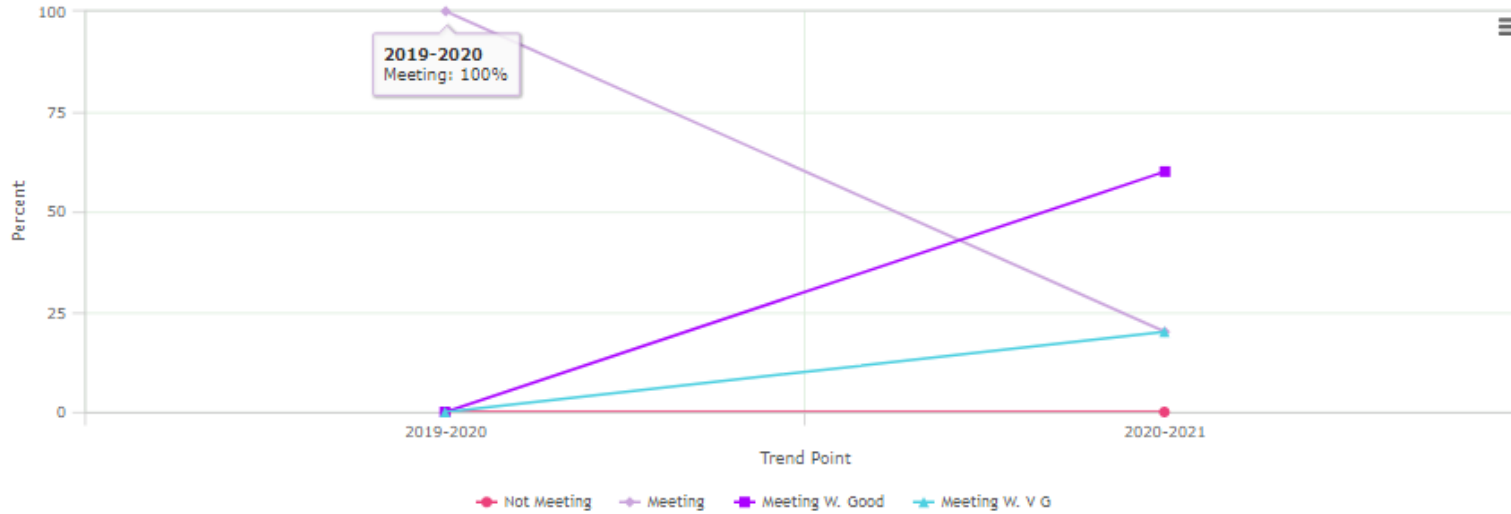
Allows for leaders to filter results by Category, Key Stage, Subject or Staff. This allows for easy identification.

Focus area reports.

If you click into focus area names (the rows of your table) you will be directed to these individual reports. Charts can be exported if needed.

This record was created in our demonstration school and all data is illustrative.

Summary Information



The chart shown is a percentage trend line. You can also select to view trend analysis based on Count or average values using the selector.

Focus Areas
Applying phonics skills in reading/writing

View trends in reports by month, report window or school year.

Outcome	2019-2020 (%)	2020-2021 (%)	Total (%)
Not Meeting	0 0/1	0 0/5	0 0/6
Meeting	100 1/1	↓ 20 1/5	33.3 2/6
Meeting W. Good	0 0/1	↑ 60 3/5	50.0 3/6
Meeting W. V G	0 0/1	↑ 20 1/5	16.7 1/6

Filter the trends by Focus Area, Faculty, Subject or Staff member for more in-depth analysis.

Outcome Set
“Standards”

Outcomes:
Not Meeting the Standards
Meeting the Standards
Meeting with Good Elements
Meeting with Very Good Elements.