

## Monitoring the Teaching and Learning of Phonics

School: Phase being taught:	Teacher: (approximately 20 minutes)	Date: Start time:	Year Group: Finish time:
<b>Focus areas</b>		<b>Comments</b>	
Is this child or group of children on track to meet age-related expectations? If not, is tailored intervention in place?			
Is the phonic teaching sequence evident and are learning approaches appropriately used? <ul style="list-style-type: none"> <li>• Review</li> <li>• Teach</li> <li>• Practise</li> <li>• Apply</li> </ul>			
Is application evident at the point of learning? Is there evidence of new learning, not just consolidation?			
Are phonemes articulated correctly? Do children have the opportunity to articulate phonemes themselves?			
Can all children clearly hear/see the teaching input or the prompt/s being used to support teaching?			
Are children being taught how to blend and/or segment? Is this modelled?			
Are tricky words being explicitly taught and evident throughout the session? Is this modelled?			
Is the session fully interactive and engaging for most of the children, most of the time?			
Has the session been carefully planned to directly match the phonics ability of the children? Are scaffolds used where appropriate? Is challenge provided to deepen or extend learning?			
Are children given opportunities to work independently, in pairs or groups?			
Are there any opportunities for new vocabulary to be introduced and/or embedded?			
Does planning show progression? Are there equal amounts of blending and segmenting across the week?			
Is there evidence of guided and independent phonic application in reading and writing beyond the phonics session? E.g. <i>continuous provision, teacher-led reading and writing sessions, independent child-initiated learning.</i>			
Any other comments e.g. <i>effective use of additional adults.</i>			
Do monitoring and outcomes indicate that children are making expected or better progress?			