SOW analysis

| **Criteria** | **Evaluation** |
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| **Phonics** |  |
| Which SSC are taught, and when? |  |
| Why are those taught? |  |
| Are they revisited? When? How? |  |
| **Vocabulary** |  |
| Are the vocabulary sets to be taught explicitly listed? |  |
| Are the vocabulary items highly frequent? How is their frequency known? |  |
| Do the vocabulary sets comprise words from different word classes? |  |
| Are the vocabulary items to be taught planned to be revisited regularly? How regularly? |  |
| Are the high frequency verbs taught and regularly revisited? When? |  |
| **Grammar** |  |
| Which grammar features are taught? How? |  |
| When are they taught and why then – what is the rationale for the sequence you have chosen? |  |
| How often is grammar re-visited and when? |  |
| Is there plenty of opportunity to practise grammar in the input (listening and reading) and in meaningful production activities? |  |
| **Robust and reliable knowledge?** (Impact) |  |
| How do you know that your students have reliable knowledge of the phonics, vocabulary and grammar that have been taught and practised? |  |
| Do you know whether this knowledge is available for  - both comprehension and production?  - in both the oral and written modalities? |  |