Teacher: Date: Year Group (and set):

Observer: School: Language:

**Lesson learning objective:**

**NB: There is no expectation that all these elements would be present in one lesson. Comments (e.g. on the amount, frequency, or nature of**

**activities observed):** Use additional paper, if required.

**From this lesson, there is evidence that the learners:**

* focus on specific sound-symbol correspondences (SSCs)
* practise recognising new SSCs in both spoken and written forms   
  in words in sentences in short passages
* practise connecting a new sound to its symbol(s) initially   
  with the symbol alone in source word with source word picture   
  with source word gesture in another way
* sound out new and familiar words containing the same SSCs   
  individually in pairs chorally
* apply their knowledge of one or more SSCs in  
  read-aloud tasks segmentation tasks writing/transcription tasks
* are required to re-cycle previously taught SSCs   
  receptively productively
* are asked to spot patterns in words with common spellings and/or pronunciations
* sound out new written words to ask for their meaning
* sound out words as part of vocabulary learning in class   
  individually in pairs chorally
* show increasing confidence when  
  pronouncing from written text writing down spoken language   
  speaking in the target language

**From this lesson, there is evidence that the teacher has:**

* provides moment-by-moment feedback about SSCs to learners
* assesses progress in SSCs in reading out loud and writing down spoken language   
   formally (in planned tests)

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| **Questions following the lesson / teaching sequence** | **Discussion notes** |
| 1. In your lesson, to what extent do you think that learners successfully:   * learnt new SSCs? * consolidated their knowledge of previously taught SSCs? * applied their knowledge of SSCs to isolated sounds and words? * applied their knowledge of SSCs to tasks that did not focus entirely or directly on SSCs themselves (e.g., sentence level tasks)? * learnt that differences between SSCs can change actual meaning?   2. How do you know?  3. Since focusing explicitly on the learning of phonics with this class, what are you pleased with?  4. What do you think are the next steps for this class in terms of the development of SSCs?  5. What would help you to further ensure that previously taught SSCs are consolidated and revisited systematically?  6. To what extent are learners using the following text types to develop their SSC knowledge?   * sentences with familiar language? * sentences with unfamiliar language? * short texts (about 30-70 words) with simplified, familiar language? * longer texts (75-200 words) with some challenging, unfamiliar language? * authentic and/or literary texts?   7. Are there any aspects of phonics teaching that you want to develop further? |  |