

# Phonics teaching discussion

Teacher:

Date:

Year Group (and set):

Observer:

School:

Language:

## Lesson learning objective:

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**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
<p>1. In your lesson, to what extent do you think that learners successfully:</p> <ul style="list-style-type: none"><li>▪ learnt new SSCs?</li><li>▪ consolidated their knowledge of previously taught SSCs?</li><li>▪ applied their knowledge of SSCs to isolated sounds and words?</li><li>▪ applied their knowledge of SSCs to tasks that did not focus entirely or directly on SSCs themselves (e.g., sentence level tasks)?</li><li>▪ learnt that differences between SSCs can change actual meaning?</li></ul> <p>2. How do you know?</p> <p>3. Since focusing explicitly on the learning of phonics with this class, what are you pleased with?</p> <p>4. What do you think are the next steps for this class in terms of the development of SSCs?</p> <p>5. What would help you to further ensure that previously taught SSCs are consolidated and revisited systematically?</p> <p>6. To what extent are learners using the following text types to develop their SSC knowledge?</p> <ul style="list-style-type: none"><li>▪ sentences with familiar language?</li><li>▪ sentences with unfamiliar language?</li><li>▪ short texts (about 30-70 words) with simplified, familiar language?</li><li>▪ longer texts (75-200 words) with some challenging, unfamiliar language?</li><li>▪ authentic and/or literary texts?</li></ul> <p>7. Are there any aspects of phonics teaching that you want to develop further?</p>	