

Phonics teaching discussion

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) **P1**
- practise recognising new SSCs in both spoken and written forms **P2**
in words in sentences in short passages
- practise connecting a new sound to its symbol(s) initially **P3**
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 **P4**
individually in pairs chorally
- apply their knowledge of one or more SSCs in **P5**
read-aloud tasks segmentation tasks writing/transcription tasks
- are required to re-cycle previously taught SSCs **P6**
receptively productively
- are asked to spot patterns in words with common spellings and/or pronunciations **P7**
- sound out new written words to ask for their meaning **P8**
- sound out words as part of vocabulary learning in class **P9**
individually in pairs chorally
- show increasing confidence when **P10**
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 **P11**
- assesses progress in SSCs in reading out loud and writing down spoken language formally (in planned tests) **P12**

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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">▪ 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? <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">▪ 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? <p>7. Are there any aspects of phonics teaching that you want to develop further?</p>	