**Portfolio Evidence Tracker**

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| **1) Phonics** | | | |
| **Successfully structuring students' phonics learning so that students:** | | | |
|  | **Aspect** | **Nature of evidence**  *Please indicate what the evidence is and where it can be found (if applicable)* | **Date** |
| **1a** | learn new SSCs |  |  |
| **1b** | consolidate their knowledge of previously taught SSCs |  |  |
| **1c** | apply their knowledge of SSCs to isolated sounds and words |  |  |
| **1d** | apply their knowledge of several SSCs e.g., to sentence level tasks |  |  |
| **1e** | demonstrate their SSC knowledge in assessments |  |  |

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| **2) Vocabulary** | | | |
| **Using the following approaches to developing students' vocabulary knowledge:** | | | |
|  | **Aspect** | **Nature of evidence**  *Please indicate what the evidence is and where it can be found (if applicable)* | **Date** |
| **2a** | taking account of word frequency in lesson planning |  |  |
| **2b** | taking account of word classes in lesson planning |  |  |
| **2c** | directed, pre-lesson vocabulary learning |  |  |
| **2d** | using progressive tasks i.e., recognition -> meaning recall -> productive recall (all modes/modalities) |  |  |
| **2e** | regular re-visiting (i.e., spaced practice) and use in multiple contexts |  |  |
| **2f** | use of word families |  |  |
| **2g** | information gap tasks |  |  |
| **2h** | (extended) texts |  |  |
| **2i** | assessments |  |  |
| **2j** | opportunities for incidental learning |  |  |

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| **3) Grammar** | | | |
| **Using the following approaches to developing students' grammar knowledge:** | | | |
|  | **Aspect** | **Nature of evidence**  *Please indicate what the evidence is and where it can be found (if applicable)* | **Date** |
| **3a** | providing succinct explanations of new grammar features |  |  |
| **3b** | comparing two grammar features with contrasting meanings / functions |  |  |
| **3c** | initially practising the grammar features in reading and listening |  |  |
| **3d** | providing extensive scaffolded production practice (speaking and writing) |  |  |
| **3e** | gradually introducing meaningful, freer production practice |  |  |
| **3f** | regular re-visiting (i.e., spaced practice) |  |  |
| **3g** | doing information gap tasks, where production of the target feature is essential to communicate meaning |  |  |
| **3h** | periodic assessments that reliably test grammar knowledge |  |  |

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| **4) Extending research-informed practice** | | |
| **In the classroom use of further areas of research-informed practice:** | | |
| **Aspect** | **Nature of evidence**  *Please indicate what the evidence is and where it can be found (if applicable)* | **Date** |
| *E.g. differentiation (SEND and/or more able)* |  |  |
| *E.g. bespoke assessment (weekly, half-termly, termly)* |  |  |
| *E.g. adaptions to resources for online teaching/learning* |  |  |
| *E.g. adaptions to resources for extending and/or consolidating practice* |  |  |
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