



Consistency Checklist

- Communal language, gesture and mantras.
- Pronunciation.
- Terminology-*sound/phoneme, digraph, trigraph, split digraph, *grapheme/letter*
- Progression and pace in SSP.
- Progression in a session – end with reading or writing a sentence (Sentence level).
- Teaching strategies – robot arms, stretch, point and sweep.
- Structure-all parts of the teaching sequence.
- Resources (wall, table charts, graphemes and word cards are aligned to the SSP and are similar across all year groups. Images and objects are well used).
- Training and routines, i.e MTYT, use of white boards, paired talk etc.
- Effective use of adults to scaffold and support.
- Organisation: GPC's, words, objects, images, whiteboards and pens ready, etc.
- Vulnerable children strategically placed children strategically placed and vulnerable learners in direct line of vision /near adult.
- Revise key learning: Use assessment for learning (AFL) to revise, emphasis and target key children. Practise what is required.

Strengths:

Next steps:

Actions:

