



Consistency Checklist for Phonics

- Communal language (agreed script), gesture and mantras.
- Articulation of phonemes.
- Terminology-*sound/phoneme, digraph, trigraph, split digraph, graphemes/letters* , etc (see L&S for full terminology).
- Progression and pace in SSP.
- Progression in a session – application with reading and/or writing a sentence (sentence level).
- Teaching strategies – robot arms, stretch, point and sweep.
- Children use sound buttons (fingers with non-writing hand) when segmenting to spell.
- Effective modelling to teach systematic blending and segmenting.
- 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 and vulnerable learners in direct line of vision /near adult.
- Revise key learning: Use assessment for learning (AFL) to revise, cement and target key children. Practise what is required.

Strengths:

Next:

How: