

A Lesson checklist- Effective Phonics (brief version)A

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Class: _____ Year group: _____

Lesson Structure	Features of excellence	Comments
Revise and Review	<ul style="list-style-type: none"> Terminology used precisely? Recap on previously learned grapheme-phonemes (collaborative your turn)? Recap on blending and/or segmenting recall? Teaching steps? Full participation? Are children articulating phonemes (not just teacher)? Teaching in meaning- participation used? Tricky words taught and revised ? Recall (when apt)? Clear modelling? 	
Introduce a Phoneme	<ul style="list-style-type: none"> Hear it? Sound talk? Children taught letter name and terminology? Letter names used ? Write it: Children form the sound? Read it: children blend to read words with the focus phoneme? Spot the phoneme in the pack is swift and precise? <u>Focus word blending</u>: Repetition and pace ensure fluent blending ? EXT: chn progress to fast blending/ STS in the head and read word out loud. Is there new learning? Agreed script used? Teaching in meaning- participation used?- throughout session Instructional talk? Gesture well used? 	
Practise	<ul style="list-style-type: none"> The activity embeds the learning? Children have opportunity to practise saying the phoneme? Opportunity to read the corresponding graphemes? Opportunity to blend phonemes and read words? Opportunities to segment words into phonemes/graphemes for spelling? Are you giving children opportunities to write the letter/words, sentences? Children are trained in routines, expectations? MOY evident? Use of sound button fingers? 	

	<ul style="list-style-type: none"> • Handwriting reminders, clear modelling? • How does learning move forward? • Paired talk and participation? 	
Apply	<ul style="list-style-type: none"> • Children are able to apply their phonic knowledge and skills in purposeful reading and writing activities? • Are you promoting all four interdependent skills of language – listening, reading and writing? • Do children read a sentence – with a clear focus on the phoneme/s taught that day? Tricky words also? • Modelled writing to aid sentence construction? • How is learning scaffolded? • Visible progress? • Children show what they know/can do? 	
Other things to consider:	<ul style="list-style-type: none"> • Script and communal language? • Use of MTTT? • Use of MOY? • Use of point and sweep? • Simple to complex words? • How is progress made? • How are words and phonemes given a context/meaning? • A multi-sensory approach used but focused on the learning goal? • Is the session fun and interactive? • Are you using props to support your lesson? • Is the session short and focused? • Is it pitched appropriately for the children? • How is there challenge but also support for less able? • Have you observed the children's progress in the session and adjusted on the spot, repeated, bounced a word? (AFL)? • Have you given children opportunity to apply/practise tricky words? 	

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Strengths:

Next Steps:

Actions:

Consider, how to achieve: coaching, professional dialogue, team teach, lesson study, practise sessions.