**Guidance for grading on the phonics observation form**

*This is to be used in conjunction with the phonics observation form.*

Grades are important as it helps tutors to track and monitor progress of students.

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| **Area** | **Emerging** | **Developing** | **Secure** | **Excellent** |
| Planning | * The objective and success criteria have not be identified or do not match the needs of the learners.
* The planning shows limited evidence of how the lesson will be structured using the phonics teaching sequence (Revisit and review / teach / practise / apply / assess).
* Resources are not used effectively to meet the needs of learners.
* The use of support staff has not been considered (if applicable).
* The planning lacks detail and timings have not been considered.
* Planning shows limited evidence of the four interdependent strands of language (speaking, listening, reading and writing).
* There are limited opportunities to develop reading and writing.
* The lesson plan shows limited/no evidence of evaluation to inform future lessons.
 | * There is an identified objective and success criteria that matches the needs of most pupils.
* The planning shows some evidence of how the lesson will be structured using the phonics teaching sequence (Revisit and review / teach / practise / apply / assess).
* Some multi-sensory resources are identified to meet the needs of most learners.
* The use of support staff has been considered (if applicable).
* The planning shows some detail and timings have been considered.
* Planning shows some evidence of the four interdependent strands of language (speaking, listening, reading and writing).
* Activities to develop skills in reading and writing are planned for.
* The lesson plan shows some evidence of evaluation to inform future lessons.
 | * There is an identified objective and success criteria that matches the needs of all pupils.
* The planning shows how the lesson will be structured using the phonics teaching sequence (Revisit and review / teach / practise / apply / assess).
* A variety of good multi-sensory resources are identified to meet the needs of all learners.
* The use of support staff is considered to ensure the progress of all learners (if applicable).
* The planning is detailed and shows how lesson time will be used.
* Planning shows how the four independent strands of language (speaking, listening, reading and writing) will be promoted within the lesson.
* Purposeful activities to develop skills in reading and writing are planned for.
* The lesson has been reflected on and evaluated to develop future practice.
 | * There is a clearly identified objective and success criteria that is well-matched to the needs of all pupils.
* The planning shows how the lesson will be effectively structured using the phonics teaching sequence (Revisit and review / teach / practise / apply / assess).
* A variety of excellent multi-sensory resources are identified to meet the needs of all learners.
* The use of support staff is carefully considered to ensure progress of all learners (if applicable).
* The planning is sufficiently detailed and shows how lesson time will be used effectively.
* Planning shows how the four interdependent strands of language (speaking, listening, reading and writing) will be successfully promoted within the lesson.
* Purposeful activities to develop skills in reading and writing are clearly planned for.
* The lesson has been reflected on and effectively evaluated to develop future practice.
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| Subject knowledge | * Subject knowledge is weak.
* Terminology is not/sometimes used correctly.
* Phonemes are not/sometimes articulated accurately.
* There is limited use of modelling to show children how to read and write the letter.
* There are limited opportunities for children to blend and/or segment words.
* The student demonstrates a limited understanding of EYFS practice (child-led, interactive, spoken language etc.)
 | * Subject knowledge is developing.
* Terminology is mostly used correctly.
* Phonemes are mostly articulated accurately.
* There is some use of modelling to show children how to read and write the letter.
* There are some opportunities for children to blend and/or segment words.
* The student demonstrates a developing understanding of EYFS practice (child-led, interactive, spoken language etc.)
 | * Subject knowledge is secure.
* Terminology is used correctly.
* Phonemes are articulated accurately.
* When modelling, children are shown how to read and write the letter.
* Children are taught how to blend and/or segment.
* The student demonstrates a secure understanding of EYFS practice (child-led, interactive, spoken language etc.)
 | * Subject knowledge is excellent.
* Terminology is used correctly throughout the lesson.
* Phonemes are articulated accurately throughout the lesson.
* When modelling, children are shown clearly how to read and write the letter.
* Children are successfully taught how to blend and/or segment.
* The student demonstrates an excellent understanding of EYFS practice (child-led, interactive, spoken language etc.)
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| Assessment | * Some children are encouraged to participate.
* The lesson shows limited links to prior learning.
* There is limited evidence of new learning.
* Misconceptions are not addressed within the lesson.
* The student is not responding to the needs of learners and does not adapt teaching to secure their progress.
* Questioning is weak.
* There is limited use of observation to assess children’s progress.
* Following the lesson, there is little / no use of formative assessment to inform future planning.
 | * Most children are encouraged to participate.
* The lesson shows some links to prior learning.
* There is some evidence of new learning.
* The student is beginning to address misconceptions.
* Within the lesson, the student is beginning to respond to the needs of most learners and is starting to adapt teaching to secure their progress.
* Questioning is developing.
* The student is beginning to observe to assess individual children’s progress.
* Following the lesson, the student is beginning to use their formative assessments to inform future planning. Brief observations are included on the plan.
 | * All children are encouraged to participate.
* The lesson links to prior learning.
* There is evidence of new learning.
* The student addresses misconceptions.
* Within the lesson, the student responds to the needs of learners and adapts teaching to secure their progress.
* Questioning is effective.
* The student observes to assess individual children’s progress.
* Following the lesson, the student uses their formative assessments to inform future planning. These observations are included on the plan.
 | * All children are encouraged to participate.
* The lesson links successfully with prior learning.
* There is clear evidence of new learning.
* The student addresses misconceptions skilfully and effectively.
* Within the lesson, the student responds to the needs of all learners and adapts teaching effectively to secure their progress.
* Questioning is highly effective.
* The student observes carefully to assess individual children’s progress.
* Following the lesson, the student uses their formative assessments to make excellent decisions about future planning. These observations are included on the plan.
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