**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. |
| 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.) |
| 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. |