University of Worcester
Institute of Education

Phonics Lesson Observation Form

To be completed by the Class Teacher/Mentor/SE Tutor observing a trainee during School Experience

Trainee Teacher:	School:	Year Group:	Date:
SE Tutor: Class Teacher:	PGCE / SCHOOL DIRECT / BA SE1 SE2 SE3	Group Size:	Week:

Prompts	Notes
Revisit: Does the trainee ensure that children practise phonemes already taught? Is it kept lively and fast-paced? Are all children encouraged to participate?	
Teach: Is the articulation of phonemes correct? Are children required to articulate phonemes themselves? Are the children taught the name of the letter? Are the children shown clearly how to read and write the letter? Are the children being taught how to blend and/or segment? Is there evidence of new learning?	
Practise: Do children have opportunities to practise saying the phoneme? Are they given opportunities to read the corresponding graphemes? Are they given opportunities to blend phonemes to read words? Are they given opportunities to segment words into phonemes/graphemes for spelling? Are they given opportunities to write the letter?	
Apply: Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities? Do activities promote all four interdependent strands of language: speaking, listening, reading and writing?	
Overall - throughout the session: Is the session multi-sensory but tightly focused on the learning goal? Is it kept fun and interactive? Are props used effectively? Is it kept short and focused? Is it appropriate to the principles of EYFS practice? Does the trainee observe carefully to assess individual children's progress?	

	Fail	Pass (3)	Good (2)	Outstanding (1)
Planning				
Subject Knowledge				
Assessment				

Strengths (specific to phonics lesson)

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Targets (specific to phonics lesson)

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Observer	**Trainee:**

White copy for SE Tutor/Yellow copy for trainee/Pink copy for Class Teacher