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| **Systematic Synthetic Phonics (SSP) Observation Form** |
| **Trainee teacher:** | **School:** | **Date:** | **Week:** |
| **Observer:**  | **Route:** PGCE/School based/UG | SE1/SE2/SE3 |
| **School scheme:** |
| **Subject Knowledge****Does the trainee:** |
| * demonstrate understanding of the nature of the English alphabetic code?
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| * understand the principles underpinning the programme of synthetic phonics?
 |
| * demonstrate fidelity to the school scheme?
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| **Teaching** **Does the trainee:** |
| * have a clear objective for the session and make sure that the children understand (e.g. ‘By the end of this week you will all be able to read these sounds; today we are learning the first one.’)?
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| * make sure that children practise using the knowledge they have been taught in previous lessons?
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| * ensure all children are expected to participate throughout interactive sessions, for example by using ‘call and response’?
 |
| * make the most of the time for teaching and use activities that maximise the number of words children read and spell?
 |
| * demonstrate new learning in bite-sized chunks, including correct letter formation and articulation, new GPCs?
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| * use resources and props used linked to the scheme?
 |
| * use assessment to determine next steps clearly, including identifying children who might need immediate extra support?
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| **Learning** **Do the children have opportunity to:** |
| * practise saying the phoneme?
 |  |
| * read and write (blend and segment) the new GPC using ‘decodable’ words, phrases, sentences and books that match the GPCs and common exception words they already know?
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| **Trainee Development:** |
| **Strengths** (specific to SSP): |  |
| **Next steps** (specific to SSP): |  |
| Further Comments (if appropriate): |  |
| **Links to the University of Worcester Curriculum:** Before SE1, all university-based trainees are introduced to the rationale, theory, and key policy documents behind SSP. In addition, they explore the key terminology of SSP, the importance of fidelity to a scheme and how to plan a successful session.  |