

The Reviewer should complete only those sections that are relevant to the video observed.

Phonics Key Skills

The Letter Sounds

The teacher uses a variety of activities and resources to introduce and reinforce letter sounds appropriate to the phonics learning stage of the class.

Very Evident Evident Some Evidence Little/No Evidence

Teaching Strategies Observed:

- Teacher briefly revises some of the sounds already learned.
- Teacher introduces letter sound, linking it to a storyline, action or song.
- Teacher models the correct pronunciation of the letter sound.
- Teacher shows the corresponding grapheme whilst children repeat the sound and action.

If Checkbox ticked:

- Good to see you revise some of the sounds already learned.
- You introduce the letter sound well, linking it to a storyline, action or song.
- You clearly model the correct pronunciation of the letter sound.
- Good to see you show the corresponding grapheme whilst children repeat the sound and action.

If Checkbox not ticked:

- You should consider revising some of the sounds already learned.
- Consider introducing the letter sound by linking it to a storyline, action or song.
- You should model the correct pronunciation of the letter sound to the class.
- Consider showing the corresponding grapheme whilst children repeat the sound and action.

Comments
(Text Box)

Letter Formation

The teacher demonstrates how to hold a pencil properly and form letters correctly.

Very Evident Evident Some Evidence Little/No Evidence

Teaching Strategies Observed:

- Teacher physically demonstrates how to form the letter whilst giving a verbal explanation.
- Teacher shows children how to form the letter in the air whilst saying the sound.

- Teacher observes children forming the letter correctly.

If Checkbox ticked:

- Good to see you physically demonstrate how to form the letter whilst giving a verbal explanation.
- I like how you show children how to form the letter in the air whilst saying the sound.
- Good to see you observe children forming the letter correctly.

If Checkbox not ticked:

- You should consider physically demonstrating how to form the letter whilst giving a verbal explanation.
- Consider showing children how to form the letter in the air whilst saying the sound.
- Ensure you observe children forming the letter correctly.

Comments
(Text Box)

Blending

The teacher models the blending of words by saying the sounds and running them together.

Very Evident Evident Some Evidence Little/No Evidence

Teaching Strategies Observed:

- Teacher models oral blending by saying each sound (slowly then quickly) and then saying the whole word. For example, s-u-n-, "sun".
- Teacher encourages the children to point to each grapheme as they say it.
- Teacher says the sounds together with the children and blends the word from left to right.

If Checkbox ticked:

- Good to see how you model oral blending by saying each sound (slowly then quickly) and then saying the whole word. For example, s-u-n-, “sun”.
- Good encouragement of the children to point to each grapheme as they say it.
- You say the sounds together with the children and blend the word from left to right clearly.

If Checkbox not ticked:

- You should consider modeling oral blending by saying each sound (slowly then quickly) and then saying the whole word. For example, s-u-n-, “sun”.
- Consider encouraging the children to point to each grapheme as they say it.
- Try saying the sounds together with the children and blending the word from left to right.

Comments
(Text Box)

Identifying the Sounds in Words

The teacher uses appropriate strategies in order to support phonemic awareness by encouraging learners to listen for and identify letter sounds in words.

Very Evident Evident Some Evidence Little/No Evidence

Teaching Strategies Observed:

- Teacher encourages children to listen for the sound that is being taught.
- Teacher asks children to identify all the sounds in a word, counting out each sound on their fingers.
- Teacher writes the sounds in a word (on the board) as the children say them, demonstrating the skill of writing.

If the Checkbox ticked:

- Good encouragement of children to listen for the sound that is being taught.
- I like how you asked children to identify all the sounds in a word, counting out each sound on their fingers.

- Good to see you write the sounds in a word as the children say them, demonstrating to them the skill of writing.

If the Checkbox not ticked:

- You should encourage children to listen for the sound that is being taught.
- You could consider asking the children to identify all the sounds in a word, counting out each sound on their fingers.
- Try writing the sounds in a word as the children say them, to demonstrate to them the skill of writing.

Comments:
(Text Box)

The Tricky Words

The teacher uses appropriate teaching tools and resources in order to introduce and reinforce the tricky words.

Very Evident Evident Some Evidence Little/No Evidence

Teaching Strategies Observed:

- Teacher writes on board or uses a flashcard in order to introduce the tricky word.
- Teacher encourages children to read decodable part of the word.
- Teacher identifies the “tricky” part of the word with the help of the children.
- Teacher uses strategy such as Look, Cover, Write & Check, the Word Wall or Say It As It Sounds in order to help children spell tricky word.

If the Checkbox is ticked:

- Good to see you write on the board or use a flashcard in order to introduce the tricky word.
- Good encouragement of children to read the decodable part of the word.
- I like how you identify the “tricky” part of the word with the help of the children.

- Good use of strategy such as Look, Cover, Write & Check, the Word Wall or Say It As It Sounds in order to help children spell tricky word.

If the Checkbox is not ticked:

- Try writing on board or using a flashcard in order to introduce the tricky word.
- Encourage children to read the decodable part of the word.
- Consider identifying the “tricky” part of the word with the help of the children.
- You could use strategies such as Look, Cover, Write & Check, the Word Wall or Say It As It Sounds in order to help children spell the tricky word.

Comments
(Text Box)

Overall Strengths
(Text Box)

Areas for Improvement
(Text Box)

Next Steps
(Text Box)