**Royal School Phonics Observation TS3d**

Teacher: Group: Phase and sound:

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| Has the teacher followed our Phonics Scheme and the order of sounds?  Is the lesson in sequence with the previous and upcoming lesson? |  |
| Did the teacher model phonemes clearly and correctly? |  |
| Did the session follow the revisit, practise, teach and apply model? |  |
| Had the teacher carefully chosen the sounds to revisit? Could children revisit previous learning? |  |
| Did the session introduce new learning/ new sounds? |  |
| Did the teacher use sound buttons, phoneme frames or robot arms to show children how to segment and blend? |  |
| Did the children practise oral segmenting and blending? |  |
| Was there plenty of opportunities for children to sound out and read words? |  |
| Was there plenty of opportunities for children to segment and write words? |  |
| Did the children apply their new sound to a sentence, orally, written or read? |  |
| Were the children actively engaged and participating? |  |
| Was the learning environment productive and the behaviour suitable for learning? |  |
| What was the impact of the phonics lesson? |  |

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| Comments:  Targets: |