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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? | | |  | | |
| * understand the principles underpinning the programme of synthetic phonics? | | |
| * demonstrate fidelity to the school scheme? | | |
| **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.’)? | | |  | | |
| * make sure that children practise using the knowledge they have been taught in previous lessons? | | |
| * 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? | | |
| * 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? | | |
| **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? | | |
| **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. | | | | | |