

**Systematic Synthetic Phonics (SSP) Observation Form**

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| Student: | UG FT: I D C | UG PT: I D C | PG: I D C |
| Year group: Nursery/Rec /1/2/3 | Number of children: | | |
| Validated SSP Scheme: | | | |

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| Phonological awareness (EYFS) - Expectation is that you would teach phonological; awareness in nursery and SSP in Reception plus. | | |
| Aspect of phase one are present for this lesson i.e., Environmental sounds  Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds /oral blending and segmenting.  The lesson links to wider learning i.e., other areas of learning in the EYFS.  The activity links to EYFS principles.  Activities support communication and spoken language.  Phonics is embedded in a language-rich environment.  Indoor and outdoor space is used to support learning.  Children are encouraged to listen attentively.  Children's visual discrimination is engaged.  There are opportunities for oral blending and segmenting.  Children have opportunities to explore sounds throughout the day.  Physical resources are used to support learning well. | | EYFS Phonological awareness |
| **Revisit and Review** | | |
| Trainee builds on prior learning, ensures that children revise and consolidate earlier learning and enables sequential development of children’s component knowledge.  The lesson intent is clear  Phonemes are articulated clearly and correctly enunciated  Phoneme grapheme correspondence; hearing, identifying, segmenting, and blending sounds; sight vocabulary, common exception words, high frequency words. fluency and comprehension  Formative assessment strategies, monitoring and recording assessment. | |  |
| **Teach** | | |
| New learning is clear and introduced in a sequence.  Trainee models blending and segmenting.  Learning is contextualised.  All children are actively involved in speaking and listening  All children encouraged to participate and contribute.  Modelling/reinforcing of blending/segmenting/reading skills.  Modelling fluent reading/enjoyment of reading.  Well-paced with effective use of lesson time  Trainee adapts teaching for all learners*.* | |  |
| **Practise and apply** | | |
| All the children are engaged and have opportunities to apply their phonic knowledge and skills in reading and writing activities.  Activities promote all four interdependent strands of language: speaking, listening, reading, and writing.  Adaptation is evident when appropriate.  Children articulate the phonemes correctly.  Children blend phonemes to read words and/or segment words into phonemes for spelling.  Children are given effective feedback.  Pace is appropriate.  Clear models and examples are used to support pupil progress. | |  |
| **Assessment** | | |
| Take account of prior learning.  Trainee checks for understanding and formative assessment is built into the session.  Trainee addresses misconceptions or incorrect articulation.  Evidence of adaptive teaching.  Questioning is used to good effect.  Evidence of challenge and support.  Evidence of new learning as well as consolidation.  Evidence of effective feedback to children | | . |
| ***Strengths –*** | ***Targets -*** | |
| ***Research Links***  [UK Literacy](https://ukla.org/research/) Association  [Centre for Literacy in Primary Education](https://clpe.org.uk/)  [Phonics International](https://phonicsinternational.com/) | | |