|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory Progress** | **Requires Improvement** | **Good** | **Outstanding** |
| **Planning** | Learning objectives are sometimes appropriate but often lack clarity and focus.  The student is aware of assessment for learning but does not always provide appropriate opportunities with the lesson.  The student is beginning to be able to discuss individual children’s progress. | The student is clear about what the  children will learn in the lesson.  There are some opportunities for  assessment for learning built into the lesson.  The student is able to discuss children’s learning. | The student has planned learning within the lesson around an appropriate learning objective.  There is clear evidence that assessment for learning opportunities are being used in the lesson.  The student is able to discuss children who had difficulties and those who excelled. | The student has planned for the progression of learning within a sequence of lessons and can provide a justification.  Assessment for learning is used to inform future planning.  The student is able to discuss children who had difficulties and those who excelled and to identify next steps for them. |
| **Revisit and Review** | The lesson contains no opportunity for  children to review learning/phonemes previously taught.  Children are disinterested and fail to  engage in an active way in the lesson.  Some children are encouraged to  contribute but often do not engage with the learning. | The student begins to attempt to revisit and review learning/phonemes previously taught.  The review, in parts, attempts to be well paced and active.  Children are encouraged to contribute. | The student ensures that children revisit and review learning/phonemes previously taught.  The review is generally well paced and active.  Children are encouraged to contribute at an appropriate level. | The student consistently ensures that children revisit and review learning/phonemes previously taught.  in a systematic way.  The review is consistently well paced and active.  Children are encouraged to contribute at their level with appropriate differentiation. Additional adults contribute to the learning and/or assessment. |
| **Teach** | The student fails to demonstrate correct articulation of phonemes.  There is no opportunity for the children to practise reproducing/articulating phonemes.  The student fails to teach the skills of segmenting and/or blending as part of  the lesson.  Children are unable to identify what they are learning.  Lesson consists solely of consolidation of prior learning rather than opportunities for new learning to take place. | The student demonstrates the correct  articulation of phonemes some of the time.  The student demonstrates the correct  articulation of phonemes some of the time.  The student teaches the skills of  segmenting and/or blending as part  of the lesson. (This may have an oral focus)  Some children are clear about what  they are learning.  New learning sometimes introduced. | The student generally demonstrates the correct articulation of phonemes most of the time.  The children practise reproducing/ articulating phonemes and the student addresses any incorrect articulation.  The student teaches and models the skills of segmenting and/or blending as part of the lesson. (This may have an oral focus).  Children are generally clear about what they are learning.  New learning is generally introduced. | The student demonstrates the correct articulation of phonemes consistently.  The children practise reproducing/ articulating phonemes and the student addresses any incorrect articulation and if necessary uses this to inform future planning.  The student teaches and models the skills of segmenting and/or blending as part of the lesson and addresses any difficulties that children may be having. (This may have an oral focus).  Children are consistently clear about what they are learning.  New learning is consistently and explicitly introduced to the children. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory Progress** | **Requires Improvement** | **Good** | **Outstanding** |
| **Practise** | The children are given no opportunities to read graphemes in words to practise the phoneme/s.  Children are given no opportunities to  blend phonemes to read words.  The children are given no opportunities to segment words into phonemes/graphemes for spelling.  Children are given no opportunities  to write the grapheme/s in order to  spell words. | The student plans opportunities for  children to read graphemes in words  to practise the phoneme/s.  The student plans opportunities for children to blend phonemes all  through the word in order to read.  The student plans opportunities for children to segment words into  phonemes/graphemes for spelling.  The student plans opportunities for  children to write the grapheme/s in  order to spell words. | The student plans opportunities for and models reading graphemes in words to practise the phoneme/s.  The student plans opportunities for and models blending phonemes all through the word in order to read.  The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.  The student plans opportunities for and models writing the grapheme/s in order to spell words. | The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.  The student plans opportunities for and models blending phonemes all through the word in order to read. Appropriate differentiation is evident.  The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling. Appropriate differentiation is evident.  The student plans opportunities for and models writing the graphemes or graphemes in order to spell words. Appropriate differentiation is evident. |
| **Apply** | Children are given no opportunity to  apply their phonic knowledge and  skills in reading and writing.  Speaking and listening strategies are not clearly identified and do not support the learning. | The student plans opportunities  for children to apply their phonic  knowledge and skills in reading and  writing activities.  The activities integrate speaking and  listening strategies to support reading  and writing. | The student plans opportunities for and models how to apply phonic knowledge and skills in reading and writing.  The student makes explicit how the speaking and listening strategies will support children with reading and/or writing. | The student plans opportunities for and models how to apply phonic knowledge and skills in reading and writing. Appropriate differentiation is evident  The student makes explicit how the speaking and listening strategies will support the children with reading and writing. Appropriate differentiation is evident. |
| **Throughout the lesson** | There are no multi-sensory activities  and the student fails to engage the children. | The student sometimes incorporates engaging, multi-sensory interactive activities. | The student generally incorporates engaging, multi-sensory interactive activities which are designed to support the learning objective. | The student consistently incorporates engaging, multi-sensory interactive activities which effectively support the learning objective. |
| **Next Steps** |  | | | |

Additional statements for Phase 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Unsatisfactory Progress** | **Requires Improvement** | **Good** | **Outstanding** |
| **Additional for Phase 1** | **Teach** | There is little planned opportunity  for the children to tune into sounds,  listen and remember sounds and talk  about sounds. | The children join in with games and  activities to tune into sounds, listen  and remember sounds and talk  about sounds. | The student effectively models sound discrimination, alliteration and rhythm and rhyme. | The student interacts with children  outside of the phonics lesson,  identifying and supporting children  who need additional support such  as discriminating and producing the  sounds of speech. |
| **Practise** | There is little that encourages  children to tune into sounds, listen  and remember sounds and talk about  sounds.  Activities are not matched to  children’s abilities and interests. | The student plans games and activities that encourage children to  tune into sounds, listen and remember  sounds and talk about sounds.  Some thought is given to matching activities with children’s abilities and interests. | The student plans games and  activities that support sound  discrimination, alliteration and rhythm and rhyme.  There is careful matching of activities with children’s abilities and interests. | The student knowingly interacts with  groups and individual children to  develop their auditory discrimination,  auditory memory and sequencing and  language comprehension.  Appropriate differentiation is consistently planned and reviewed. |
| **Apply** | There is little that engages the  children to tune into sounds, listen  and remember sounds and talk  about sounds. | The student plans games and  activities for children to tune into  sounds, listen and remember sounds  and talk about sounds. | The student plans for a rich and  varied environment which supports  sound discrimination, alliteration  and rhythm and rhyme.  Indoor and outdoor spaces are utilised well. | The student consistently plans for phonological development utilising indoor and outdoor spaces well.  The students observes and interacts  with children encouraging them to talk about sounds and rhymes they can hear. This is used to inform planning and provision. |