Phonics and Early Reading
Training Handbook

Trainee

Contents

Acknowledgements

Phases 1, 2 & 3

Observing Mentor

Please use these prompts when observing your mentors phonics teaching

What teaching strategy is used when revisiting phonemes, graphemes, GPCs (grapheme phoneme correspondences)?
What new learning is taking place?
Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?
Note any activities where the children are practising blending phonemes for word reading.
Note any activities where the children are practising segmenting phonemes for spelling.
Note any examples of the teacher correcting a misconception. How is this managed?
Consider how the teacher ensures all the children are engaged in the lesson.
Describe how the teacher differentiates through tasks, questions or support for different children?

Phonics Lesson Plan

Please complete the plan identifying what the teacher does in each part of the lesson

Year Group		Date	Number in group
NC/EYFS objective:		Letters and Sounds phase: (or equivalent)	Phoneme/Grapheme to be taught:

Teaching Standards Objective / Target:

Learning Objective	Differentiated Success Criteria
Likely Misconceptions	Resources

Revisit and review	
Teach	
Practise	
Apply	

Assessment: *include summary of children's speaking and listening skills.*	Evaluation: *include your peers' or teacher's comments here*

Observation of Phonics Teaching

The grid is designed to support the observation of trainees when teaching synthetic phonics and providing subject specific feedback.

Phase of Training	Tutor	Date	Year Group	Letters & Sounds Phase/Equivalent

QUESTION/PROMPT	MINIMUM STANDARD (3)	GOOD STANDARD (2)	HIGHER STANDARD (1)
Planning and Post-lesson Discussion			
Are the learning objectives appropriate for the sessions?	The trainee is clear about what the children will learn within the lesson.	The trainee has planned learning within the lesson around an appropriate learning objective	The trainee has planned of the progression of learning within a sequence of lessons and can provide justification.
Are assessments for learning opportunities built into the session?	There are some assessment for learning opportunities built into the lessons.	There is clear evidence of assessment for learning opportunities being used in the lessons	Assessment for learning is used to inform future planning.
Is the trainee able to discuss individual children's progress?	The trainee is able to discuss children's learning.	The trainee is able to discuss children who had difficulties and those who excelled.	The trainee is able to discuss children who had difficulties and those who excelled and to identify next steps for them.
Lesson Observation *Review and Revisit*			
Does the trainee ensure that children practice phonemes / learning already taught?	The trainee attempts to revisit and review phonemes / learning already taught.	The trainee ensures that children review and revisit phonemes / learning already taught	The trainee ensures that children revisit and review phonemes/ learning already taught in a systematic way.
Is it kept active and well-paced?	The review attempts to be well paced and active	The review is well paced and active	The review is well paced and active.
Are all children encouraged to contribute?	All of the children are encouraged to contribute	Children are encouraged to contribute at an appropriate level	Children are encouraged to contribute at their level with appropriate differentiation for the less and more able. Additional adults contribute to the learning and/or assessment
Teach			
Is the articulation of phonemes correct?	The trainee demonstrated the correct articulation of phonemes some of the time	The trainee demonstrates the correct articulation of phonemes most of the time	The trainee demonstrate articulation of phonemes consistently
Does the trainee ensure children articulate phonemes themselves?	The children practice articulating phonemes.	The children practice articulating phonemes and the trainee addresses any incorrect articulation.	The children practice articulating phonemes and the trainee addresses any incorrect articulation and if necessary uses this to inform future planning
Are the children being taught how to blend and/or segment?	The trainee teaches the skills of segmenting and/or blending as part of the lesson	The trainee teaches and models the skills of segmenting and/or blending as part of the lesson	The trainee teaches and models the skills of segmenting and/or blending as part of the lesson and addresses any difficulties that children may be having
Is there evidence of new learning, not just consolidation?	The trainee has planned for new learning	The trainee shares new learning with the children	Children are clear about what they are learning

QUESTION/PROMPT	MINIMUM STANDARD (3)	GOOD STANDARD (2)	HIGHER STANDARD (1)
Practice			
Are children given opportunities to read graphemes in words to practice the phoneme?	The trainee plans opportunities for children to read graphemes in words to practice the phoneme	The trainee plans opportunities for and models reading graphemes in words to practice the phoneme	The trainee plans opportunities for and models reading graphemes in words to practice the phoneme. Appropriate differentiation is evident.
Are children given opportunities to blend phonemes to read words?	The trainee plans opportunities for children to blend phonemes all through the word in order to read.	The trainee plans opportunities for and models blending phonemes all through the word in order to read.	The trainee plans opportunities for and models blending phonemes all through the word in order to read. Appropriate differentiation is evident.
Are children given opportunities for segment words into phonemes / graphemes for spelling?	The trainee plans opportunities for children to segment words into phonemes / graphemes for spelling.	The trainee plans opportunities for and models segmenting words into phonemes / graphemes for spelling.	The trainee plans opportunities for and models segmenting words into phonemes / graphemes for spelling. Appropriate differentiation is evident.
Are children given opportunities to write the grapheme or graphemes in order to spell words?	The trainee plans opportunities for children to write the grapheme or graphemes in order to spell words	The trainee plans opportunities for and models writing the grapheme or graphemes in order to spell words.	The trainee plans opportunities for and models writing the grapheme or graphemes in order to spell words. Appropriate differentiation is evident.
Apply			
Do children have opportunities to apply their phonic knowledge and skills in reading and writing activities?	The trainee plans opportunities for children to apply their phonic knowledge and skills in reading and writing activities.	The trainee plans opportunities for and models how to apply phonic knowledge and skills in reading and writing	The trainee plans opportunities for and models how to apply phonic knowledge and skills in reading and writing. Appropriate differentiation is evident.
Do activities promote speaking and listening?	The activities integrate speaking and listening strategies to support reading and writing.	The trainee makes explicit how the speaking and listening strategies will support the children with reading and/or writing.	The trainee makes explicit how the speaking and listening strategies will support the children with reading and/or writing. Appropriate differentiation is evident.
Throughout the Session			
Is the session multi-sensory, fun and interactive but tightly focused on the learning objective?	The trainee incorporates multi-sensory interactive activities.	The trainee incorporates fun, multi-sensory interactive activities which are designed to support the learning objective.	The trainee incorporates fun, multi-sensory interactive activities which effectively support the learning objective.

Other Comments
(e.g. use of assessment, support staff, trainee's subject knowledge)

Target
Following discussion with your support / lead mentor, and based on the feedback above, please agree and identify an appropriate target

QTS Standards Progress - End of Phase

Please complete this at the end of your placement and return to the office.

Phase of Training	Tutor	Date	Year Group	Letters & Sounds Phase/Equivalent

Please highlight the statements below:

    Green - I feel that I have achieved this.
    Orange - I feel that I have achieved this to an extent.
    Red - I don't feel that I have achieved this.

Standard 2   Promote Good Progress and Outcomes by Pupils

- [ ] I can evaluate children's learning in phonics

- [ ] I can apply understanding of the Simple View of Reading to the teaching of reading and writing

- [ ] I can recognise the importance of phonemic awareness as a foundation to applying phonics successfully

- [ ] I can talk about the impact of your teaching on a child's reading progress

- [ ] I can discuss phonics and early reading with peers

Standard 3   Demonstrate Good Subject and Curriculum Knowledge

- [ ] I know and understand the alphabetic code

- [ ] I can articulate phonemes clearly and accurately

- [ ] I understand and use terminology of phonics

- [ ] I can evaluate experience of different schemes and programmes

- [ ] I can apply knowledge of good phonics teaching to use a school's phonics programme effectively

- [ ] I can match decodable texts to children's ability

- [ ] I understand and can explain the importance of phonics and comprehension to the reading process

Standard 4   Plan and Teach Well Structured Lessons

- [ ] I can plan and teach a discrete phonics lesson
- [ ] I can plan and teach a series of phonics lessons
- [ ] I can plan and teach phonics for a range of age groups
- [ ] I incorporate phonics into the teaching of reading
- [ ] I incorporate phonics into the teaching of writing
- [ ] I utilise phonics in the teaching of spelling
- [ ] I plan opportunities for children to apply their knowledge of phonics in reading and writing
- [ ] I evaluate the effectiveness of my phonics teaching

Standard 6   Make accurate and Productive Use of Assessment

- [ ] I can assess a child's phonics knowledge
- [ ] I can refer to the Year 1 Phonics Screening Check
- [ ] I monitor progress in phonics and use to plan subsequent phonics lessons
- [ ] I am able talk about the impact of your teaching on a child's reading progress
- [ ] I utilise target support and interventions to boost phonics and early reading progress

Self Evaluation – End of Phase 1 / 2 / 3

Please complete this at the end of your placement and return to the office.

Please highlight the statements below:

Green – I feel that I have achieved this.
Orange – I feel that I have achieved this to an extent.
Red – I don't feel that I have achieved this.

- [ ] I understand the terminology associated with teaching synthetic phonics.

- [ ] I have a basic understanding of the Simple View of Reading.

- [ ] I understand the skills (segmenting and blending/encoding and decoding) and knowledge (the alphabetic code) associated with synthetic phonics.

- [ ] I can plan and deliver a short series of phonics sessions in order to become familiar with the synthetic phonics teaching sequence and can plan for progress.

- [ ] I can observe how speaking and listening is used in the teaching of synthetic phonics.

How would you rate this phase?
Please tick one of the below

- [ ] Very good

- [ ] Good

- [ ] Satisfactory

- [ ] Unsatisfactory

Further Comments
Please identify a key strength in your phonics teaching and an area for development

Phases 4 & 5

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Observing Mentor

Please use these prompts when observing your mentors phonics teaching

What teaching strategy is used when revisiting phonemes, graphemes, GPCs (grapheme phoneme correspondences)?

What new learning is taking place?

Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?

Note any activities where the children are practising blending phonemes for word reading.

Note any activities where the children are practising segmenting phonemes for spelling.

Note any examples of the teacher correcting a misconception. How is this managed?

Consider how the teacher ensures all the children are engaged in the lesson.

Describe how the teacher differentiates through tasks, questions or support for different children?

Observation of Phonics Teaching

The grid is designed to support the observation of trainees when teaching synthetic phonics and providing subject specific feedback.

Phase of Training	Tutor	Date	Year Group	Letters & Sounds Phase/Equivalent

QUESTION/PROMPT	MINIMUM STANDARD (3)	GOOD STANDARD (2)	HIGHER STANDARD (1)
Planning and Post-lesson Discussion			
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Teach			
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Other Comments
(e.g. use of assessment, support staff, trainee's subject knowledge)

Target
Following discussion with your support / lead mentor, and based on the feedback above, please agree and identify an appropriate target

QTS Standards Progress - End of Phase

Please complete this at the end of your placement and return to the office.

Phase of Training	Tutor	Date	Year Group	Letters & Sounds Phase/Equivalent

Please highlight the statements below:

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> *Orange - I feel that I have achieved this to an extent.*
> *Red - I don't feel that I have achieved this.*

Standard 2   Promote Good Progress and Outcomes by Pupils

☐ I can evaluate children's learning in phonics

☐ I can apply understanding of the Simple View of Reading to the teaching of reading and writing

☐ I can recognise the importance of phonemic awareness as a foundation to applying phonics successfully

☐ I can talk about the impact of your teaching on a child's reading progress

☐ I can discuss phonics and early reading with peers

Standard 3   Demonstrate Good Subject and Curriculum Knowledge

☐ I know and understand the alphabetic code

☐ I can articulate phonemes clearly and accurately

☐ I understand and use terminology of phonics

☐ I can evaluate experience of different schemes and programmes

☐ I can apply knowledge of good phonics teaching to use a school's phonics programme effectively

☐ I can match decodable texts to children's ability

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Standard 6   Make accurate and Productive Use of Assessment

- [ ] I can assess a child's phonics knowledge
- [ ] I can refer to the Year 1 Phonics Screening Check
- [ ] I monitor progress in phonics and use to plan subsequent phonics lessons
- [ ] I am able talk about the impact of your teaching on a child's reading progress
- [ ] I utilise target support and interventions to boost phonics and early reading progress

Self Evaluation - End of Phase 4 /5

Please complete this at the end of your placement and return to the office.

Please highlight the statements below:

Green – I feel that I have achieved this.
Orange – I feel that I have achieved this to an extent.
Red – I don't feel that I have achieved this.

☐ I understand what constitutes best practice in the learning and teaching of synthetic phonics

☐ I can analyse a phonics program used in school and consider how it supports assessment and progression to plan for progression in a systematic way.

☐ I can observe and plan the teaching of phonics and track, record and discuss progress

☐ I have developed my knowledge of a range of synthetic phonics schemes and the need to embed them in my classroom practice

☐ I feel able to plan and teach a series of synthetic phonics lessons

☐ I have developed my understanding of the application of synthetic phonics for reading and spelling focusing on segmenting for spelling skills.

How would you rate this phase?
Please tick one of the below

☐ Very good

☐ Good

☐ Satisfactory

☐ Unsatisfactory

Further Comments
Please identify a key strength in your phonics teaching and an area for development

Appendices

Record of Phonics Teaching

Please complete this at the end of your placement and make the information available to the Director on request.

School	Year Group(s) taught	Phase(s) taught	Scheme(s) used
Phase 1			
Phase 2			
Phase 3			
Phase 4			
Phase 5			

Phonics Lesson Plan

Year Group		Date	Number in group

NC/EYFS objective:	Letters and Sounds phase: (or equivalent)	Phoneme/Grapheme to be taught:

Teaching Standards Objective / Target:

Learning Objective	Differentiated Success Criteria

Likely Misconceptions	Resources

Revisit and review	
Teach	
Practise	
Apply	

Assessment: *include summary of children's speaking and listening skills.*	Evaluation: *include your peers' or teacher's comments here*

Observation of Phonics Teaching
(Letters & Sounds Phase 1)

The grid is designed to support the observation of trainees when teaching synthetic phonics and providing subject specific feedback.

Phase of Training	Tutor	Date	Year Group	Letters & Sounds Phase/Equivalent
				1

QUESTION/PROMPT	MINIMUM STANDARD (3)	GOOD STANDARD (2)	HIGHER STANDARD (1)
Planning and Post-lesson Discussion			
Are the learning objectives appropriate for the session taking into account the developmental needs of the children?	The trainee is clear about what the children will learn within the session.	The trainee has planned learning within the session around an appropriate learning objective.	The trainee has planned for the progression of learning within a sequence of sessions and can provide a justification
Are assessment for learning opportunities built into the session?	There are some assessment for learning opportunities built into the session	There's clear evidence of assessment for learning opportunities being used in the session	Assessment for learning is used to inform future planning
Is the trainee able to discuss individual children's progress?	The trainee is able to discuss children's learning	The trainee is able to discuss children who had difficulties and those who excelled.	The trainee is able to discuss children who had difficulties and those who excelled and to identify next steps for them.
Can the trainee plan for progression at a range of levels?	The trainee is able to plan a discrete session for a small group based on 1 or more aspects from Phase 1.	The trainee provides opportunities for developing phonic awareness in both adult led and child initiated play-based learning.	The trainee plans creative learning opportunities in a range of areas of provision building clearly upon on the skills covered in previous adult led activities.
Lesson Observation *Review and Revisit*			
Does the trainee model and support good listening and speaking skills?	The trainee is aware of the need to listen carefully to encourage talking and demonstrates this is in their practice.	Students actively encourage children to talk and listen. They consciously model these skills	Students listen carefully to encourage children to talk, model good listening and provide good models of spoken English.
Are all children encouraged to listen attentively and contribute confidently at their own level?	All of the children are encouraged to contribute.	Children are encouraged to contribute at an appropriate level.	Children are encouraged to contribute at their level with appropriate differentiation for the less able and more able. Additional adults contribute to the learning and/or assessment.
Does the trainee enable children to develop and extend their vocabulary through opportunities to speak to a range of adults and children?	The trainee is aware of the need to plan for opportunities for children's talk with the purpose of extending their vocabulary.	In small group work, student's enable children to speak confidently and use a developing range of vocabulary. They are also aware of their role in supporting talk in the wider environment?	The trainee enables children make the most of planned and incidental opportunities to speak confidently to others and provides resources and experiences which enrich and enlarge children's vocabulary.
Does the trainee provide opportunities for children to discriminate phonemes and orally reproduce them through songs, games and rhymes?	The trainee is aware of the need to support children in developing the skills of phoneme discrimination.	The trainee plans for activities which enable children to discriminate phonemes.	The trainee provides well planned, purposeful activities and experiences which enable children to learn and practice phoneme discrimination at the appropriate level.
Does the trainee provide opportunities for children to reproduce audibly the phonemes they hear, in order, all through the word and use sound talk to segment words into phonemes – *where appropriate*	The trainee is able to plan for children to sound words out using oral segmenting	The trainee is able to plan for and support the children in developing the skills of oral segmenting.	The trainee provides systematic, well planned, purposeful activities and experiences which enable children, where appropriate, to hear and say the sounds in order all through the word, segmenting orally. They are able to model this appropriately.

QUESTION/PROMPT	MINIMUM STANDARD (3)	GOOD STANDARD (2)	HIGHER STANDARD (1)
Is it kept active and well paced?	The student's input attempts to be well paced and active.	The input is well paced and active.	The input is well paced and active.
Does the trainee optimise planned assessment opportunities?	The trainee is able to ask questions which focus on learning.	The trainee is able to ask differentiated questions which help children to focus on their learning.	The trainee uses observations and well differentiated questioning to assess children's learning and is able to act on this in the session.
Is the articulation of phonemes correct?	The trainee demonstrates the correct articulation of phonemes some of the time	The trainee demonstrates the correct articulation of phonemes most of the time	The trainee demonstrates the correct articulation of phonemes consistently
Does the trainee ensure children articulate phonemes themselves?	The children practise articulating phonemes	The children practise articulating phonemes and the trainee addresses any incorrect articulation.	The children practise articulating phonemes and the trainee addresses any incorrect articulation and if necessary uses this to inform future planning
Is there evidence of new learning, not just consolidation?	The trainee has planned for new learning.	The trainee shares new learning with the children.	Children are clear about what they are learning.
In Independent Learning Activities			
Do children have opportunities to apply their phonic knowledge and skills in reading mark making in literate learning environment	The trainee provides opportunities for children to apply their phonic knowledge and skills in reading and mark making in a range of areas of continuous provision.	The trainee actively supports children's learning and models how to apply phonic knowledge and skills in reading and mark making in a range of areas of continuous provision.	The trainee actively supports children's learning by engaging them in creative and developmentally appropriate experiences modelling a range of applications phonic knowledge and skills in reading and mark making. Appropriate differentiation is evident.
Throughout the Session			
Is the session multi-sensory, fun and interactive but tightly focused on the learning objective?	The trainee incorporates multi-sensory interactive activities.	The trainee incorporates fun, multi-sensory interactive activities which are designed to support the learning objective.	The trainee incorporates fun, multi-sensory interactive activities which effectively support the learning objective.

Other Comments
(e.g. use of assessment, support staff, trainee's subject knowledge)

Target
Following discussion with your support / lead mentor, and based on the feedback above, please agree and identify an appropriate target