



Phonics Monitoring Prompts

Class:	Teacher:	
Date:	Observer:	
Phonics is promoted as the prime approach to decoding. There is a focus on teaching children to read printed words by identifying and blending individual phonemes, from left to right all through the word.		
The cumulative nature of the school's SSP programme is evident in a Revisit/Review section of the core phonics session. This session includes daily revisit and review of previously taught GPCs and common exception words.		
Direct teaching with extensive teacher-child interaction is evident.		
There are clear routines so minimum time is spent explaining new activities.		
All children can clearly hear/see the teaching input or the object(s) being used to support the teaching.		
The articulation of phonemes is correct and children are encouraged to articulate phonemes accurately themselves (without pronouncing the schwa).		
A multi-sensory approach is used to teach phonic knowledge and skills but teaching is firmly focused on the phonic learning goal.		
All children are engaged in the core phonic session and motivated to learn.		
There are opportunities in the core phonics session for pupils to practise using known phoneme-grapheme correspondences for reading and spelling.		

<p>There are opportunities to apply phonic knowledge and skills in the core phonics session (including through dictation of sounds, words and sentences) so that there is application at the point of learning.</p>	
<p>There is good pace to the session.</p>	
<p>Teachers have a clear understanding of the expectations of children's progress.</p>	
<p>There is evidence of assessment being used to inform teaching and learning.</p>	
<p>Learning of common exception words (that do not conform completely to grapheme/phoneme correspondence rules) is systematic and cumulative. Teachers explicitly teach common exception words by drawing children's attention to the part of a word that makes it an exception word.</p>	
<p>Pupils practise decoding by reading texts closely matched to their level of phonic attainment. These books do not require them to use alternative strategies to read unknown words.</p>	
<p>There is evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities, across the areas of learning, indoors and out.</p>	
<p>There is evidence that handwriting is linked to the phonics programme and at first, children are not be taught to join letters or to start every letter 'on the line' with a 'lead-in'. (Children may be taught to join the letters in digraphs, but this is optional and children may be taught simple exit strokes for letters that end 'on the line' (a, d, h, i, k, l, m, n, t, u)).</p>	
<p>Rigorous tracking is evident and additional support is designed to accelerate pupil progress for pupils who are working below age-related expectations and pupils who are at risk of falling behind.</p>	