Reflecting on the Teaching and Learning Cycle:

Are parents informed about the SVoR and the Teaching & Learning Cycle?

Teacher-led: 'Revisit and review' alphabetic code - quick-fire/interactive

How little and often is quick-fire 'Revisit and Review'?
Is it systematic and incidental several times a day?

How well organised is the teacher-led introduction?
Is it supported by an Alphabetic Code Chart?

Teacher-led: 'Introduce' focus letter/s-sound correspondence and model three core skills

Pupil-practice: 'Independent reading' with cumulative, decodable books

How supportive and informative is the main phonics visual display wall?

Is intervention in line with the main phonics teaching?

Does the school have cumulative, decodable reading books?

Do learners practise their own skills?

Pupil-practice: 'Apply and extend' new learning at sentence and text level

Are learners engaged with their own assessment?
Do they have their own hard-copy resources in phonics folders and/or books?

How is spelling instruction continued throughout the school?
Do activities raise awareness about spelling word banks?

Pupil-practice: 'Learn' focus code and apply at word level

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