

English Feedback Prompts

Please refer to the English section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

English Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the National Curriculum, the EYFS Framework and current research.

Key Idea:	What to look for
Spoken Language	➤ Are they using structured and purposeful paired talk, group talk (with a focus on exploratory talk) or dialogic talk to support children's spoken language and learning? ➤ Are they modelling correct forms of standard English where appropriate? ➤ Do they teach subject specific vocabulary and provide children with the opportunity to apply it? ➤ Do they provide a language-rich environment to widen children's spoken vocabulary and enrich their understanding of the world? ➤ Do they highlight and model grammatical structures in spoken language and provide opportunities for children to practise/apply in speaking and writing?
Reading	
<i>Phonics</i>	➤ Please use the SSP phonics prompts found on the SSP phonics observation proforma
<i>Reading Comprehension</i>	➤ Do they share and discuss a wide range of high-quality literature with children for example, fiction, poetry, plays, multimodal texts, non-fiction? ➤ Do they teach, including the use of questioning to develop children's contextual understanding and comprehension? ➤ Do they deepen children's vocabulary through exposure to, discussion of and application of new vocabulary? ➤ Do they develop children's complex reading comprehension skills (literal, inference, evaluative) using different strategies including questioning and drama?
Writing	➤ Do they model clear handwriting in line with the school's handwriting policy? ➤ Do they explicitly teach children how to spell and use dictionaries to support spelling? ➤ Do they provide opportunities for children to orally rehearse and discuss their ideas and writing? ➤ Are they encouraging children to read back and check their writing? ➤ Do they teach children to plan, edit and redraft their writing? ➤ Do they teach children to use varied and rich vocabulary in their writing? ➤ Do they encourage children to consider purpose and audience? ➤ Do they teach children to write a range of text types and genres? ➤ Do they teach children how to demarcate sentences correctly? ➤ Do they use correct grammatical terminology in their teaching
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?) E.g. Use talk partners before writing in order to support children's independent writing by providing children with time to discuss and rehearse their ideas before writing.	