

Phonics Feedback Prompts Nursery

Please refer to the English section - Reading and Phonics sessions 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 National Curriculum (2013) or KS1 /2, EYFS Framework (2025) and curriculum Reading framework 2023

Teaching of Reading 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 current policy frameworks and research.

Key Idea:	What to look for
Planning and preparation	➤ The lesson links to wider learning i.e., other areas of learning and wider principles of EYFS curriculum. ➤ Indoor and outdoor space is used to support learning. ➤ Physical resources are used to support learning. ➤ If appropriate include activities that develop phonemic awareness / oral blending ➤ Planned activities are an appropriate length of time ➤ All necessary resources are ready and to hand: objects, pictures, name cards etc
Revisit and review	➤ Children are encouraged to listen attentively to previously introduced sounds.
Teach	➤ Aspect of phase one/ Foundations for Learning are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting. ➤ The practitioner teaches the activities with enthusiasm and energy ➤ Children are encouraged to reproduce audibly the sounds or phonemes that they hear, in order and through the word. ➤ Use a range of puppets and small-world characters, images and props.
Practise	➤ Phonics is embedded in a language-rich environment. ➤ There are opportunities for oral blending and segmenting. ➤ Children have opportunities to explore sounds throughout the day and in different contexts e.g. in a range of distinct areas that support children's play
Assessment	➤ All children are able to see the practitioner ➤ All children are encouraged to join in ➤ Specific praise is used to encourage and motivate children to respond
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 a range of sounds that children can distinguish between, so children can begin to experience sounds and rhythms or patterns of sound by planning to use rhythm and rhyme in speech and songs	