

## Phonics Feedback Prompts Reception and KS1

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                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Revisit and review                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>➤ The Associate Teacher ensures that children revise and consolidate earlier learning.</li> <li>➤ The lesson intent made clear.</li> <li>➤ All children can see/hear.</li> <li>➤ Phonemes are articulated clearly and correctly.</li> </ul>                                                                                                                                                                  |
| Teach new learning                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>➤ New learning is clear.</li> <li>➤ New phonemes, digraphs and or trigraphs are introduced.</li> <li>➤ The Associate Teacher models blending and segmenting.</li> <li>➤ The Associate Teacher introduces / revisits common exception words (tricky words).</li> <li>➤ Learning is contextualised.</li> <li>➤ All children are actively involved in speaking and listening.</li> </ul>                        |
| Practise and revise new learning                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>➤ The strategies applied are interactive fun and multisensory.</li> <li>➤ All children are engaged.</li> <li>➤ Adaptation is evident when appropriate.</li> <li>➤ Children articulate the phonemes correctly.</li> <li>➤ Children blend phonemes to read words and/or segment words into phonemes for spelling.</li> <li>➤ Children are given effective feedback.</li> <li>➤ Pace is appropriate.</li> </ul> |
| Apply new learning                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>➤ There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption.</li> <li>➤ The learning relates back to the Lesson Intent.</li> </ul>                                                                                                                                                                                           |
| Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>➤ The Associate Teacher has planned to present new knowledge in small steps.</li> <li>➤ The Associate Teacher uses scaffolding and support for all learners.</li> <li>➤ Independent learning is encouraged.</li> <li>➤ Clear models and examples are used to support pupil progress.</li> </ul>                                                                                                              |
| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>➤ The Associate Teacher checks for understanding.</li> <li>➤ Questioning is used to good effect.</li> <li>➤ Children are scaffolded / challenged as appropriate</li> </ul>                                                                                                                                                                                                                                   |
| <p><b>Target Setting:</b> At least one subject specific target should be set following an observation. This should include <b>what is the next step (to support Associate Teacher progress)</b>, <b>why this is important (impact on pupil progress)</b>, and <b>how will this be achieved (what actions are needed?)</b></p> <p><b>E.g Articulate phonemes correctly to ensure children are able to blend accurately by modelling this process clearly .</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |