## **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?

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

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

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

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

Does the school have cumulative, decodable reading books?

Is intervention in line with the main phonics teaching?

Do learners practise their own skills?

Do learners practise and extend their core skills with cumulative, plain sentences and texts?

Pupil-practice:

'Apply and extend'

new learning at sentence

and text level

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