

Target-setting in phonics – an exemplar. The area for development statements and target statements in columns 1 and 2 are taken from the phonics Lesson Observation grid. (I=inadequate; RI= requires improvement; G=good; O=Outstanding)

Area for development	Target statement	Strategies	Mentor actions	Trainee actions	Success Criteria
The trainee does not demonstrate the correct articulation of phonemes (I) The trainee demonstrates the correct articulation of phonemes some of the time (RI)	The trainee demonstrates the correct articulation of phonemes most of the time (G)	Focused observations of good/outstanding phonics teaching. Use online resources to practise articulation of phonemes	Identify incorrect articulation. Facilitate appropriate observations. Direct to online resources.	Revisit BG based training materials and access online resources, demonstrating correct enunciation. During focused observation, practise enunciation with the children, identifying phonemes which cause particular difficulty.	Enunciates phonemes accurately and confidently during teaching.
The trainee teaches the skills of segmenting and/or blending as part of the lesson (RI)	The trainee teaches and models the skills of segmenting and /or blending as part of the lesson (G)	Observe how good/outstanding teachers of phonics model blending and segmenting.	Facilitate appropriate observations. Monitor planning.	Identify modelling of blending and segmenting on planning. Use these skills appropriately during teaching.	Successful modelling will result in the children making progress in their use of blending and segmenting.
The trainee plans opportunities for and models how to apply their phonic knowledge and skills in reading and writing activities in this or subsequent sessions / enhanced provision. (G)	The trainee plans opportunities for and models how to apply their phonic knowledge and skills in reading and writing activities in this or subsequent sessions / enhanced provision. Appropriate differentiation is evident. (O)	Review teacher's planning, identifying how this has been differentiated to meet the needs of all the children in the class/group.	Explain justification for planning decisions and how this supports pupil progress.	Use assessment to identify pupil needs, from one lesson to the next and within a lesson. Differentiate own planning appropriately in order to support pupil progress.	Planning and teaching shows evidence of how assessment informs differentiation, resulting in evidence of pupils making good progress.