Coaching Checklist

See
Say
Write

#	Subject	Item	Reason	Yes / No / N/A
1.	Lesson preparation	Staff have loaded the correct video lesson in preparation	To maximise student learning time	
		Staff have distributed the books and opened them to the right page in preparation (or done so by the end of the video lesson intro song)	To maximise student learning time	
		Staff ensures that students have sharpened pencils before the lessons begins	To maximise student learning time	
2.	Sound Flashcards and Sound Displays	If students filter into the classroom (e.g. on return from a break), staff seize the spare time by using the Flashcards or Sound Displays	To revise sounds/vocabulary and make an informal assessment	
3.	Student readiness	Staff set high expectations of student behaviour	To establish a good learning environment	
		Students are sitting correctly and disruptive behaviour is addressed appropriately	To establish a good learning environment	
		Staff display enthusiasm and get the children excited to start a new video lesson	To foster a love of learning and increase engagement	
		No time has been wasted before starting the video lesson (e.g. children waiting while staff find/load the correct video lesson)	Ensuring maximum student learning time	
4.	Revision	**Applicable only for Set 2 and 3** During the revision section of the video, staff are monitoring students for mispronunciation or forgotten vocabulary. Staff either pause the video to correct mistakes, or write a note of which students struggled with which sounds	To identify forgotten sounds for immediate correction or later revision	
5.	Introducing the sound	When the *sound* is introduced, staff are checking/detecting for student mispronunciation. If students are unfamiliar with the sound, staff pause the lesson to quickly check and correct students' pronunciation	To guarantee correct pronunciation	
6.	Introducing the letter	When the *letter* is introduced in the video, students are pointing to the sound and saying it out loud when it is revealed; if not, staff are prompting/encouraging the children to do so	To guarantee engagement	
7.	Handwriting	When students are shown how to *handwrite* the letter, staff are checking and correcting students who are forming the letter incorrectly. If required, the video is paused to reinforce the correct handwriting	To guarantee correct letter formation	
		When the students are handwriting the letters in their books, staff are circulating the room to check/correct letter formation	To guarantee correct letter formation	
		Staff are reinforcing positive behaviour when students handwrite the letter correctly (e.g. by drawing a smiley face on their page)	To foster a love of learning and increase engagement	
		Students who finish handwriting early are given a constructive task (e.g. continuing to practice on a blank piece of paper) while waiting for the other students	To increase engagement and practice time	

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8.	Vocabulary	Staff model the vocabulary "action"	To increase engagement	
		Applicable mostly for Set 2 and 3 When the vocabulary words are segmented (e.g. "p" + "ay" = "pay"), staff are checking/correcting student's segmentation. Staff pause the video to reinforce segmentation as needed	To ensure children make the connection between sounds and words	
		When students are handwriting the vocabulary words, staff are circulating to reinforce segmentation, checking/correcting letter formation, and reinforcing correct work/behaviour (e.g. by drawing a smiley face on their work)	To guarantee high student output	
9.	Sentence making	During sentence making, staff are mirroring the actions	To increase engagement	
10.	Grammar	Ideally, after sentence making, staff pause the video to introduce grammar (e.g. forming an overhead point to signal a capital letter, and a forward punch as a full stop)	To further students' learning	
11.	Behaviour management	Throughout, staff addressed behaviour issues when they occurred	To remove obstacles to learning	
		Throughout, staff encouraged students to focus if/when they were distracted	To guarantee students' learning	
12.	Sound Flashcards	Staff paused the video at relevant moments and used the flashcards appropriately	To revise sounds, to enhance learning or improve engagement	
		Staff had pre-prepared the flashcard deck correctly, so only previously-taught sounds were used	To prevent confusion (in using untaught sounds)	
13.	Sound Displays	The relevant Sound Display sheets are placed in an appropriate, visible location in the classroom	So the sheets can be easily used for revision	
		The relevant Sound Display is added to the wall at the end of the lesson. Staff frame it as an exciting reward or achievement	To increase engagement and encourage motivation to "collect" the rest of the sounds	
14.	Progress Tracker	Staff have, historically, assessed students on the required dates, as decided by school leadership [This may not be applicable]	To track progress effectively	
		Staff are able, when asked, to use the graphs identify student outliers	To target students for intervention/additional attention	
		Staff are able to explain the additional support they have offered to students who are progressing at a slower rate than the class average	To ensure students aren't left behind	
		Staff are able to filter the excel data effectively (i.e. applying filters to the date and letter columns)	To understand the most appropriate sounds for revision	
		Staff are able, when asked, to explain when/how they have used the progress tracker to target learning (e.g. revising specific sounds in class)	To ensure children are meeting literacy standards	