



## The 30:30 Multi-Sensory Literacy Lesson – Tutor Checklist

| Alphabet/Phonological Awareness (5 mins)   | Comments |
|--|----------|
| <ul style="list-style-type: none"> <li>✓ Are alphabet markers out? (placed either by pupil/tutor).</li> <li>✓ Are models available if needed, e.g. alphabet quartiles, halves etc. to support sequencing?</li> <li>✓ If the pupil is secure, has the arc been set out before the lesson?</li> <li>✓ Does the pupil look at, say the letter name or sound and touch each letter <b>SIMULTANEOUSLY</b>?</li> <li>✓ Are you addressing issues with orientation?</li> <li>✓ If working on rhyme/alliteration, are you doing this orally? (e.g. <u>tell me</u> another word that rhymes with, starts with, etc.</li> <li>✓ Have you included activities on identifying sounds or syllables</li> <li>✓ Have you spent no more than 5 minutes on this section?</li> </ul> |          |
| Reading and Spelling Packs (5 mins)  | Comments |
| <ul style="list-style-type: none"> <li>✓ Have both reading and spelling cards been practised?</li> <li>✓ When doing reading card, is the pupil saying either the sound(s) the grapheme makes or the sound and clue word?</li> <li>✓ When doing the spelling is the pupil writing the just the grapheme for the sound (not the clue word)?</li> <li>✓ Are all graphemes on the spelling card practised?</li> <li>✓ Have the concept cards been practised?</li> </ul>  |          |
| New Learning (8 mins)  | Comments |
| <ul style="list-style-type: none"> <li>✓ Have you introduced/recapped just one new grapheme, tricky word or concept?</li> <li>✓ If recapping, have you expanded the previous new learning activity?</li> <li>✓ Have you introduced the new learning using a discovering learning approach?</li> <li>✓ Have you made a new reading card, tricky word card or concept card?</li> <li>✓ Have you shown the pupil how to form the new grapheme?</li> <li>✓ Have you made a new spelling card?</li> </ul>   |          |
| Reading and Spelling in Structure (5 mins)   | Comments |
| <ul style="list-style-type: none"> <li>✓ Have you used the 'Words and Sentences in Structure' document to select relevant words and sentences?</li> <li>✓ Were your words and sentences for reading prepared in advance.</li> <li>✓ Did you use the "Words and Sentence Grid"?</li> <li>✓ Did the pupil use their exercise book for the word spelling and dictation?</li> <li>✓ Did the pupil write at least one sentence as part of the dictation task?</li> <li>✓ Did you provide targeted praise?</li> <li>✓ Did you support letter formation and model where necessary?</li> </ul>   |          |
| Supported Reading (5 mins)   | Comments |
| <ul style="list-style-type: none"> <li>✓ Did you select an appropriate passage or book?</li> <li>✓ Did you shadow read to support decoding when the pupil was struggling.</li> <li>✓ Did you ask them to tell you a couple of facts, pieces of information from what they read?</li> </ul>   |          |
| Review (2 mins)  | Comments |
| <ul style="list-style-type: none"> <li>✓ Have you asked the pupil to reflect on different parts of the lesson and what has been learnt?</li> <li>✓ Have you asked what strategies have helped your pupil learn?</li> <li>✓ Have you given positive, constructive feedback?</li> </ul>  |          |