

Tutor Checklist for Multi-Sensory Lesson 1	
Alphabet Arc and Phonological Awareness	Comments
<ul style="list-style-type: none"> ✓ Have you checked previous learning? (revision) ✓ Are alphabet markers out? (placed either by pupil/tutor). ✓ Are models available, e.g., alphabet quartiles, halves etc. to support sequencing. ✓ Does pupil look at, say letter name or sound and touch each letter SIMULTANEOUSLY? ✓ Are you addressing issues with orientation? ✓ If working on rhyme/alliteration, are you doing this orally? (e.g., <u>tell me</u> another word that rhymes with, starts with, etc. Don't confuse them by showing words using graphemes they have not covered yet. Tune them in to <u>hear</u> rhyme/alliteration first! (phonological awareness) ✓ Be specific with your target – don't try to cover too much! ✓ Have you spent no more than 5 minutes on this section? 	
Discovery Learning	
<ul style="list-style-type: none"> ✓ Have you planned either a visual, auditory or kinaesthetic activity to help your pupil "discover" the new focus? ✓ Have you reinforced the focus through another channel? ✓ If showing your pupil words, do they follow the progression identified from the assessment tool? Remember to only focus on words with graphemes you have already covered or are securely embedded. ✓ Have you spent no more than 5 minutes on this section? 	
Reading/Concepts	
<ul style="list-style-type: none"> ✓ Have you made a new reading card? ✓ If appropriate, have you created a tricky word card or new concept card? ✓ Have you practised the reading, tricky word & concept card packs? (including the newly made card) ✓ Have you prepared words with the new grapheme for the pupil to read? ✓ Have you spent no more than 7 minutes on this section? 	
Spelling and Writing	
<ul style="list-style-type: none"> ✓ Have you provided opportunities to practice letter formation using multi-sensory techniques, e.g., SOS, sand tray, glitter glue, playdoh, pipe cleaners etc? ✓ Are you teaching cursive letter formation, if appropriate? ✓ Have you made a new spelling card or tricky word card? ✓ Have you practised the spelling card pack? ✓ Has the pupil practised writing words with the new grapheme? ✓ Have you spent no more than 7 minutes on this section? 	
Memory or Visual Processing Game	
<ul style="list-style-type: none"> ✓ Does your activity focus on either memory or visual processing? ✓ Have you planned a fun & engaging activity? ✓ Have you asked your pupil what strategies they are using to help them remember or process information? ✓ Do you (sometimes) model what helps you to remember? ✓ Have you spent no more than 3 minutes on this section? 	
Review	
<ul style="list-style-type: none"> ✓ Have you asked the pupil to reflect on different parts of the lesson and what has been learnt? ✓ Have you asked what strategies have helped your pupil learn? ✓ Have you given positive, constructive feedback? ✓ Have you spent no more than 3 minutes on this section? 	

Tutor Checklist for Multi-Sensory Lesson 2	
Alphabet Arc and Phonological Awareness	Comments
<ul style="list-style-type: none"> ✓ Have you checked that your pupil has remembered previous learning? (revision) ✓ Are alphabet markers out? (placed either by pupil/tutor). ✓ Are models available, e.g., alphabet quartiles, halves etc. to support sequencing. ✓ Does pupil look at, say letter name or sound and touch each letter SIMULTANEOUSLY? ✓ Are you addressing issues with orientation? ✓ If working on rhyme/alliteration, are you doing this orally? (e.g., <u>tell</u> me another word that rhymes with, starts with, etc. Don't confuse them by showing words using graphemes they have not covered yet. Tune them in to <u>hear</u> rhyme/alliteration first! (phonological awareness) ✓ Be specific with your target – don't try to cover too much! ✓ Have you spent no more than 5 minutes on this section? 	
Concept Cards	
<ul style="list-style-type: none"> ✓ Has the pupil practised the concept card pack? ✓ Have you spent no more than 3 minutes on this section? 	
Reading	
<ul style="list-style-type: none"> ✓ Has the pupil practised the reading card pack? ✓ Has the pupil practised reading the tricky word cards? ✓ Have you prepared words and sentences for reading from the Sets Words and Sentences document or created your own? Have you included tricky words that your pupil is familiar with or working on? ✓ Have you spent no more than 7 minutes on this section? 	
Spelling and Writing	
<ul style="list-style-type: none"> ✓ Has the pupil practised the spelling card pack? ✓ Has the pupil practised spelling the tricky word cards? ✓ Have you prepared words and sentences for dictation from the Sets Words and Sentences document or created your own? Have you included tricky words that your pupil is familiar with or working on? ✓ Have you spent no more than 7 minutes on this section? 	
Memory or Visual Processing Game	
<ul style="list-style-type: none"> ✓ Does your activity focus on either memory or visual processing? ✓ Have you planned a fun & engaging activity? ✓ Have you asked your pupil what strategies they are using to help them remember or process information? ✓ Do you (sometimes) model what helps you to remember? ✓ Have you spent no more than 3 minutes on this section? 	
Review	
<ul style="list-style-type: none"> ✓ Have you asked the pupil to reflect on different parts of the lesson and what has been learnt? ✓ Have you asked what strategies have helped your pupil learn? ✓ Have you given positive, constructive feedback? ✓ Have you spent no more than 3 minutes on this section? 	