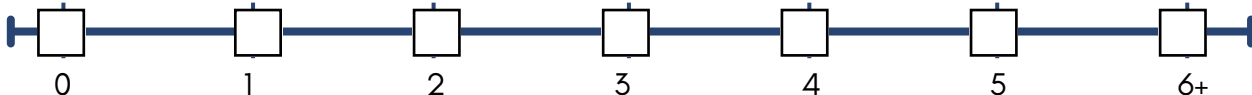
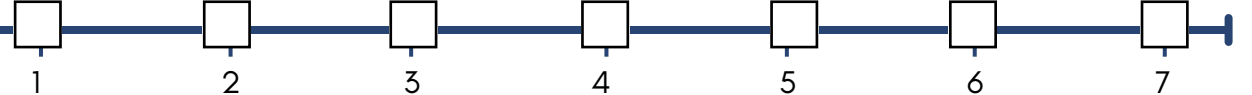


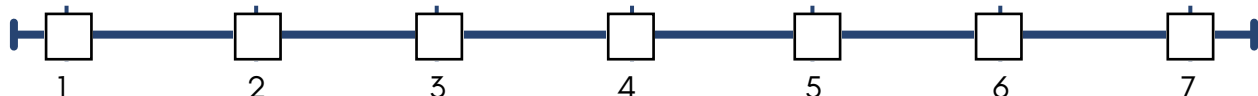
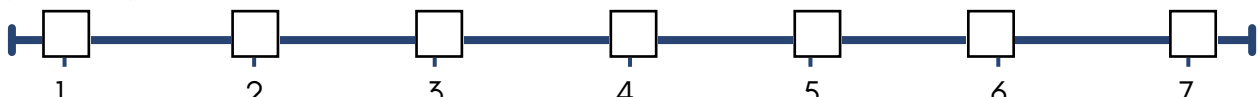
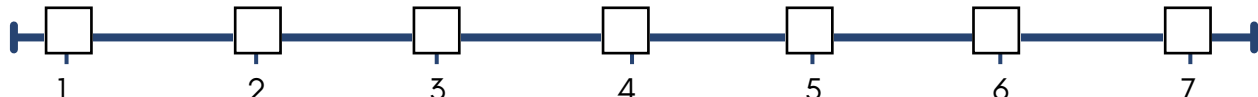
Educator name: _____ Date / Time: _____

Other adults: _____ Observer: _____

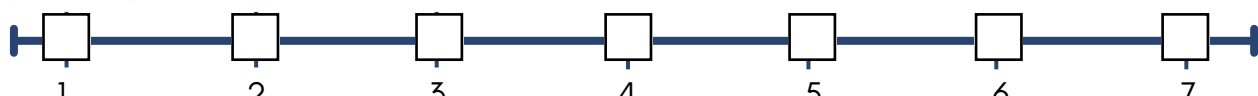
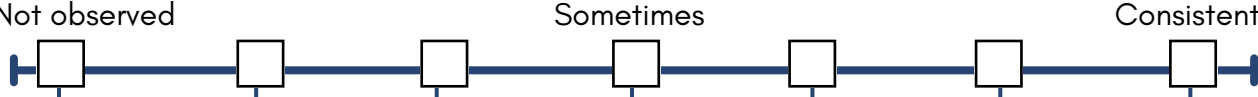
Students: _____

Evidence	NA	Comments/Examples
How many times per week does working with letters, sounds and words happen for all students in this classroom? If any student has fewer opportunities, please indicate this in comments.		
Number of times: 	☐	
ALL students have an individual communication system that meets their needs		
Not observed 	☐	
Students are given autonomy to participate in activities and generate language (e.g. not hand-over-hand)		
Not observed 	☐	
Each student has opportunities to initiate, not just respond.		
Not observed 	☐	

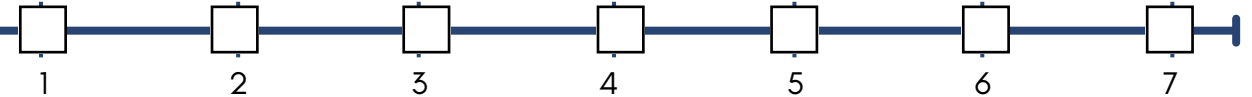
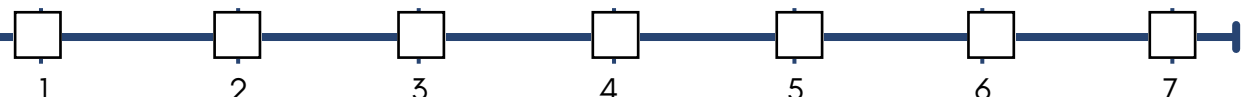
Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
During working with letters, sounds and words activities, comments and language are modelled by educators using communication systems that are similar to student(s) individual systems.		
Not observed  1 2 3 4 5 6 7	☐	
Students are provided with adequate wait time and are encouraged to respond when the educator gives an invitation to participate.		
Not observed  1 2 3 4 5 6 7	☐	
Student communication attempts are recognised, responded to and (if appropriate) expanded on.		
Not observed  1 2 3 4 5 6 7	☐	
For emergent students, are letter names and the most common letter sound being referred to in all activities?		
Not observed  1 2 3 4 5 6 7	☐	

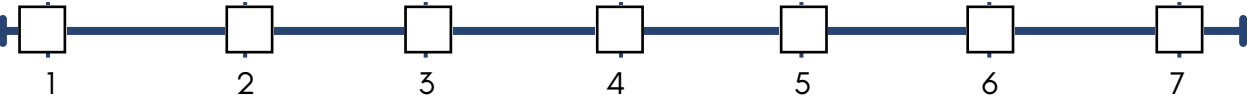
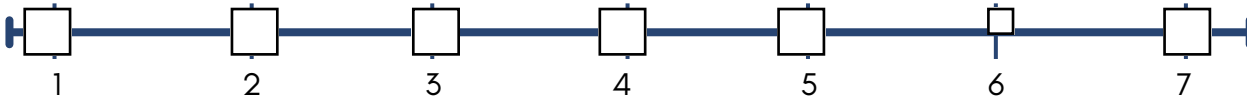
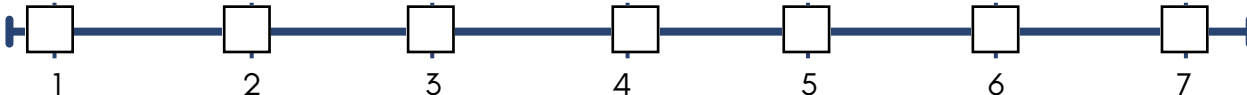
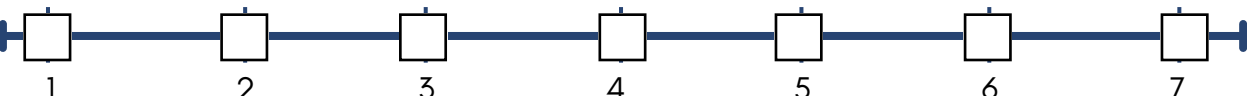
Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
For emergent students, are letter names and the most common sound also being explicitly referred to in writing and shared reading?		
Not observed Sometimes Consistently 	☐	
For emergent students, are letters and print also being referred to incidentally in the environment and in everyday activities?		
Not observed Sometimes Consistently 	☐	
Do emergent students have access to alphabet books of different types ie in alphabetic order, out of order, single letter?		
Not observed Sometimes Consistently 	☐	
For emergent students, do some alphabet activities provide an opportunity to experience letter shapes?		
Not observed Sometimes Consistently 	☐	

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Are all emergent students participating in letter sorts (for students who know less than 50% of the alphabet) or initial sound word sorts with no text (for students who know more than 50% of the alphabet) at least once per week?		
Not observed Sometimes Consistently 	☐	
Are there a range of different letters and sounds tasks across the week and the term, providing repetition with variety?		
Not observed Sometimes Consistently 	☐	
Are educators using personally negotiated mnemonics with students, such as food, people and actions, for difficult letters?		
Not observed Sometimes Consistently 	☐	
For students who know less than 50% of the alphabet, is there a focus on two or more letters per week?		
Not observed Sometimes Consistently 	☐	

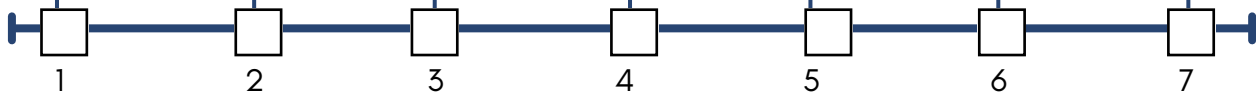
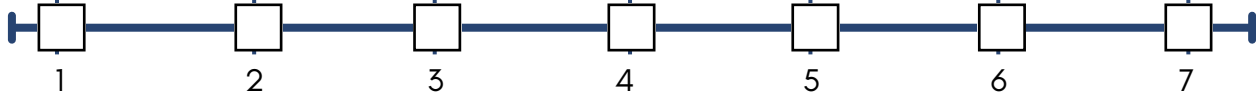
Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
For students who know less than 50% of the alphabet, has there been / is there a focus on letters in their names?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
Are all emergent students participating in activities with the whole alphabet each week, in addition to either letters of the week or EAIR?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
For students who know more than 50% of the alphabet, are they participating in the Explicit Alphabet Instructional Routine script with a letter per day and 5 letters per week?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	
For students who know more than 50% of the alphabet, are they participating in onset rime with a weekly word family?		
Not observed Sometimes Consistently  1 2 3 4 5 6 7	☐	

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Are transtional and conventional literacy learners who are reading words at a Year 4 level or below, participating in daily Word Wall instruction and phonics activities? (and the next three questions apply to these students too) Not observed Sometimes Consistently 1 2 3 4 5 6 7	☐	
Are these students doing daily activities with 5 new words for the Word Wall per week in weeks 1 - 7 of terms 1, 2 & 3 and daily consolidation activities in all other weeks? Not observed Sometimes Consistently 1 2 3 4 5 6 7	☐	
Are these students also being encouraged to use the Word Wall in individual writing? Not observed Sometimes Consistently 1 2 3 4 5 6 7	☐	
Are these students participating in daily phonics instruction, using either Systematic Sequential Phonics, Making Words or Nifty Thrifty Fifty as appropriate? Not observed Sometimes Consistently 1 2 3 4 5 6 7	☐	

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Are transitional and conventional students participating in Guess the Covered Word at least once a week?		
Not observed Sometimes Consistently 	☐	
Are transitional and conventional students participating in keyword sorts - visual, auditory or spelling - at least once a week?		
Not observed Sometimes Consistently 	☐	

Educator name: _____ Date / Time: _____

Summary and Additional Comments:

Based on the the handout "Working on Letters, Sounds and Words in our Classrooms" from Jane Farrall Consulting www.janefarrall.com and on the Working with Letters, Sounds and Words Self-Reflection and Observation Form from the Centre for Literacy and Disability Studies, Project Core www.project-core.com