

Writing a Phonics Lesson Plan for a Young Learner Class – Rubrics

sub-skills ability grades	Communication Skills Candidate's ability to write a lesson plan in English.	Theories to Practice Candidate's ability to apply the principles of systematic synthetic Phonics and early childhood education.	Strategies Candidate's ability to plan a synthetic Phonics lesson to meet the needs of young learners.	Resources Candidate's ability to choose appropriate resources to support the teaching of young learners.	Assessments Candidate's ability to include appropriate assessment techniques.
Above standard	*written plan is well-organised and logical.	*indicates the application of the principles of systematic synthetic Phonics throughout.	*includes effective strategies to meet the requirements of every stage.	*includes resources that are completely age-appropriate.	*includes comprehensive information on formative assessments.
	*written plan is generally free of grammatical and spelling errors throughout.	*indicates the application of the principles of early childhood education throughout.	*includes a good balance of age-appropriate strategies to meet the given aims.	*includes resources that fully support diverse learning needs.	*includes assessment strategies that are appropriate.
To standard	*written plan is mostly organised and logical.	*indicate the application of the principles of systematic synthetic Phonics most of the time.	*includes mostly effective strategies to meet the requirements of every stage.	*includes resources that are mostly age-appropriate.	*includes sufficient information on formative assessments.
	*written plan has one or more grammatical or spelling errors but these do not impede comprehension.	*indicates the application of the principles of early childhood education most of the time.	*includes an adequate balance of age-appropriate strategies to meet the given aims.	*includes resources that support diverse learning needs most of the time.	*includes assessment strategies that are mostly appropriate.
Almost to standard	*written plan is somewhat organised and logical.	*indicates the application of the principles of systematic synthetic Phonics sometimes.	*includes somewhat effective strategies to meet the requirements of every stage.	*includes resources that are somewhat age-appropriate.	*includes some information on formative assessments.
	*written plan has a few grammatical and spelling errors that may impede comprehension.	*indicates the application of the principles of early childhood education sometimes.	*includes some age-appropriate strategies to meet the given aims.	*includes resources that support diverse learning needs some of the time.	*includes assessment strategies that are somewhat appropriate.
Below standard	*written plan is lacking in clarity and organisation.	*indicates the application of the principles of systematic synthetic Phonics sparingly.	*includes strategies that are of little effectiveness to meet the requirements of every stage.	*includes resources that are lacking in age-appropriateness.	*includes limited information on formative assessments.
	*written plan has many grammatical and spelling errors that impede comprehension.	*indicates the application of the principles of early childhood education sparingly.	*includes limited age-appropriate strategies to meet the given aims.	*includes resources that rarely support diverse learning needs.	*includes assessment strategies that are rarely appropriate.