

# Reflecting on the Teaching and Learning Cycle:

Are parents **informed** about the **SVoR** and the **Teaching & Learning Cycle**?

Teacher-led:  
'Revisit and review'  
alphabetic code -  
quick-fire/interactive

How **little and often** is quick-fire 'Revisit and Review'?  
Is it systematic and incidental several times a day?

How **well organised** is the teacher-led introduction?  
Is it supported by an **Alphabetic Code Chart**?

Pupil-practice:  
'Independent reading'  
with cumulative,  
decodable books

How **supportive and informative** is the main phonics visual display wall?

Teacher-led:  
'Introduce'  
focus letter/s-sound  
correspondence and  
model three core skills

Does the school have **cumulative, decodable** reading books?

Is **intervention** in line with the main phonics teaching?

Do learners practise their **own** skills?

Do learners practise and **extend** their core skills with **cumulative, plain** sentences and texts?

Pupil-practice:  
'Apply and extend'  
new learning at sentence  
and text level

Pupil-practice:  
'Learn' focus code and  
apply at word level

Are learners **engaged** with their **own** assessment?  
Do they have their own **hard-copy** resources in **phonics folders** and/or **books**?

How is **spelling instruction** continued throughout the school?  
Do activities raise awareness about **spelling word banks**?