

Portfolio Evidence Tracker

1) Phonics			
Successfully structuring students' phonics learning so that students:			
	Aspect	Nature of evidence <i>Please indicate what the evidence is and where it can be found (if applicable)</i>	Date
1a	learn new SSCs		
1b	consolidate their knowledge of previously taught SSCs		
1c	apply their knowledge of SSCs to isolated sounds and words		
1d	apply their knowledge of several SSCs e.g., to sentence level tasks		
1e	demonstrate their SSC knowledge in assessments		

2) Vocabulary

Using the following approaches to developing students' vocabulary knowledge:

	Aspect	Nature of evidence <i>Please indicate what the evidence is and where it can be found (if applicable)</i>	Date
2a	taking account of word frequency in lesson planning		
2b	taking account of word classes in lesson planning		
2c	directed, pre-lesson vocabulary learning		
2d	using progressive tasks i.e., recognition -> meaning recall -> productive recall (all modes/modalities)		
2e	regular re-visiting (i.e., spaced practice) and use in multiple contexts		
2f	use of word families		
2g	information gap tasks		
2h	(extended) texts		
2i	assessments		

2j	opportunities for incidental learning		

3) Grammar			
Using the following approaches to developing students' grammar knowledge:			
	Aspect	Nature of evidence <i>Please indicate what the evidence is and where it can be found (if applicable)</i>	Date
3a	providing succinct explanations of new grammar features		
3b	comparing two grammar features with contrasting meanings / functions		
3c	initially practising the grammar features in reading and listening		
3d	providing extensive scaffolded production practice (speaking and writing)		
3e	gradually introducing meaningful, freer production practice		
3f	regular re-visiting (i.e., spaced practice)		
3g	doing information gap tasks, where production		

	of the target feature is essential to communicate meaning		
3h	periodic assessments that reliably test grammar knowledge		

4) Extending research-informed practice

In the classroom use of further areas of research-informed practice:

Aspect	Nature of evidence <i>Please indicate what the evidence is and where it can be found (if applicable)</i>	Date
<i>E.g. differentiation (SEND and/or more able)</i>		
<i>E.g. bespoke assessment (weekly, half-termly, termly)</i>		
<i>E.g. adaptations to resources for online teaching/learning</i>		
<i>E.g. adaptations to resources for extending and/or consolidating practice</i>		
