

## Professional Development Activity

### The Teaching of Early Reading, including Systematic Synthetic Phonics (S1, S3, S5, S6)

This task is relevant for those placed in KS2 or a year 2 class if regular phonics lessons are no longer timetabled. **To complete this task, KS2 trainees should be allowed to teach in a KS1 class for a full week of consecutive mornings. If the trainee is placed in a junior school, the task should be adapted to allow the trainee to teach a group of children who are not yet reading at age-related expectations with respect to word reading. This is likely to be in year 3.**

#### Professional Discussions - these should take place in week 1 (orientation week)

1. Find out from your KS2 class mentor if there are any children in your class who are below age-related expectations in reading. If you do, complete the following using pseudonyms. If there are no children in your class, find out if there are any KS2 classes this applies to and speak to that teacher.

Children with word reading barriers	Children with comprehension barriers	Children with both word reading and comprehension barriers

2. Are any of the children receiving intervention lessons? If so, find out details, for example, what particular GPCs are they secure with? What are they currently learning?
3. Discuss how the class teacher uses information from the intervention lessons and how teaching is adapted to support children in lessons across the curriculum where reading is required, for example, history lessons.
4. Observe and support at least 2 of the intervention lessons – you should do this in orientation week
5. Reflect – how will you use this information to adapt your teaching/resources in lessons so these children can develop increasing reading independence and confidence? Discuss this with you teacher mentor
6. **Speak to the teacher of Reception or KS1 and the English Coordinator** about Early Reading and find out how the school has responded to the recommendations of the Rose Review and the Simple View of Reading. You need to ask about and make notes on:
  - How word recognition is taught and what terminology is used with the children
  - How spoken language is developed
  - How reading comprehension is taught
  - What phonics scheme is utilised – and how
  - How the school uses assessment including the results of the Year 1 phonics test.
  - How reading for enjoyment is encouraged

## Self study

Familiarise yourself with the phonics scheme that is used in the school and the phonics-based reading scheme used. Arrange to borrow the teachers' handbooks.

**Observations** these should be carried out during induction week or as soon after that as possible - use one of the University observation pro-formas

- *at least* one consecutive discrete phonics session;
- *at least* one session where this phonic work is applied e.g. a guided reading session
- you should discuss your observations with the class teacher and reflect on what you have learned. You should focus your observations and discussions on how the lessons are planned and taught systematically building on prior knowledge and extending understanding.

**Planning, teaching and assessment: ideally teaching should be consecutive lessons with the same group. They could all be done in week 2 or spread over weeks 2 and 3 or 3 and 4**

Plan and teach *at least* FOUR discrete phonics sessions. These **must** be consecutive lessons which illustrate your ability to plan systematically for progression. They should also indicate your assessment and how this has informed your subsequent planning. Ask for support with at least the first lesson.

Plan and teach at least two guided reading sessions where you plan for children to **apply** their phonics skills and knowledge. Your planning should indicate how you have used assessment information on the children's phonics knowledge and skills and identified opportunities for the children to apply what has been taught and for you to ensure that all reading material is matched appropriately to children's reading attainment. **If your school does not do guided group reading, discuss with the KS1 teacher how she plans for children to apply their phonics skills and arrange to teach two of these lessons, with guidance.**

### 1. Feedback and reflection:

- You must evaluate all of these sessions and get informal feed-back from the class teacher. **At least one of your discrete phonics sessions must be formally observed.** (If your class teacher/mentor feels it necessary then more than one may be formally observed to support you in developing your skills and knowledge in this area).
- You must have at least one of your other lessons formally observed and the assessment of this must include comments on how you ensured the children applied their phonics skills and knowledge.

## Back in your KS2 Class

- Arrange to teach at least two intervention groups that are receiving intervention for **reading** (not spelling)
- Use the assessment data from any **reading** interventions to adapt your reading teaching/resources if necessary – **if you are in a class where there are no children working below age-related expectations for word reading, return to the class where there are and complete observations across a range of lessons to see how the reading needs of these children are met and developed**
- Ensure you give children receiving reading intervention opportunities to practise and apply what they have been learning

**NB:** This task is a minimum requirement. The school based mentor may decide that the trainee needs to gain more experience in order to demonstrate minimum competence. The review of evidence and the LJMU ITT tracker should help to inform this decision