

**PG Primary: Intensive Training and Practice (1)**

**Early Reading**

***Information for school partners and student teachers***

***“Reading is the gateway skill that makes all other learning possible”*** (Barack Obama: 2005)

***”Reading should not be presented to children as a chore, a duty. It should be offered to them as a precious gift”*** *(*Kate DiCamillo - children’s author)

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| Liverpool John Moores University |

# What is Intensive Training and Practice (ITaP)?

An ITAP is designed to give student teachers feedback on foundational aspects of the curriculum, where close attention and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas. Intensive training and practice should also build a powerful link between evidence-based theory and practice. This means that an ITAP will need to be led and supported by an appropriate range of experts. Because the main aim is to strengthen the link between evidence and classroom practice, some elements of ITAPs **must** take place in a school environment.

For further information please read: [ITT Market Review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999621/ITT_market_review_report.pdf)

**Why do ITAPs exist?**

There is a growing collection of evidence to support the value of practice-based teacher training; an approach to teacher training that emphasises the importance of neither knowledge nor practice alone, but the use of knowledge in practice. This underpins the model of ITAPs. Although there *are* opportunities to link theory and practice together during general teaching placements, the specific focus of an ITAP makes this link more obvious and gives greater opportunities for practice. The intention is to consolidate student teachers’ understanding of how the evidence base should shape their teaching practice, which is a concept that could be applied to any subject, phase or age range. Use of this model should also increase coherence between the theory that is taught and its practice in schools.

For further information please read: [Government Response to the ITT Market Review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1059746/FOR_PUBLICATION_Government_response_to_the_initial_teacher_training__ITT__market_review_report.pdf)

# Why is Early Reading an ITAP focus?

Part of the LJMU ITE vision is to develop reflective teachers who want to have an impact on our local schools and who are committed to social justice. Given the centrality of reading to educational success and general well-being, it is crucial that our teachers have the knowledge and skills to teach reading effectively. Evidence shows us that phonics plays a crucial part in teaching children the mechanics of learning to read (for example: Johnston and Watson 2005; Snowling and Hulme, 2005; Torgerson et al, 2006; DfES, 2006, EEF, 2021) and it has retained its importance in the policy of successive governments, as indicated by key publications (for example: DfES, 2006; DfE 2021 and 2023; Ofsted, 2014).

Our own assessment data indicates that student teachers are often worried about teaching early reading and lack knowledge at the beginning of their training yet r**esearch shows a clear link between effective teachers of reading and strong subject content and pedagogical knowledge which they employ at the planning, teaching and assessment stages (for example: Hattie, 2003; Coe, 2004)** For these reasons, all primary and early years student teachers undertake intensive training and practice (ITaP) in the teaching and learning of early reading**.** This allows them time, space and support to focus on developing their knowledge and skills in this key aspect of teaching.

# What does this mean for the university and school partners?

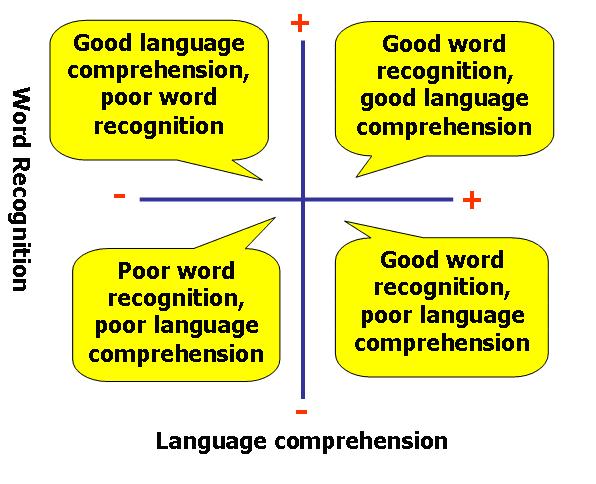
Universities and their school partners will work together to deliver the ITaPs and ensure that all student teachers make progress with respect to their knowledge of and application into practice in key areas. This will mean that student teachers will benefit from focussed days in university/centre-based training. These will be progressive and prepare students for planning, teaching and assessing in school by developing their knowledge of phonics, its related pedagogy, intended learning, the nature of published schemes and how to plan. School partners will support student teachers by facilitating them to observe experienced teachers and teach themselves in a year 1 or Reception class, co-planning, observing their teaching, assessing their progress and discussing achievements and areas for development.

# What constitutes ‘best practice’ in teaching reading

University-based sessions teach that phonics is not a subject. The learning that takes place in the discrete lessons should not remain isolated, only to be tested and screened. The learning must be applied to real reading and writing situations and effective teachers of reading model this application throughout the school day and across the curriculum. Phonics is an essential body of knowledge that readers need. Children need to learn that letters – our alphabetic code – represent sounds and that it is part of learning to read as it teaches them how to ‘crack’ this code.

The Rose Review (2006: 15-28) provides clear guidance on what constitutes effective practice, stating that, ‘leading edge practice bears no resemblance to a ‘one size fits all’ model of teaching and learning, nor does it promote boringly, dull rote learning of phonics,’ (2006:15). Instead it advocates a, ‘vigorous programme of phonic work to be securely embedded within a broad and language-rich curriculum’ (2006:15) that equips young readers with essential skills and knowledge they need to be able to decode unfamiliar words and to read for purpose and pleasure.

Rose makes it clear that the aim of reading is comprehension and that skilled reading draws on two processes: decoding and language comprehension. Both are essential and neither is enough on its own. This is represented in the Simple View of Reading Model (Turner and Gough, 1986). It is really important that student teachers develop this conceptual understanding of reading and tie this with the research that has been done around reading for pleasure. All of these messages are emphasised in the updated version of the Reading Framework (DfE, 2023).



The key text we recommend to students is: Jolliffe, W., Waugh, D., Carss, A. (2022) *Teaching Reading and Spelling using Systematic Synthetic Phonics* [4th edition] London: Sage.

Below are other key readings.

[Buckingham, J. Beaman, R. and Wheldall, K. (2013) Why poor children are more likely to become poor readers: *The early years Educational Review*, 66 (4): 428-46](https://multilit-ecomm-media.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2021/07/15122514/Buckingham-et-al-2014-Why-poor-children-are-more-likely-to-become-poor-readers-The-early-years.pdf)

[DfE (2023) The Reading Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf)

Education Endowment Foundation Literacy Guidance Reports for [EYFS](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years) and [KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)

[Flynn, N. (2007) What do effective teachers of literacy do? Subject knowledge and pedagogical choices for literacy. Literacy, 41 (3), 137-146](https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9345.2007.00452.x)

Gough, P. and Tunmer, W. (1986) Decoding, reading, and reading disability. *Remedial and Special Education*, 7 (1), 6-10

[Johnston, R., and Watson, J., (2005) The Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment: A Seven Year Longitudinal Study. Available: Microsoft Word - phonics report.doc (webarchive.org.uk) Executive summary pp8-9](https://dera.ioe.ac.uk/id/eprint/14793/1/0023582.pdf)

[Rose, J. (2006) Independent Review of Early Reading Nottingham: DfES](https://dera.ioe.ac.uk/id/eprint/5551/2/report.pdf)

Torgerson, C., Brooks, G., Gascoine, L. and Higgins, S. (2019) Phonics: reading policy and the evidence of effectiveness from a systematic ‘tertiary’ review. *Research Papers in Education*, 34 (2), 208-238

# How is the early reading ITaP organised?

This ITaP will take place over 5 days. The first three will be university-based (for most student teachers). Some School Direct student teachers will undertake them within their consortium. Each day will have a different focus that will support the development of knowledge, skills and confidence to allow for the successful application into schools.

Day 1: Introduces students to the concept of early reading and the research into how they can teach this well. The focus will be on phonics. Subject knowledge will also be developed.

Day 2: The deconstruction of videoed lessons will allow students to look closely at effective practice and evaluate why it is effective, making links to the research base, sessions taught previously and the intended learning of the children. It will allow them to apply newly acquired subject content knowledge and knowledge of the systematic nature of SSP in a safe space. Planning for discrete phonics lessons and those where phonics skills and knowledge and applied through the reading of ‘decoders’ will be taught through deconstructing videoed lessons of good practice and ‘reverse engineering’ these.

Day 3: The approximations of practice experience will allow student teachers the opportunity to ‘rehearse’ the planning and teaching of a phonics lesson in a safe space, working collegiately. The opportunity to reflect on and discuss this immediately afterwards will allow them to further make connections and refine their knowledge base and develop confidence prior to teaching in a school setting.

Days 4 and 5: These days take place in schools and because it involves student teachers enacting what they have learned in schools and this being assessed, there is overlap here with respect to time allocation. We ask that student teachers completed the enactment stage in a Reception of Year 1 class where children are learning new GPCs and applying these for the first time. As student teachers will be completing this at an early stage of their training, they will need clear guidance, and significant support and feedback in line with the key learning shared in this information booklet. This will facilitate their growth in this area of focus.

# Aims of the early reading ITaP

Enable student teachers to:

* Develop conceptual, research and practical knowledge of the teaching of reading, including systematic synthetic phonics;
* Start to develop independence when planning for and teaching discrete synthetic phonics lessons and reading lessons with ‘decoders’ as part of an early reading programme
* Apply knowledge to plan and teach discrete phonics lessons and lessons where phonics is applied

# Intended outcome

Student teachers will be able to use phonics subject knowledge (content and pedagogical) to teach discrete phonics lessons and apply knowledge that knowledge to plan and teach early reading lessons using decodable texts

*\*NB The university-based sessions will introduce students to key elements of two schemes used by most of our partnership schools: Read, Write Inc and Little Wandle. The aim is to instil confidence in our students to be able to work with any scheme by looking at the* [*Core Criteria*](https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation) *(DfE, 2023) and thus the similarities between all schemes. They will not be ‘trained’ in each programme as such but they will learn important aspects such as the progression of GPCs and common pedagogical approaches. Therefore, if a partnership school uses a different scheme to those used to exemplify practice, the pedagogy and content knowledge will still be relevant but student teachers will need support in navigating the specifics of the scheme.*

# Assessment

Student teachers will be assessed in the following ways

* Through questioning, observations and workshop tasks
* Feedback on the approximations of practice day
* Formal feedback on lesson planning and teaching by school-based mentors
* Formal placement review form

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| **Summary of what student teachers will learn will learn, how it will develop their understanding of the evidence base and how it will shape their teaching practice and how knowledge will be assessed** | | | |
| **What trainees will learn (intended outcomes)**  Articulate the purpose of phonics with reference to reading models and research  Consider prior learning (using the scheme’s systematic progression of GPCs)  Refer to appropriately to the NC or EYFS  Anticipate possible misconceptions?  Detail appropriate aims  Align pedagogy to appropriate outcomes (using the given bank of outcomes)  Articulate phonemes correctly using pure sounds  Form graphemes correctly  Use professional terminology (e.g. blending) OR the scheme terminology (e.g. Fred in Your Head) correctly  Model how to read unfamiliar words using the newly taught knowledge  Model how to spell unfamiliar words using the newly taught knowledge  Make links to prior learning (e.g. We already know one way of writing the /ai/ sound & today we are going to learn a new way…)  Teach at the point of need (e.g. Respond to a child’s question or misconception)  Use the pedagogies of the adopted scheme, appropriately  Demonstrate enthusiasm about reading  Remind children how to tackle unfamiliar words?  Clarify word meanings?  Model how to read with expression OR retrieve information from text?  Model new learning  Scaffold learning systematically  Use interactive pedagogies  Provide rationale for lesson choices | **How it will develop their understanding of the evidence base**  Carefully designed learning activities - both centre and school-based – will facilitate students to make connections between the evidence base around the why and how of early reading and apply this knowledge in lessons they plan and teach. | **How it will shape their teaching practice**  The deconstruction of videoed lessons will allow students to look closely at effective practice and evaluate why it is effective, making links to the research base, sessions taught previously  and the intended learning of the children. It will allow them to apply newly acquired subject content knowledge and knowledge of the systematic nature of SSP in a safe space.  The approximations of practice experience will allow student teachers the opportunity to ‘rehearse’ the planning and teaching of a phonics lesson in a safe space and working collegiately. The opportunity to reflect on and discuss this immediately afterwards will allow them to further make connections and refine their knowledge base and develop confidence prior to teaching in a school setting. | **How knowledge will be assessed**  **Centre-based sessions**  Questioning and discussions  Quizzes  Subject-specific activities  Approximation of practice – feedback/discussion/reflections  **In school**  Discussions  Co-planning  Formal lesson observations  Weekly Meetings |

**Day 1 – UNIVERSITY BASED LEARNING: Friday 22nd September (introduce)**

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| Learning about the context of the ITAP focus | |
| **Summary of content** | **Advice for students who did not attend the university-based session or would like to recall prior knowledge** |
| **Students will:**   * Learn about the purpose and aims of the ITaP and how it will be organised * Develop knowledge of systematic synthetic phonics – what it is, why it is taught and some of the key research supporting this. LInks to a previous subject knowledge session on reading comprehension will be made and knowledge of conceptual and reading models, augmented (SVoR and Scarborough’s Ropes). * Develop phonics content subject knowledge common to all synthetic phonics programmes (***examples:*** the nature of the sim0ple and complex code; the systematic nature of teaching phonics. professional terminology, accent considerations, blending and segmenting, common exception words)   **Learning outcomes – students will be able to:**   * Articulate the purpose of phonics with reference to reading models and research * Articulate phonemes correctly using pure sounds * Form graphemes correctly * Use professional terminology correctly * Apply content subject knowledge | 1. If you were absent from the session, you must attend the catch-up session on Friday 13th October 3-5pm at the University. Prior to this, you must: 2. Read Section 1 (chapters 1-5) in the recommended core text and complete the self-study activities   Jolliffe, W., Waugh, D., Carss, A. (2022*) Teaching Reading and Spelling using Systematic Synthetic Phonics* [4th edition] London: Sage   1. Engage with the teaching materials available on the Canvas Community Site 2. Complete the gap tasks.   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Gap Tasks:store all work completed in the Early Reading ITaP folder in your QTS file**  ***In readiness for the next university-based session, please complete the following. Doing so will support your learning and help you to contribute to discussion. Full details are on the Canvas Community Site.***   1. Make arrangements to observe **at least** one discrete phonics lesson . Focus your observation on the terminology used by both the teacher and the children and how the skills of blending and segmenting are taught. Make notes and engage in development work if necessary. *For example*, if you observe the split digraph being taught and you realise you are not fully secure on what a split digraph is, note this and action it. 2. Familiarise yourself with your school’s handwriting policy and practse! 3. Familiarise yourself with the specific terminology used in your school’s adopted phonics scheme. 4. If your school uses a different phonics scheme to the two we have looked at today – RWI and Little Wandle - ask for the progression map and compare with those you have been given today. |

**Day 2 – UNIVERSITY BASED LEARNING: Monday 2nd October (develop and apply subject knowledge and analyse practice)**

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| Using Representations to analyse expert teaching | |
| **Summary of content** | **Advice for students who did not attend the university-based session or would like to recall prior knowledge** |
| * ***Learning activities will include face to face teaching in which the deconstruction of videos of expert teachers/example lessons will be employed to analyse teachers’ pedagogy and identify key elements of planning for successful phonics lessons and lessons where phonics knowledge and skills is applied to the reading of ‘decoders’***   **Students will be able to:**   * Recap, consolidate and apply previously learned content subject knowledge * Develop knowledge of key pedagogical approaches to teaching systematic synthetic phonics and why it is taught this way – linked to the research base * Be guided to align intended learning with appropriate pedagogy * Demonstrate knowledge of how to structure a typical phonics lesson * Deconstruct lessons * Plan a phonics lesson (guided) * Begin to plan a phonics lesson independently | 1. If you were absent from the session, you must attend the catch-up session on Friday 13th October 3-5pm at the University. Prior to this, you must: 2. Familiarise yourself with the teaching materials available on Canvas 3. Read chapters 8-10 in the recommended core text and complete the self-study activities   Jolliffe, W., Waugh, D., Carss, A. (2022*) Teaching Reading and Spelling using Systematic Synthetic Phonics* [4th edition] London: Sage   1. You have to plan a lesson for the next ITaP so you must make arrangements to join another person to complete this planning with. contact Colette de Salis in the first instance [c.ankers@ljmu.ac.uk](mailto:c.ankers@ljmu.ac.uk)   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Gap Task: store all work completed in the Early Reading ITaP folder in your QTS file**  ***In readiness for the next university-based session, please complete the following. Doing so will support your learning and help you to contribute to discussion. Full details are on the Canvas Community Site.***  -complete your phonics lesson. Upload this to Canvas no later than Monday 16th October, 9am.  - Discuss your SK development needs in this week’s weekly meeting and through discussion, devise actions to help you further develop this. |

**Day 3 – UNIVERSITY BASED LEARNING: Monday 23rd October (prepare and receive feedback)**

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| Using Approximations to practice and get feedback  *The main purpose of this stage is to give student teachers the opportunity to ‘rehearse’ planning and teaching of phonics, reflect on the development of their subject knowledge, receive feedback and identify areas for development* | |
| **Summary of content** | **Advice for students who did not attend the university-based session or who would like to recall prior learning** |
| **This session will:**   * Introduce students to the organisation of the day and how it will link to the enactment and assessment days in school * Allow some independent planning time when, in pairs, students will plan a discrete phonics session from a given scenario * Provide the opportunity for students to micro team-teach their plan to a group of peers and a tutor who will act in role * Provide the opportunity for students to reflect on their own teaching and what they observed from the teaching of peers * Facilitate feedback and discussion in small groups * Allow independent reflection and study time in preparation for teaching in school   **Learning outcomes – students will be able to:**   * Demonstrate accurate content subject knowledge * Apply content subject knowledge * Recognise key pedagogical approaches when teaching phonics * Align pedagogy with intended learning * Demonstrate knowledge of the ‘typical structure’ of a phonics lesson and the intended learning in each part * Demonstrate knowledge of the ‘typical structure’ of a phonics lesson and the intended learning in each part * Deconstruct lessons * Plan a lesson (in pairs) | 1. Familiarise yourself with the teaching materials available on Canvas 2. Read chapters 8-10 in the recommended core text and complete the self-study activities   Jolliffe, W., Waugh, D., Carss, A. (2022*) Teaching Reading and Spelling using Systematic Synthetic Phonics* [4th edition] London: Sage  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Gap Task: store all work completed in the Early Reading ITaP folder in your QTS file**  ***In readiness for the next stage of the ITaP where you will be applying what you have learned in a school situation:***   * Update your ITaP Folder with development work. This must include the plan you taught today, your reflections and the feedback you were given. * Discuss the feedback you received today and your own reflections with your mentor in this week’s weekly meeting. * Through this discussion, identify any specific targets and appropriate actions (this may include further knowledge development related to your school’s adopted schemes). * Arrange with your mentor to **informally** observe phonics lessons **and** lessons where children read decodable texts. * Talk to your mentor and make arrangements for the dates you will complete the next stage of the ITaP * Meet with the person in your school with responsibility for Early Reading and discuss the school’s approach to word reading – both in phonics lessons and through the reading of decodable texts. Familiarise yourself with the school’s schemes. |

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| *The purpose of these days is for student teachers to enact what they have learned so far in school. This will give mentors the opportunity to assess their developing knowledge and skills.*  *\*NB while these two dates have been identified on the POP for this stage, the time allocated may be divided over a number of days to better fit with school timetables and needs of the students, if necessary and more convenient. For example. You may decide to do 2 whole days or 4 x 0.5 days.* | |
| **Summary of content**  **Students, place all plans, reflections, observations in** | **Advice for students who did not attend the university-based session or who would like to recall prior learning** |
| **Discrete phonics lesson**   * **Students** - ***Formally***observe \*a phonics lesson in a year 1 or Reception class (30 mins enact) [use proforma in appendix 1 part 1] * Discuss your observation with the teacher and * Co-plan a phonics lesson\* that follows on from the one that was observed (30 mins assess) [use either planning profoma in appendix 3 or 4] * Teach the co-planned lesson, reflect on own SK and children’s learning (30 mins enact) * Receive formal feedback \*(30 mins assess))[teachers pls use observation form in appendix 2] * Student teachers plan the next lesson( independently) and teach (1 hour enact) * Receive formal feedback (30 mins assess))   **Lesson where phonics skills and knowledge are applied**   * **Students** – ***formally*** observe a reading lesson where children are applying phonics learning by reading a decodable text\*(30 mins) [use proforma in appendix 1 part 2] * Discuss observation and co-plan \*a reading lesson that follows from that observed (30 mins) {using planning proforma in appendix 6] * Teach the co-planned lesson, reflect on own SK and children’s learning (30mins enact) * and receive formal feedback\*(30 mins assess) [teachers pls use observation form in appendix 2] * Student teachers plan the next lesson (independently) and teach (1 hour) * Receive formal feedback (30 mins assess)   **Learning outcomes – students will be able to:**   * Demonstrate accurate content subject knowledge * Apply content subject knowledge * Adhere to school’s adopted reading schemes * Align pedagogy with intended learning | 1. Familiarise yourself with the teaching materials available on Canvas 2. Read chapters in the recommended core text you feel will best support your learning needs   Jolliffe, W., Waugh, D., Carss, A. (2022*) Teaching Reading and Spelling using Systematic Synthetic Phonics* [4th edition] London: Sage  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Weekly meetings during the ITaP**  As part of the time allocated for the assessment of student’s learning, an additional 20 minutes should be allocated to the two weekly meetings that coincide with the ITaP. This time should be dedicated to discussing progress and specific targets.  The intended outcomes for the ITaP should be used to frame the discussion and to set precise targets, moving forward. |

**Days 4 and 5 SCHOOL BASED APPLICATION OF LEARNING (ENACTMENT) AND ASSESSMENT OF THIS LEARNING Friday 1st December and Friday 8th December\***

# Observation and Planning Resources

In order to reduce workload and to make clear links between LJMU’s curriculum and school-based practice, several resources are provided. Student teachers are asked to use them to plan and observe and school partners are asked to use them to ensure consistency.

**Observation prompts for students to use when observing experienced teachers**

As we want you to focus your observations on subject and pedagogical subject knowledge, please use the prompts provided in appendix 1

**Observation prompts for mentors observing student teachers**

As the early reading ITaP has very specific aims, we ask that the usual LJMU observation pro-forma is NOT used when observing lessons taught as part of the ITaP.

Instead, please use the pro-forma provided in appendix 2.

***The learning outcomes on this are the learning outcomes we expect students to attain by the end of the ITaP. These can be used to set targets if necessary*.**

**Planning pro-forma**

Students are asked to use the pro-formas they were introduced to in university sessions. These are given in appendices 3 and 5 with completed examples (written by students) in appendices 4 and 6.

**Bank of learning outcomes**

To scaffold their planning and reduce workload, students have been given and shown how to use, a bank of learning outcomes, A copy of this is in appendix 7.

Assessment Pro-forma for the Approximations of Practice

This will be completed in the university session by a university tutor or school colleague. A copy is given in appendix 8 for information purposes.

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| **Student Prompts for to help when Observing Discrete Phonics Sessions** | |
| ***How does the teacher…*** | **Notes**  ***NB these should record observations and not judgements and focus on WHAT the teacher does and IMPACT (why the teacher does key things)*** |
| Ensure that children recall GPCs previously taught? |  |
| Ensure children articulate phonemes correctly |  |
| Ensure children correctly match phonemes to graphemes |  |
| Teach children a new GPC |  |
| Teach letter names (if relevant)? |  |
| Model correct letter formation |  |
| Teach children how to blend to read new words? |  |
| Teach children how to segment to spell new words? |  |
| Assess if children can apply their new phonic knowledge and skills (to read and/or write simple captions/phrases or sentences)? |  |
| Make the session interactive but tightly focused on the learning? |  |
| Use their subject knowledge to respond to children’s questions and/or misconceptions (if relevant)? |  |
| **Questions you would like to ask** |  |

**Appendix 1 – observation form for students observing experienced teachers**

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| **Prompts for lessons where children are reading decodable texts**  ***How does the teacher:*** | **Notes**  ***NB these should record observations and not judgements*** |
| **Please indicate the focus of the lesson**  **Accuracy Understanding\* Prosody\*\* (fluency and expression)** | |
| Ensure that children recall GPCs previously taught? |  |
| Ensure children articulate phonemes correctly |  |
| Give children the opportunity to practise blending to read |  |
| Scaffold blending if necessary |  |
| Clarify word meanings |  |
| **Model how to retrieve information\*** |  |
| **Model how to read with fluency and expression\*\*** |  |
| Support children to read independently |  |
| **Other observations** |  |

**Appendix 2 – Observation form for mentors observing student teachers**

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| **Trainee:** | **School:** | | **ITT Mentor/Liaison Tutor:** | | **Teaching group:** | **Date:** |
| **Please indicate – is this a discrete phonics lesson or a reading lesson where children are reading decodable texts?** | | | **If children are reading decodable texts is the lesson focus on accuracy, prosody or understanding? (please indicate)** | | | |
| **If you like to make notes while you are observing, you may do so here.** | | | | | | |
| **In their plan, does the student** | | **consistently** | **developing** | **Example or comment** | | |
| Consider prior learning (using the scheme’s systematic progression of GPCs) and anticipate possible misconceptions | |  |  |  | | |
| Refer to appropriately to the NC or EYFS and detail appropriate aims | |  |  |  | | |
| Align pedagogy to appropriate outcomes (using the given bank of outcomes) | |  |  |  | | |
| **When teaching, does the student** | | **consistently** | **developing** | **Example or comment** | | |
| Articulate phonemes correctly using pure sounds | |  |  |  | | |
| Form graphemes correctly | |  |  |  | | |
| Use professional terminology (e.g. blending) OR the scheme terminology (e.g. Fred in Your Head) correctly | |  |  |  | | |
| Model how to read unfamiliar words using the newly taught knowledge | |  |  |  | | |
| Model how to spell unfamiliar words using the newly taught knowledge | |  |  |  | | |
| Make links to prior learning (e.g. We already know one way of writing the /ai/ sound & today we are going to learn a new way…) | |  |  |  | | |
| Teach at the point of need (e.g. respond to a child’s question or misconception) | |  |  |  | | |
| Use the pedagogies of the adopted scheme, appropriately | |  |  |  | | |
| **If teaching a lesson where phonics is applied to reading, does the student** | | **consistently** | **developing** | **Example or comment** | | |
| Use the scheme and assessment appropriately to revisit necessary phonics knowledge | |  |  |  | | |
| Demonstrate accurate subject knowledge | |  |  |  | | |
| Demonstrate enthusiasm about reading | |  |  |  | | |
| Remind children how to tackle unfamiliar words? | |  |  |  | | |
| Clarify word meanings | |  |  |  | | |
| Model how to read with expression OR retrieve information from text | |  |  |  | | |

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| **National Curriculum Programme of Study**  **Appendix 3 – planning proforma for discrete phonics lessons**  ***NB if working with RWI scheme, use the next version of the planner***  ***Taken from year 1 p.10 Word reading National Curriculum***  ***NB if teaching in a Reception class, you should refer to the EYFS instead*** | *Apply phonic knowledge and skills as the route to decode words*  *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*  *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*   |  | | --- | | *Spell words containing each of the 40+ phonemes already taught* | | |
| **Knowledge from prior learning including anticipated misconceptions**  *Think carefully about what children may find challenging in this lesson* | ***Children in this class are currently learning:***  ***So far they have been taught the following common exception words:***  ***So far they have been taught the following GPCs:***  ***Anticipated misconceptions in this lesson are****:* | |
| **Learning objectives (learning intentions; learning focus; learning question; WALT)** | **To decode and encode words using new GPC**  **To apply phonics skills and knowledge** | |
| **Learning outcomes**  **(success criteria; steps to success; learning checklist; WILF)**  ***Choose from the bank of outcomes you have been given.*** | **The learning outcomes should align to the learning activities below** | |
| **Teacher-targeted focus group or individuals**  **(linking to learning outcomes)** | | **Teaching assistant-targeted focus group or individuals**  **(linking to learning outcomes)** |
| **Revisit and Review prior knowledge** |  | |
| **Teach** |  | |
| **Practise** |  | |
| **Apply** |  | |
| **Resources** |  | |
| **Assessment of learning against criteria** |  | |

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| **National Curriculum Programme of Study**  **Appendix 4 – planning proforma for discrete phonics lessons**  ***NB if working with RWI scheme, use this version of the planner***  ***Taken from year 1 p.10 Word reading National Curriculum***  ***NB if teaching in a Reception class, you should refer to the EYFS instead*** | *Apply phonic knowledge and skills as the route to decode words*  *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*  *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*   |  | | --- | | *Spell words containing each of the 40+ phonemes already taught* | | |
| **Knowledge from prior learning including anticipated misconceptions**  *Think carefully about what children may find challenging in this lesson* | ***Children in this class are currently learning:***  ***So far they have been taught the following common exception words:***  ***So far they have been taught the following GPCs:***  ***Anticipated misconceptions in this lesson are****:* | |
| **Learning objectives (learning intentions; learning focus; learning question; WALT)** | **To decode and encode words using new GPC**  **To apply phonics skills and knowledge** | |
| **Learning outcomes**  **(success criteria; steps to success; learning checklist; WILF)**  ***Choose from the bank of outcomes you have been given.*** | **The learning outcomes should align to the learning activities below** | |
| **Teacher-targeted focus group or individuals**  **(linking to learning outcomes)** | | **Teaching assistant-targeted focus group or individuals**  **(linking to learning outcomes)** |
| **Teach** |  | |
| **Revisit and Review prior knowledge** |  | |
| **Practise** |  | |
| **Apply** |  | |
| **Resources** |  | |
| **Assessment of learning against criteria** |  | |

**Appendix 5 – example of a completed lesson plan based on the ‘Little Wandle’ SSP Scheme**

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| **National Curriculum Programme of Study**  **Taken from year 1 p.10 Word reading National Curriculum** | *Apply phonic knowledge and skills as the route to decode words*  *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*  *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*   |  | | --- | | *Spell words containing each of the 40+ phonemes already taught* | |
| **Knowledge from prior learning including anticipated misconceptions**  *Think carefully about what children may find challenging in this lesson* | *Children in this class are learning the Complex Code and further common exception words. They are continuing to develop the skills of blending and segmenting and how to apply these skills when they see unfamiliar words in print.*  ***So far they have been taught the following common exception words:***  *Is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today, their, people, oh, your, mr, mrs, ms, ask, could, would, should, our, house, mouse, water, want.*  ***So far they have been taught the following GPCs:***  *s, a, t, p, I, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, words ending in s/z and s added to the end e.g hats. ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. Words with double letters, longer words. Words ending in suffixes – such as ing, ed, est. ay/play, ou/cloud, oy/toy, ea/each, ir/bird, ie/ight pie, ue/rescue, u/yoo unicorn, oa/o go, igh/I tiger, ai/a paper, ee/e he.*  ***Anticipated misconceptions in this lesson are****: first split digraph from letters and sounds so confusion with and splitting it into a and e phonemes when saying aloud. Need to establish what a split digraph is and explain clearly and often.* |
| **Learning objectives (learning intentions; learning focus; learning question; WALT)** | **To decode and encode words using new GPC**  **To apply phonics skills and knowledge** |
| **Learning outcomes**  **(success criteria; steps to success; learning checklist; WILF)**  ***Choose from the bank of outcomes you have been given.***  ***Paste relevant outcomes into each section of the plan below so you can check the alignment*** | 1. Recall GPCs with fluency 2. Articulate phonemes accurately using pure sounds 3. Identify GPCs in words 4. Connect phonemes with graphemes 5. Blend GPCs to construct words 6. Form grapheme accurately 7. Segment words by isolating GPCs 8. Connect graphemes from phonemes 9. Apply phonics to generate meaning 10. Recall common exception words with accuracy   **The learning outcomes are aligned to the learning activities below - see numbers in brackets** |

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| --- | --- | --- |
| **Teacher-targeted focus group or individuals**  **(linking to learning outcomes)**  **Not applicable for this task** | | **Teaching assistant-targeted focus group or individuals**  **(linking to learning outcomes)**  **Not applicable for this task** |
| **Revisit and Review prior knowledge** | T shows flashcards with previously taught GPCs which will be used today as part of the new learning. Chn to recall after T allows thinking time. GPCs - c, a, k, e, b, w, v, s, p, d, n, ay, ai. T to listen for schwa (1, 2, 4)  T to show previous common misconception words: put, have, some, little, says, by, there, when, one, out. (10)  T to show chn words they should be able to blend already, with sound buttons to scaffold. happy, boy, toy, play, he. T to point at individual graphemes, Chn to segment the phonemes aloud before blending to read aloud the whole word. (1, 2, 3, 4, 5, 7) | |
| **Teach**  *Think carefully about how you might make links with prior learning to introduce and teach the new GPC* | T to introduce the split diagraph concept and establish that the letters make the same sound but are split up – story about how they are cheeky letters who need another letter in between them to stop them from being silly. T to explain how it could be confusing as it looks like individual graphemes but the line links together.  Chn to be shown previous a, ay, ai GPCs on flashcards and to repeat them. T to explain how they are the same sound but have a different GPC to represent them. New GPC a-e displayed on board and flashcard. 4 chn to stand in a line and be given letters c, a, k, e. chn with a and e asked to hold hands over the child holding k so show the split digraph. All chn to say individual phonemes and blend to spell cake. (1, 2, 4, 5, 7)  Chn to repeat after T to pronounce new sound a-e, repeat normal/loud/quiet. Mnemonic ‘make a cake’ to be used (2, 4)  T to hide the sound in flashcards used for revisit, chn to recall all sounds and point at the new sound when they see it (1, 2, 4)  T to hide objects in a box which have the new sound in their name. cake, snake, tape, plate, plane. Chn to segment using phoneme fingers if necessary to sound out the phonemes and blend to say the word aloud. (1, 2, 3, 5, 7, 9) | |
| **Practise** | T to show words using the split digraph. Sound buttons and link to link the split digraph to scaffold. cake, bake, wave, snake, spade. Chn to segment the phonemes aloud and blend to read aloud the whole word. (1, 2, 3, 4, 5, 7)  T to say the sound and use phoneme fingers to count sounds and then write on board. Saying “Where’s his friend? He’s on the end” to help chn to remember how to write the grapheme. T to use sound buttons and line to show split digraph but explain how when we write usually it doesn’t have the line. Chn to write a word (safe) on white board using the new sound. T to say the word and ask chn to repeat and count how many phonemes before writing it. (3, 5, 6, 7, 8) | |
| **Apply** | To to show simple sentences featuring words with the new grapheme. Chn to read and blend in their head to read the sentence, t scaffold by adding sound buttons if necessary. (3, 4, 5, 7, 9, 10)  *I had some cake.*  *I had a rest by the lake .*  *Kate has a pet snake.*  T to dictate a sentence for children to write. Peers to review each other’s sentences looking for finger spaces, capital letter and a full stop (3, 4, 5, 6, 7, 8, 9)  *The snake is by the lake.* | |
| **Resources** | Flashcards with previous GPCs and words containing new GPC, whiteboards, pens. Box with items related to the new sound | |
| **Assessment of learning against criteria** |  | |

**Appendix 6 – Students’ planning pro-forma and record-keeping for reading lessons where phonics is applied using decoders**

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| --- | --- |
| EYFS or National Curriculum Programme of Study reference |  |
| Knowledge from prior learning including anticipated misconceptions |  |
| Indicate focus of this read\* | Accuracy (decoding) Prosody (fluency and expression) Understanding |
| Learning objectives (learning intentions; learning focus; learning question; WALT) |  |
| Learning outcomes  (success criteria; steps to success; learning checklist; WILF) |  |
| Title/author/genre |  |
| Challenges presented by this text (e.g. vocabulary; word recognition; sentence structure; structure of the text; context of the text; knowledge of genre)  Note here vocabulary to be clarified. |  |
| Title/author/genre |  |
| Section of the lesson | **Note here what you (the teacher) will do/say/as children to do etc** |
| Pre reading (consider here the challenges of the text including clarification of vocab) |  |
| If this is Read 1: Accuracy/decoding |  |
| If this is Read 2: Prosody or reading for understanding |  |
| If this is Read 3: Prosody or reading for understanding |  |

| Names | Decode accurately | Read fluently (without undue sounding out) | Able to predict & give viable reasons | Showed understanding through answers to questions | Read with appropriate expression | Contributed to discussion | Monitor children’s reading throughout the lesson.  Here make notes on individuals – give brief examples of successes or errors |
| --- | --- | --- | --- | --- | --- | --- | --- |
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# *Add rows as needed*

**Appendix 7 – example completed planning pro-forma and record-keeping for reading lessons where phonics is applied using decoders**

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| --- | --- |
| EYFS or National Curriculum Programme of Study reference | * *Apply phonic knowledge and skills as the route to decode words* * *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes* * *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught* |
| Knowledge from prior learning including anticipated misconceptions | Ch have been learning the following GPCs: ai ee igh oo oo ar or ow air er and CEWs: I the and no she my  Some CH may confuse ai and air and may lack fluency when moving between oo (tool) and **oo (book)**  **Ch may not understand the different meanings of ‘fix’ and ‘right’. They may associate silver with the metal only** |
| Indicate focus of this read\* | Accuracy (decoding) Prosody Understanding |
| Learning objectives (learning intentions; learning focus; learning question; WALT) | Use phonics to read  Think about what is happening while we are reading |
| Learning outcomes  (success criteria; steps to success; learning checklist; WILF) | 1. Recall GPCs with fluency  2. Articulate phonemes accurately using pure sounds  3. Blend GPCs to construct words  4. Apply phonics to generate meaning  5. Recall common exception words with accuracy  6. Use vocabulary to understand meaning |
| Title/author/genre | Dee Can Fix it |
| Challenges presented by this text (e.g. vocabulary; word recognition; sentence structure; structure of the text; context of the text; knowledge of genre)  Note here vocabulary to be clarified. |  |
| Section of the lesson | **Note here what you (the teacher) will do/say/as children to do etc** |
| Book introduction (consider how you will introduce the text to enthuse children about the reading). Consider Prediction If the first reading. | **T will show CH an image of Dee’s toolbox. What is it? Who might use it? I wonder who uses it in our story… Encourage some prediction. T model thinking aloud their prediction.** |
| Pre reading (consider here the challenges of the text including clarification of vocab) | T ask CH to recall the GPCs, scaffolding if necessary. Aim for fluency. ai ee igh oo oo ar or ow air er  Practise reading some key words from the text. T remind CH how to tackle word if they are unsure by identifying each grapheme and blending – T model an example. rain needs right tools hook cars for now hair her  Practise reading CEW words – T will show these on flashcards and encourage CH to recall as quickly as possible. I the and no she my  Vocabulary clarification: silver/peeks  T ask children to decode each word and ask for meaning. T clarify that silver is also a colour (grey-white) and ask CH to practise peeking from behind their hands (look quickly) |
| If this is Read 1: Accuracy/decoding | Ch accuracy should be higher and faster as this is the third read. |
| If this is Read 2: Prosody or reading for understanding | As this is read 3, T expects some expression as this was focus yesterday. |
| If this is Read 3: Prosody or reading for understanding | Before the independent reading, T will tell CH she is looking for them reading every word accurately and also wants them to think about the story as they are reading. KQ: What does Dee fix in the story?  Ch then read independently.  At the end of the story, return to the KQ.  CH recall what Dee fixes. T focus CH on pp 2-3 and, through discussion, clarify what is meant by her fixing the different things (fixing hair means to style it/tidying it whereas the others refers to repairing something that is broken).  KQ for discussion – what else might Dee fix? Why? |

**Applied Read – record Keeping\***

**School’s pro-forma may be used instead if more appropriate**

| Names | Read with 90% accuracy | Read fluently | Predicted and gave viable reasons | Showed understanding through answers to questions | Read with appropriate expression | Contributed to discussion | Monitor children’s reading throughout the lesson.  Here make notes on individuals – give brief examples of successes/miscues |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CS | Y | Y | n/a | Y – 2nd read | Y – 3rd read | Y – 2nd read | Remembered the ellipsis and exclamation mark – changed voice appropriately |
| CG | y | y | n/a | Y – 2nd read | Y – 2nd read | Y – 2nd read | Remembered the ellipsis and exclamation mark – changed voice appropriately |
| ST | Y 3rd | N | n/a | Y – 2nd read | N | Y – 2nd read | Confusing some GPCs ai/air. Blending takes much effort. Not all CEW known -[ my, no]. Talked about his dad’s toolbox – predicted it might be about an electrician. |
| BB | Y 2nd read | N | n/a | Y – 2nd read – with support | some | N | Used exclamation mark to change voice when prompted but not ellipsis |

**Appendix 8 – Bank of Learning Outcomes for Planning Discrete Phonics Lessons**

Form grapheme(s) correctly Blend GPCs to construct words

Segment words by isolating GPCs

Articulate phonemes accurately, using pure sounds Recall letter names

Connect graphemes with phonemes

Connect phonemes with graphemes

Identify GPCs in words

Apply phonics to generate meaning

Recall GPCs with fluency

Recall common exception words fluently

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| **Evaluation Criteria**  **Appendix 9 – assessment pro-forma used in the university-based ‘approximation of practice’ day**  ***Please put this and your lesson plan in your ER ITAP Folder in your QTS file. This should be discussed with your teacher mentor prior to and in preparation for your planning and teaching in school*** | **Comments** |
| Appropriate outcomes for the stage of the lesson and aligned with teaching and learning activities  **Evidence from plan** |  |
| Secure content subject knowledge (for example, articulation of phonemes, use of terminology, blending and segmenting)  **Evidence from plan, teaching and discussion** |  |
| Appropriate pedagogical subject knowledge  **Evidence from plan, teaching and discussion** |  |
| Language-rich links  **Evidence from plan and teaching** |  |
| Knowledge of research  (can student teacher refer to appropriate research to justify plan/teaching choices?)  **Evidence from discussion** |  |