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| **CENTRE-BASED LEARNING**  *Before students begin their classroom-based learning, they will have had sessions in the content detailed below. This was designed to develop their content, pedagogical and curriculum subject knowledge.*  *After each session, students were asked to complete professional development tasks in their Early Reading ITaP Log Book.* ***This should be housed in Folder 4 of students’ QTS Training and Development File in your ER ITaP folder*** | | | | |
| ***Day 1***  ***Introduce*** | | 1 hour | Lecture – introduction to the ITaP. | |
|  | | 2 hours | Workshop: What is phonics? What comes before formal phonics teaching? The importance of phonological development and the place of EYFS practice to develop phonemic awareness. | |
| ***Day 2***  ***Introduce*** | | 1 hours | Lecture – The key principles of teaching phonics; DfE Core Criteria | |
| 2 hours | Workshop: Content subject knowledge of the simple code including the key skills of blending and segmenting, pure articulation; systematic content of 2 different schemes – compare and contrast Little Wandle and Read, Write Inc | |
| ***Day 3***  ***Introduce*** | | 3 hours | Workshop: Content subject knowledge - the complex code, blending, segmenting, common exception words Vs high frequency words, pseudo words, phonics screen check | |
| ***Day 4***  ***Introduce***  ***Analyse*** | | 3 hours | Workshop – Pedagogical subject knowledge; identifying intended learning outcomes; teacher’s role – modelling (my turn, your turn); Pedagogies of different scheme (Little Wandle and Read, Write, Inc); aligning activities with intended learning outcomes; analysing expert teaching decisions from videoed lessons | |
| ***Day 5***  ***Analyse*** | | 3 hours | Group seminars discussing the research base. Key question: **How should phonics be taught? What does the research suggest?**  **Sources read pre-session and discussed/analysed in the session:**   1. pp 4-58 2. Rose, J. (2006) The Independent Review of Early Reading. London: DfES  [The Rose Review of Early Reading](https://dera.ioe.ac.uk/5551/2/report.pdf) pp 15-21 3. [EEF (2021) Improving Literacy in KS1 Guidance Report](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1704806136) pp 1-2 and pp 10-11 and the following sections:  * *Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills* pp 16-19 * *Effectively implement a systematic phonics programme pp 20-21* | |
| ***Day 6***  ***Analyse*** | | 3 hours | Planning Workshop - Analysing expert teaching using videoed lessons; Guided planning - identifying the learning in commercial scheme lessons and mapping scheme lessons onto LJMU planner. | |
| ***Day 7***  ***Using approximations*** | | 3 hours | Planning in pairs  Support seminars | |
| 1 hour | Micro-teaching in pairs to a small group of peers and a tutor.  Feedback on content/pedagogical subject knowledge and discussion of research that informed pedagogical choices.  *These gave students the opportunity to ‘try out’ applying all they have learned about planning for discrete phonics lessons in a safe, low-stakes space and receive feedback on this.* | |
| ***Day 8***  ***Introduce***  ***Analyse*** | | 2 hours | Workshop - Teaching children to apply phonics knowledge and skills to read decodable texts – processes of Little Wandle and RWI; reading for accuracy, fluency/prosody and understanding. LJMU planning pro-forma. Videos of expert teachers analysed. | |
| **SCHOOL-BASED LEARNING** | | | | |
| **Key Learning Outcomes by the end of the ITaP** | ***Student teachers will be able to:***  *Apply phonics subject knowledge (content and pedagogical) to plan and teach discrete phonics lessons and reading lessons in which children are reading decodable texts* | | | |
| **Times** | **Overview of expectations**  ***Detailed guidance and information can be found in the ITaP booklet available on the LJMU ITE website.***  ***Please note that there are observation forms and planning pro-formas linked to this ITaP so help maintain the focus of the ITap. These are in the appendices.*** | | | **Mentor please sign to confirm all is completed** |
| ***Week 1***  ***of school placement*** | **Student teachers should:**  - 1. Share their Early Reading ITaP booklet and feedback from the approximations of practice with school-based mentor  -2. Meet with the person in your school with responsibility for Early Reading and discuss the school’s approach– both in phonics lessons and through the reading of decodable texts.  3. Familiarise themselves with the school’s scheme e.g. through using school’s professional development resources.  4. Discuss requirements for week 2 of placement (see below) with school-based mentor and arrange timetable. | | |  |
| ***Starting Week 2 of school placement***  ***Day 1*** | **Student teachers should:**   1. ***Formally observe*** an experienced teacher teaching a phonics lesson in a **year 1 or Reception** class (30 mins) **[use proforma in appendix 1 part 1]** 2. ***Formally observe* a** reading lesson in the same class where children are applying phonics learning by reading a decodable text\*(30 mins) [use proforma in appendix 1 part 2] 3. **Discuss** your observations with the teacher 4. **Place in Folder 4 of your QTS T+D File**   **\**in schools where RWI is used, this may all be taught in one longer lesson*** | | |  |
| ***Week 2 of school placement***  ***Day 2*** | Student teachers should:   1. Share the bank of learning outcomes they have been trained to use and discuss with mentor 2. **Co-plan** a phonics lesson\* with your mentor (or teacher observed teaching) that follows on from the one that was observed (30 mins) [depending on your school’s scheme, use either planning profoma in appendix 3 or 4] 3. Co-plan \*a reading lesson that plans for children to apply phonics skills and knowledge to the read a book (day 1 **focus on accuracy** (30 mins) {use planning proforma in appendix 6] | | |  |
| ***Week 2 of school placement***  *Day 3* | **Student teachers should:**   1. Teach the planned lessons 2. Reflect on the lessons taught   **Mentors should:**  Give formal feedback for each taught lesson  **NB pls use the relevant parts of the ITaP observation form in appendix 2** | | |  |
| ***Week 2 of school placement***  *Day 4* | **Student teachers should:**   1. Independently, plan a discrete phonics lesson and a reading lesson where children are reading decodable texts – use the correct planning pro-formas as directed above and utilise advice and feedback given previously 2. Share plans with mentor prior to teaching and make any necessary changes in advance | | |  |
| ***Week 2 of school placement***  *Day 5*  ***(Due to Bank Hol this will be the start of week 3)*** | **Student teachers should:**   1. Teach planned lessons 2. Reflect on lessons 3. Discuss with mentor   **Mentors should:**   1. Complete formal observations using the ITaP observation pro-forma **(appendix 2)** 2. Discuss observations with student teachers. 3. Discuss progression and areas for development on the placement in the weekly meeting | | |  |

**Assessment of progress**

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| **ITaP Objectives** | ***Student teachers are learning to:***  ***use phonics subject knowledge (content and pedagogical) to teach discrete phonics lessons and apply knowledge to plan and teach early reading lessons using decodable texts*** | | |
| **Key Learning Outcomes by the end of the ITaP** | ***Student teachers will be able to:***  ***When planning:***   1. ***Build on prior learning (using the scheme’s systematic progression of GPCs) and anticipate possible misconceptions*** 2. ***Refer to appropriately to the NC or EYFS and detail appropriate aims*** 3. ***Align pedagogy to appropriate outcomes (using the given bank of outcomes)***   ***When teaching:***   1. ***Articulate phonemes correctly using pure sounds\**** 2. ***Form graphemes correctly aligned with school scheme/policy*** 3. ***Use professional terminology (e.g. blending) during professional conversations and teaching*** 4. ***Model how to blend\**** 5. ***Model how to segment\**** 6. ***Support children to recall knowledge with automaticity*** 7. ***Explain the pedagogies of the adopted scheme*** 8. ***Deploy the pedagogies of the adopted scheme, appropriately (eg correct sequence, Fred in your Head)*** 9. ***Clarify word meanings (make links to language as appropriate)*** 10. ***Teach at the point of need, accurately and with increasing independence (e.g. respond to a child’s question or misconception)***   ***When teaching a lesson where phonics is applied to the reading of decodable texts:***   1. ***Revisit necessary phonics knowledge to ensure accuracy*** 2. ***Demonstrate accurate subject knowledge*** 3. ***Demonstrate enthusiasm about reading\**** 4. ***Remind children how to tackle unfamiliar words*** 5. ***Clarify word meanings*** 6. ***Model fluent reading*** 7. ***Model how to read with expression OR retrieve information from text***  * ***These outcomes are viewed as crucial professional knowledge for this stage of training to ensure progression for themselves and the children*** | | |
| ***Few LOs met (0-10)*** | | ***Most LOs met (11-16)*** | ***All LOs met*** |
| **Please indicate 3 early reading-related targets to develop their learning further over the next 3 weeks.**  ***The bank of subject-specific outcomes above will be useful here.*** | | | |

**Appendices**

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-formas**

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

Appendix 6 – Students please use this planner when planning for children to read decodable texts.

Appendix 7 – example of a completed planner for reading decodable texts.

Appendix 8 – Bank of learning outcomes to use when planning – as taught in sessions.

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

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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** |  |

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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** | | |
| Build on 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**

|  |  |  |
| --- | --- | --- |
| **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** |

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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