

**UG Primary: Intensive Training and Practice: *Early Reading***

***Guidance for student teachers and ITT mentors around school-based expectations***

***“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 |

# This document supplements the summary guidance student teachers have been given and asked to share with mentors. It gives school-based colleagues more detail around the aims of the Early Reading Intensive Teaching and Practice (ITaP) and the training first year student teachers have had in university sessions prior to the start of their first placement. It also details the role of school-partners in the ITaP to further developing student teachers’ knowledge, skills and confidence.

# If you have any questions about the content of the ITaP, please contact Colette Ankers de Salis (English Lead) [c.ankers@ljmu.ac.uk](mailto:c.ankers@ljmu.ac.uk)

If you have queries regarding placement logistics, please contact your Liaison Tutor in the first instance.

# 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, 2024 and 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 in the early stages of their training. Completing the ITaP does not mean that student teachers have done all they need to do with respect to teaching early reading, rather it facilitates the development of foundational l skills and knowledge and safe-guards opportunities for focussed feedback which should support them to develop as teachers of reading throughout further school-based experiences.

# 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.

**University-based training:**

Focussed days that progressively develop students’ knowledge of synthetic phonics; its related pedagogy; intended learning; the nature of published schemes and how to plan for discrete phonics sessions and reading lessons where phonics skills and knowledge are applied.

**School partners will support student teachers by**:

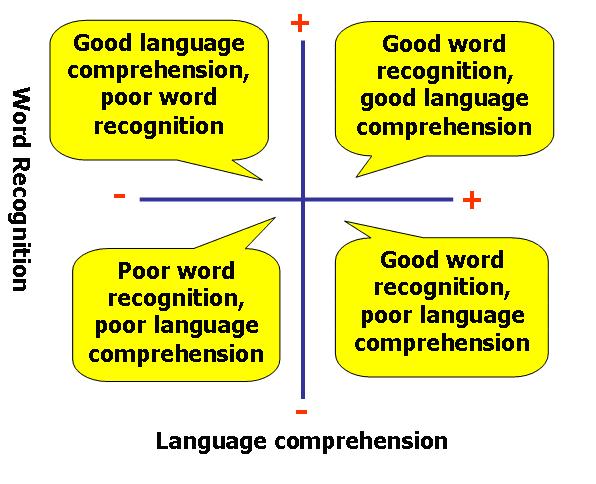
Facilitating them to observe experienced teachers and teach themselves in a year 1 or Reception class; co-planning; observing their teaching; assessing their progress and discussing achievements and areas for development.

# 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 and a set of skills 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, most of which are hyperlinked.

[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

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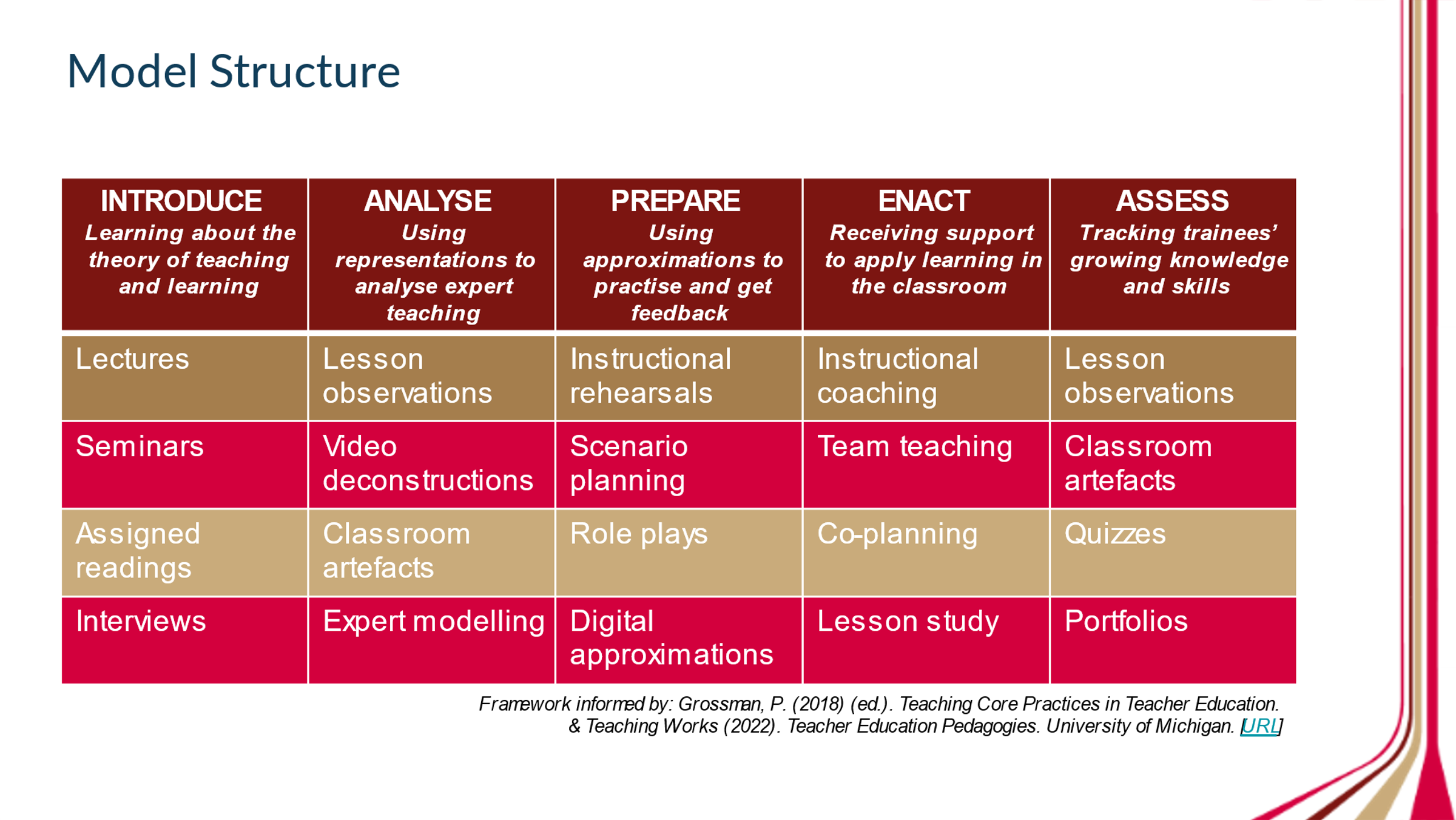
# Aims of the early reading ITaP

Enable student teachers to:

* Develop conceptual, research and practical knowledge of the teaching of reading, including the role of systematic synthetic phonics;
* Start to develop independence when planning for and teaching discrete synthetic phonics lessons
* Start to develop independence to apply knowledge when planning for and teaching reading lessons using ‘decoders’ as part of an early reading programme;

# How is the early reading ITaP organised?

The ITaP has been designed to follow the Grossman Model (2018) that begins by introducing student teachers to a concept; analyses effective practice to identify elements of expert teaching and gives them an opportunity to ‘try out’ aspects of what they have learned in a safe ‘low-stakes’ situation before they enact what they have learned, in schools. Assessment is carried out in schools to track the developing skills and knowledge of student teachers and identify ways forward.



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| **UNIVERSITY-BASED LEARNING**  *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. DfE (2023) Reading Framework 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. |
| ***\*NB The university-based sessions introduced students to key elements of two schemes used by most of our partnership schools: Read, Write Inc and Little Wandle. The have also met ‘Unlocking Letters and Sounds’. The aim is to instil confidence in our students to be able to work with any scheme by looking at the Core Criteria (DfE, 2023) and know the commonalities shared by all schemes. They are not ‘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, student teachers will need support in navigating the*** *specifics* ***of the scheme, for example, the scheme may structure lessons slightly differently or may have specific terminology. . The same applies to the structure of the reading application sessions. Student teachers have been taught about the generic approach that sees children read decodable texts at least 3 different times, each with a different focus: accuracy, prosody, understanding).*** | | |

**Enactment and Assessment**

This takes place in schools and involves student teachers enacting what they have learned. Expectations are outlined below. 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.

If possible, the Early Reading ITaP planning and teaching should all take place in week 2 of placement. This will allow the student teachers to focus solely on this key area and for targets to be set that can then be worked on during the rest of the placement. Student teachers should also be tworking with children who are at the beginning stages of learning to read (i.e. **not** on a catch-up programme)

Where there are 2 student teachers on a paired placement, it may be necessary for one to complete in week 2 and the other in week 3.

***Please note that there are specific observation forms and planning pro-formas linked to this ITaP so help maintain the focus on the learning outcomes . These are in the appendices.***

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| **SCHOOL-BASED LEARNING** | |
| **Times** | **Overview of expectations** |
| ***Week 1***  ***of school placement*** | **Student teachers should:**  1. Discuss the requirements of the ITaP and identify how this will be facilitated  2. Share feedback from the approximations of practice and any SK concerns with school-based mentor **[blank copy in appendix 10]**  3. Make arrangements to meet with the school-based colleague with responsibility for Early Reading and find out about the school’s approach to early reading– both in phonics lessons and through the reading of decodable texts.  4. 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** observations with the teacher. 4. **Place in Folder 4 of 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 **[see appendix 9]** 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 4 or 5]** 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 7]** |
| ***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 **(pls use appendix 3)**  **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 **(pls use appendix 3)** 2. Discuss observations with student teachers. 3. Discuss progression and areas for development on the placement in the weekly meeting. |

**Assessment of student teachers**

Student teachers should be assessed against the very precise learning outcomes given below. These align with the prompts given in the observation form mentors are asked to use **[see appendix 3].**

Mentors should use the evidence from the completed observations and the discussions at weekly meeting/post observation discussion to highlight outcomes that the student teacher is demonstrating secure knowledge of. Any not highlighted should be discussed and targets set for the remainder of the placement.

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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 2 or 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**/2

**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 3.**

***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 4 and 5 with completed examples (written by students) in appendix 6.

Appendix 7 – Students please use this planner when planning for children to read decodable texts.

Appendix 8 – example of a completed planner for reading decodable texts.

Appendix 9 – Bank of learning outcomes to use when planning – as taught in sessions.

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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 teaching phonics lessons**

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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 students to use when observing experienced teachers teach reading lessons using decodable texts.**

**Appendix 3 – Observation form for mentors observing student teachers**

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| **Trainee:** | **School:** | | **ITT Mentor/Liaison Tutor:** | | **Teaching group:** | **Date:** |
| **Is this a discrete phonics lesson or a reading lesson where children are reading decodable texts? (Please indicate)** | | | **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, use this space.** | | | | | | |
| **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:**  **(NB not all may be relevant to the lesson being observed)** | | **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 4 – 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 5 – 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 6 – example of a completed lesson plan based on the ‘Little Wandle’ SSP Scheme**

**NB – this level of detail is not expected but illustrates how the activities align with the intended learning**

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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 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 7 – 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 8 – 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) Use images and actions to demonstrate meaning of ‘peek’ - ensure CH understand that it is subtly different to looking at something – that it is a brief look -  and ask CH to practise peeking from behind their hands (look quickly) |
| If this is Read 1: Accuracy/decoding | Remind CH what to do if they get stuck on a word (identify each GPC and blend, return to the beginning of the sentence and check this word fits and makes sense).  Read title together – ask who do you think Dee is? What do you think the story will be about?  Ask children to read independently. T listen in to each child in turn. Make notes on words that are challenging. Make sure CH read all the way through words – scaffold if necessary.  Bring class together and praise/address any common challenges. |
| If this is Read 2: Prosody or reading for understanding |  |
| If this is Read 3: Prosody or reading for understanding |  |

**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. |
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| CS | N | N – 1st read | y |  |  |  | Fix – struggled with /x/ Not reading ends of words peek instead of peeks |
| CG | y | N – 1st read | y |  |  |  | Accurate but slow |
| ST | y | N – 1st read | y |  |  |  |  |
| BB | y | N – 1st read | y |  |  |  | Accurate but slow |

**Appendix 9 – Bank of Learning Outcomes for Planning**

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 10 – 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** |  |