

**Curriculum Professional Development Activities**

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| **Curriculum PDA - Subject Knowledge Development (S3)** |

You have identified an initial two foundation subjects you would particularly like to develop subject knowledge in. You must talk to your teacher about this.

**Gather Information**

Prior to the start of placement, visit your school’s website and access the long-term plan for your year group in the subjects you have identified as wanting to develop. Read through this and identify what you will be teaching. Work on any subject knowledge areas that are apparent when you read this.

**Professional Discussion**

Arrange to meet with the Subject Lead for these subjects to discuss the school’s planned curriculum. In particular, ask about the school’s curriculum intent, how the curriculum is designed and the planned progression. **You should use this information to help you plan appropriately in these subjects for your class.**

Notes made on this should be housed in Folder 6 of your QTS Training and Development File. Create a separate sub-folder so this information is easy to locate.

**In Phase 3b, you should repeat this process, focussing on your next two targeted subjects.**

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| **Curriculum PDA - The Teaching of Early Reading, including Systematic Synthetic Phonics (S1, S3, S5, S6)** |

**KS1 Placement**

If you are placed in a Year 1 class, or a year 2 class where regular phonics lessons are still taking place, the expectation is that you should regularly teach phonics and reading lessons where children apply their phonics knowledge and skills by reading decodable texts. You should gain experience of teaching reading lessons with a different focus – decoding, prosody and comprehension.

You may start off by observing early reading lessons and team-planning before becoming more independent. Discuss your needs with your mentor.

**ALL phonics lessons must be taught on the appropriate planner.** This is on the LJMU ITE website. If your school uses Read, Write Inc, there is a slightly different version of this that is available via Canvas.

ALL reading lessons where children apply their phonics knowledge and skills by reading decodable texts must be planned on the pro-forma you have been introduced to. It is available on Canvas. You should also use the simple record sheet to help you track progress.

**KS2 Placement (and also relevant for some in a year 2 class)**

This task is relevant for those placed in KS2 or a year 2 class if regular phonics lessons are no longer timetabled. To complete this task, KS2 trainees should be allowed to teach in a year 1 or reception class for a full week of consecutive mornings.

 **If the trainee is placed in a junior school, the task should be adapted to allow the trainee to teach a group of children who are not yet reading at age-related expectations with respect to word reading. This is likely to be in year 3.**

**TASK**

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

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

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| **Children with word reading barriers** | **Children with comprehension barriers** | **Children with both word reading and comprehension barriers** |
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1. Are any of the children receiving intervention lessons? If so, find out details, for example, what particular GPCs are they secure with? What are they currently learning?
2. Discuss the class teacher uses information form the intervention lessons and how teaching is adapted to support children in lessons across the curriculum where reading is required, for example, history lessons.
3. Observe and support at least 2 of the intervention lessons – you should do this in orientation week. [Use observation proformas 2 or 4](http://www.itt-placement.com/ug-primary/planning-and-learning-activities.php) (depending on what you feel you need to develop)
4. Reflect – how will you use this information to adapt your teaching/resources in lessons so these children can develop increasing reading independence and confidence? Discuss this with you teacher mentor.
5. **Speak to the English Lead** about Early Reading and find out how the school has responded to the recommendations of the Rose Review and teaches Early Reading. the Simple View of Reading. You need to ask about and make notes on:
* How is language development, including vocabulary, taught
* Which phonics scheme is used
* How are phonics lessons organised
* Which decoders are used and how are reading application lessons organised
* How the school uses assessment including the results of the Year 1 phonics test.
* How reading for enjoyment is encouraged

**Self study** (this should take place in Induction week or week 1)

Familiarise yourself with both the school’s adopted phonics scheme and the related phonics-based reading scheme (decoders)

**Observations these should be carried out during induction week or as soon after that as possible**

*at least* one consecutive discrete phonics sessions;

* *at least* one reading lesson where children are reading decodable texts to apply phonic work learning (in some schools this will be in whole-class guided reading lessons and in others, it will be in group reading lessons)

[Use observation proformas 2 or 4](http://www.itt-placement.com/ug-primary/planning-and-learning-activities.php) (depending on what you feel you need to develop). You should discuss your observations with the class teacher and reflect on what you have learned.

**Planning, teaching and assessment (these should be completed by week 4 at the latest)**

1. **Using the LJMU Phonics Planner, plan and teach *at least* FOUR discrete phonics sessions ideally teaching should be consecutive lessons with the same group.** This willwhich illustrate your ability to plan systematically for progression. They should also indicate your assessment and how this has informed your subsequent planning. Ask for support with at least the first lesson. Subsequent support will be based on how the first lesson goes. At least one of these lessons should be formally observed by your mentor. You must reflect on your lesson and the impact on the children’s reading.
2. Plan and teach at least three reading sessions where you plan for children to **apply** their phonics skills and knowledge in reading lessons using decodable texts. Each day should have a different focus – decoding, prosody or comprehension – and be guided by the school’s phonics reading scheme. At least one of these lessons should be formally observed by your mentor. You must reflect on your lesson and the impact on the children’s reading.

**Back in your KS2 Class**

* If you have children who are word-reading below age-related expectations and who are receiving intervention for this, arrange to teach at least two of the intervention group lessons;
* Use the assessment data from any **reading** interventions to adapt your reading teaching/resources if necessary.
* Ensure you give children receiving reading intervention opportunities to practise and apply what they have been learning through reading decodable texts

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

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| EYFS or National Curriculum Programme of Study reference |  |
| Knowledge from prior learning  |  |
| 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 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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Planner for reading lessons using decodable texts