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| Becoming a teacher of reading: expectations and opportunities during school-based training    2020-21 |

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| Liverpool John Moores University |

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**Important note**

It is important to note that the arrangements and expectations below are subject to each individual school’s risk assessment pertaining to Covid-19. There is flexibility around the expectations and we ask that you discuss the best way forward with your mentor if you are unable to complete the teaching experiences in the dates given. For example, If you are initially placed in KS2 and are not permitted to leave your bubble to work in KS1, you will have to discuss alternative ways forward.

# Phonics and Early Reading in the National Curriculum

The teaching of phonics, as a crucial part of teaching children the mechanics of learning to read, remains a key central priority and is an important aspect of Standard S3 of the Teachers’ Standards. LJMU has performed consistently well on NQT surveys which ask NQTs and trainees about their training in this area and its results in recent years have been well above sector-average.

**Subject knowledge**

Effective teachers of reading have strong subject content and pedagogical knowledge, which they employ at the planning, teaching and assessment stages. You will be working on developing this throughout your ITT course and the Phonics Focus Weeks will help you to identify areas of development. Appendix 1 provides you with additional information and points you in the direction of useful resources.

# Early Reading Focus Week

Aims:

* To develop confidence when teaching synthetic phonics as part of an early reading programme
* To consolidate and enhance subject and pedagogical subject knowledge related to the teaching of synthetic phonics and early reading.
* To help you develop skills in the planning and assessment of synthetic phonics
* To help you begin to understand how skills and knowledge taught in discrete synthetic phonics sessions may be applied in other lessons
* To facilitate the collation of evidence against the Teachers’ Standards

During this week you will be ‘off timetable’ from other subject areas to allow you time to consolidate and enhance your knowledge and understanding of the teaching of early reading. It is timetabled very early in your training programme to allow you the opportunity to apply and develop subject knowledge and understanding from the subject knowledge sessions.

You will engage in a variety of professional learning activities including researching your school’s phonics programme, observing good practice and teaching and assessment. You will focus your assessments on just TWO children.

**Dates**

**Tuesday 13th October - Friday 16th October 2020**

**If you are placed in KS2 you should make arrangements to complete this week in the most appropriate KS1 class; if you are placed in a junior school, this can be done in a year 3 class if children are reading below age-related expectations and are still having phonics lessons for their reading development** (guidance around phonics in KS2 is in appendix 9).

# Criteria to help you see how you can make progress in the teaching of phonics and early reading

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| **S3** | Standard sub-heading |  |  | *Trainee focuses very much on the individual lessons and making sure his/her own content subject knowledge is OK.* | *Content subject knowledge is increasingly secure. This allows assessment to be made and acted upon at the point of need. Trainee is starting to think about how phonics skills and knowledge need to be applied outside of the discrete lessons.* | *Content and pedagogical subject knowledge are secure. Trainee considers (through the effective use of assessment), children’s word reading skills and knowledge when planning lessons/resources across the curriculum.* |
| **S3: Demonstrate good subject and curriculum knowledge** | d. If teaching early reading demonstrate a clear understanding of systematic synthetic phonics |  | Has no understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this.  May be able to teach from existing plans but quality of teaching is not good enough to secure any learning and cannot articulate why the lesson was planned as it was. | * Shows evidence of subject knowledge but this is inconsistent. For example, phonemes may not always be articulated correctly; **on occasions** the graphemes may be incorrectly put into phoneme frames, the wrong grapheme may be used when demonstrating spelling. * May be able to follow a phonics plan but not deviate from this and respond to children’s needs at the point of teaching due to insecure subject knowledge. * Independently is able to write individual phonics plans but is not consistently able to rely on subject knowledge to inform assessment to change/inform the next plan. * Does not always model correct letter formation. * Focuses very much on the discrete phonics lessons and applies subject knowledge across the curriculum rarely and/or when prompted. * Does not make links with language comprehension to develop children’s reading skills. * Has limited experience across different phases and key stages. * Makes use of class teacher’s records to inform planning and set targets in SSP. | * Demonstrates Subject knowledge during teaching which is *mostly* secure and consistent. * Shows subject knowledge which is secure enough to allow ***some*** confidence DURING lessons to respond at the point of need to anticipated misconceptions/questions. * Independently is able to plan a series of lessons which reflect sound subject knowledge of the progressive nature of synthetic phonics. * Models correct letter formation linked to the school’s handwriting policy. * **At times** draws on phonics subject knowledge to plan opportunities for children to apply phonics skills in e.g. guided reading/shared reading/writing and links are made with language comprehension to develop children’s reading skills. * Reflects on experience across difference phases and key stages and of teaching SSP in KS2. * Draws frequently on daily assessment to inform planning. * Works effectively with other adults to ensure children make good progress in SSP. * Demonstrates understanding of the need for words to be contextualised so children understand what they are reading and not just decoding | * Demonstrates Subject knowledge during teaching which is secure and consistent. * Shows subject knowledge which is secure enough to respond confidently at the point of need to any misconceptions/questions DURING lessons AND adapt future lessons. * Independently is able to plan a series of lessons which lead to all children making good progress. * Is consistently able to draw on subject knowledge to inform assessment to change/inform the next plan. * Consistently models correct letter formation. * Embedsopportunities for children to ***apply*** phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments for example during shared reading. Makes cohesive links with language comprehension. * Can evaluate experience across different phases and key stages including KS2 where children are reading below age-related expectations. * Gathers and refers to formative and summative data to inform planning and target setting * Communicates effectively with, supports and leads other adults to ensure children make good progress in SSP and that learning is applied in other subjects. * If teaching phonics to older learners in KS2, ensures that the lesson content and context is of interest and age appropriate. |

# Overview of requirements and activities to complete during Early Reading Focus Week

**\*If you are placed in KS2 and are changing class for the week, you must make arrangements to get to know the class prior to the beginning of the week**.

\*You should identify – with the help of your teacher - TWO children to focus on for assessment.

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| **Date** | **Focus** | **Detail** | **Teachers’ Standards** | **Tick when completed** |
| **Tuesday 13h October** | Identify areas and times in the classroom provision that encourage children to interact with book and other print sources. **Make notes.** | How does the environment encourage a love of reading?  How is the teaching of reading approached?  Do ALL children interact with texts? What do your observations tell you?  When do children listen and respond to stories?  What opportunities are there for playing with language, singing, chanting, and reciting poems and rhymes?  Is there an emphasis on developing a rich, wide vocabulary? How is this done? | Part of becoming an effective teacher of reading is understanding that phonics should be taught as part of a language-rich curriculum (Rose, 2006) S3,  If this does not happen it may instil a dislike of reading which may become a barrier to learning (S5) |  |
| Read aloud to your class at the end of the day or a different time convenient to the teacher. | **Continue to do this every day and observe how different children respond.** | Part of becoming an effective teacher of reading is understanding that phonics should be taught as part of a language-rich curriculum (Rose, 2006) S3,  If this does not happen it may instil a dislike of reading which may become a barrier to learning (S5) |  |
| Carry out focussed observations | Observe a discrete phonics lesson. **Use APPENDIX 5 & 6 to help with this but focus on the questions in the last section.**  **Focus your observations on:**   * How the lesson is structured and time used in each section * How the lesson is made interactive – what are the children doing at each part of the lesson? * How does the teacher assess the children throughout the lesson?   **If possible, repeat this observation with a different phonics group that is working at a different phase.** | S3, S4,S6 |  |
| Find out how discrete phonics lessons are taught and timetabled. | **What scheme is used?** Are you familiar with this? If not, ensure that you speak to your mentor – you need to :   * Ask if you can borrow a copy of the Teachers’ Handbook. Read it and make notes. * Look at the government core criteria and learn how your school’s adopted scheme meets these criteria: <https://www.gov.uk/government/collections/phonics-choosing-a-programme> * How are the children grouped and organised for phonics in your school? * Make notes. | Knowledge and understanding of adopted resources (S3)  Knows how the scheme promotes progress (S2) |  |
|  | Formally observe the day’s phonics lesson | Use the lesson observation guide in **APPENDIX 5** **Focus on your two children** – what did they learn? How do you know? What do you feel are the next steps for these children?  How did the teacher respond to children’s questions, contributions and misconceptions?  **Discuss your observations and any questions you have with your teacher.** This will help you to plan your lesson (below). | Develop an clearer understanding of how discrete phonics lessons are structured and paced (S4) and how assessment is used both DURING lessons and after lessons (S6) |  |
| **Wednesday 14th October**  **October** | Plan a phonics lesson | Tomorrow you will teach the phonics lesson that follows on from the one you observed today. The conversation you had with your teacher and the observations you made should help you to decide the content of the lesson.  If possible, talk through your plan with your teacher.  **Planning guidance is in APPENDIX 7. Example plans in APPPENDIX 8.** | Develop a clearer understanding of how discrete phonics lessons are structured and paced (S4) and how assessment is used to inform future plans (S6) |  |
| Talk to your teacher about the different reading attainment in the class. | **Through the discussion identify 2 focus children (ideally these should be children you will teach later in the week)**  Gather all reading assessment data on them. Use the information to place the two children on the Simple View of Reading (APPENDIX 2)  Speak to the children about their attitude to reading – (the questions in APPENDIX 3) will be useful – and complete a can/can’t will//won’t grid (APPENDIX 4) | Using assessment data is important to planning and teaching (S6) |  |
| **Thursday 15th October** | Teach your first SSP plan and evaluate this | Your evaluations should focus on the children’s learning – note any children who struggled; any misconceptions; any who knew more than you had anticipated. Keep the children’s work as evidence against the Teachers’ Standards. You will need this information to help you plan for your next lesson. Focus particularly on your two focus children.  Ask your teacher to give you some written feedback on the lesson. | Subject knowledge should be demonstrated in the lesson (S3) and high expectations (S1 S4) |  |
| Plan a phonics lesson | Tomorrow you will teach the phonics lesson that follows on from the one you taught today. The conversation you had with your teacher, the children’s work and your evaluations should help you to decide the content of the lesson.  If possible, talk through your plan with your teacher.  **Planning guidance is in APPENDIX 7. Example plans in APPPENDIX 8.** | Subject knowledge should be demonstrated in the lesson (S3) and high expectations (S1 S4) |  |
| Observation of guided reading OR individual reading teaching with 2 focussed children | If your school teaches guided reading, observe one of the sessions using **APPENDIX 10**  **If your school does NOT teach guided reading, complete the task with individual readers – use your focus children.**  Note:   * The extent to which children apply their phonics skills to read text, particularly unfamiliar words * The extent to which the read common exception words * The extent to which they demonstrate an understanding of the text * How the teacher models the application of phonics skills and/or reminds them of the strategy of blending to decipher unfamiliar words * How the teacher models comprehension skills * Use **APPENDIX 2** to assess the children on the Simple View of Reading |  |  |
| **Friday 16th October** | Teach your second SSP plan and evaluate this | Your evaluations should focus on the children’s learning – note any children who struggled; any misconceptions; any who knew more than you had anticipated. Keep the children’s work as evidence against the Teachers’ Standards. Ask your teacher to give you some written feedback on the lesson. | Subject knowledge should be demonstrated in the lesson (S3) and high expectations (S1 S4) |  |
| Application of phonics skills and knowledge:  Find out the extent to which your two focus children are able to *apply* their phonics knowledge when reading and writing. | Take copies of examples of the children’s independent writing – to what extent are they applying their phonics knowledge? Annotate it to show strengths and areas for development.  To what extent are they able to apply reading skills when working in other curriculum areas – for example, can they independently read instructions on a worksheet? | Using assessment data is important to planning and teaching (S6) |  |
| Independent research | Develop your knowledge and understanding of the teaching of early reading and the place of phonics by reading resources such as:  National Literacy Trust : <http://www.literacytrust.org.uk/>   * [**Celebrating Reading for Enjoyment - Findings from our Annual Literacy Survey 2016**](http://www.literacytrust.org.uk/research/nlt_research/7858_celebrating_reading_for_enjoyment-findings_from_our_annual_literacy_survey_2016) * **Premier League Reading Stars England Evaluation Report 2015/16** * [**http://www.literacytrust.org.uk/search?q=phonics**](http://www.literacytrust.org.uk/search?q=phonics) * Read this and consider how this report ‘fits’ with phonics and the Simple View of Reading. <http://www.education.ox.ac.uk/about-us/why-closing-the-word-gap-matters-new-research-finds-evidence-of-a-significant-word-gap-in-uk-schools/> |  |  |
| Review the evidence you have collated during the week | In your weekly meeting, review the evidence you have against the criteria on the LJMU tracker and on page 6 of this booklet. In discussion with your teacher, highlight to show your progress and set targets for the rest of the placement and beyond. | Drawing on advice and feedback (S8) |  |
| **TEACHER TUTOR/MENTOR COMMENT & SIGNATURE:** | | | |

# After Early Reading Focus Week: Moving Your Phonics Teaching Forward

The focus week is time-tabled very early in your training programme to allow you the opportunity to apply and develop subject knowledge and understanding from the subject knowledge sessions. Following on from this you must continue to expand your experiences and further develop your skills while in school. This will allow you to attain more than the minimum expectations against the Teachers’ Standards and will enhance your subject knowledge prior to your re-audit. **The teaching of early reading, including synthetic phonics, should be included as a discussion point in all weekly meetings.**

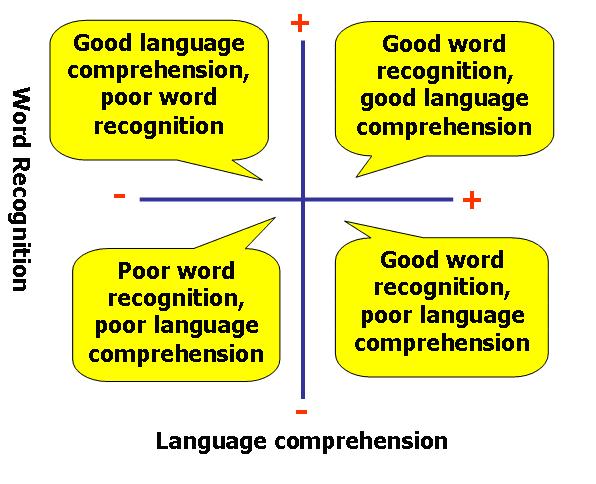
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| **Examples of ways you could move your phonics teaching forward** | | |
| **Action** | **Link to LJMU Tracker Criteria (S3d)** | **Link to other Teachers’ Standards** |
| Independently plan, teach, assess and evaluate **a series** (at least 5 consecutive lessons) of discrete phonics lessons. Have some of these formally observed. | Independently is able to plan a series of lessons which lead to all children making good progress (grade 1)  Independently is able to plan a series of lessons which reflect sound subject knowledge of the progressive nature of synthetic phonics. (grade 2) | S4, S2, S3 |
| Model correct letter formation in every lesson so phonics is linked to handwriting | Trainee consistently models correct letter formation. (grade 1) | S2, S5 |
| Contextualise all words children are asked to read in phonics lessons to develop vocabulary and language comprehension | Subject knowledge during teaching is secure and consistent (grade 1)  All words are contextualised so children understand what they are reading and not just decoding (grade 2) | S2, S5 |
| Plan lessons where all skills and knowledge taught in discrete sessions are applied in both reading and writing opportunities: important in both key stages and includes lessons taught by TAs. | Trainee **embeds** opportunities for children to ***apply*** phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments for example during shared reading.. Cohesive links made with language comprehension (Grade 1) | S2, S5 |
| Plan lessons that are interest and age-appropriate – especially important in KS2. | If teaching phonics to older learners in KS2, ensures that the lesson content and context is interest and age appropriate (grade 1) | S1, S2, S5 |
| Teach at the point of need – outside of phonics lessons embed the strategies of blending and segmenting so whenever children meet an unfamiliar word they know how to read it and/or attempt to spell it | Trainee **embeds** opportunities for children to ***apply*** phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments for example during shared reading.. (grade 1) | S2, S6 |
| Use assessment to make changes during and before in planned lessons. This includes changes to commercial schemes | * Trainee’s subject knowledge is secure enough to respond confidently at the point of need to any misconceptions/questions DURING lessons AND adapt future lessons. | S6, S4, S5 |
| Adapt teaching resources including instructions on worksheets and expect children to read independently apply previously taught skills and knowledge  Ensure children have decodable independent readers | * Embeds opportunities for children to apply phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments for example during shared reading. Makes cohesive links with language comprehension (grade 1). | S5, S2 |

# APPENDIX 1: What constitutes ‘best practice’ in teaching reading?

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 understanding.

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).



At LJMU, the Reading Focus weeks allow you the opportunity to receive subject-specific feedback that should enhance your confidence and skills and prepare you well to teach young children to read – in the widest sense of the word. Thus you are encouraged to think about developing children as true readers and not just decoders, while recognising the importance of quality and exciting first teaching that allows children to access print and enjoy books.

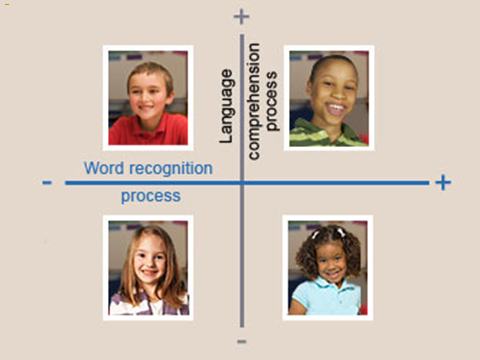
For more information on best practice and central policy views, read:

* DfE (2010) The importance of teaching: schools’ white paper 2010, available at: <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>
* Rose, J(2006) *The Independent review of Early Reading*. Aspect 1 pp15-28 , located at <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/0201-2006PDF-EN-01.pdf>
* Ofsted (2013) Moving English Forward available at: <https://www.gov.uk/government/publications/moving-english-forward>

# APPENDIX 2: Using the Simple View of Reading as a simple assessment tool

The 2006 review of early reading (rose, 2006) supports the use of the Simple View of Reading model (SvoR) to help explain the processes at play during reading. The model suggests:

* Reading comprehension depends on, and is limited by, language comprehension abilities.
* Understanding written texts is not possible unless we can read the words, but...
* ...being able to read the words does not guarantee that the text will be understood.

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Having gathered assessment data on your two focus children, where would you place them on the SVoR?

What does this suggest that they need help with to help them become confident, independent readers?

How will you use this information to help you plan later on in the week?

# APPENDIX 3: Questions to ask children to determine their attitude towards reading

Questionnaires by the Reading for Pleasure organisation are available to download and use:

KS1: <https://www.researchrichpedagogies.org/_downloads/KS1_rfp_survey.pdf>

KS2 and above: <https://researchrichpedagogies.org/_downloads/RfP_Childrens_Reading_Survey.pdf>

If you are working with older children who struggle to read, you may wish to use the KS1 survey.

**Once you have the information you need to consider how you will use this assessment data to help you when teaching reading.**

# APPENDIX 4: Reading attitude grid (adapted from the CLPE)

|  |  |
| --- | --- |
| **Can and do read** Boys  Girls | **Can but don’t read**  Boys  Girls |
| **Can’t and but try to read**  Boys  Girls | **Can’t and don’t try to read**  Boys  Girls |

# APPENDIX 5: Phonics Lesson Observation - blank copy

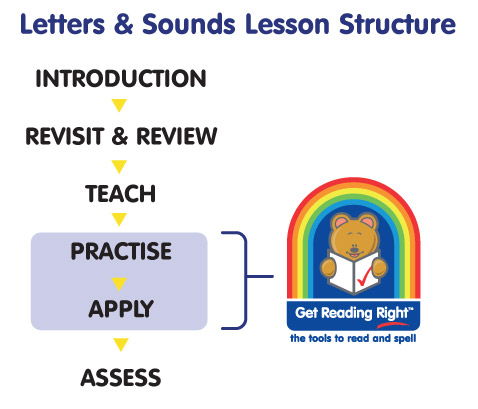
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| --- | --- | --- |
| **Prompts** | **Notes/Evidence** | **Impact of this on the children’s learning** |
| **Revisit**   * Does the teacher ensure that children practise phonemes already taught? * Is it kept lively and fast-paced? * Are all pupils encouraged to participate? * How does the teacher use assessment in this section? |  |  |
| **Teach**  Note how the teacher:   * Ensures children articulate phonemes correctly * Models letter formation * Teaches/consolidates the skill of blending * Teaches/consolidates the skill of segmenting * Ensures children understand the meaning of the words used as well as how to decode them   Are the children taught the **name** of the letters?  How does the teacher use assessment in this section? |  |  |
| **Practise**   * Do children have opportunities to practise saying the phoneme? * Are they given opportunities to read the corresponding graphemes? * Are they given opportunities to blend phonemes to read words? * Are the words put into a context so that vocabulary is developed? * Are they given opportunities to segment words into phonemes/graphemes for spelling? * Are they given opportunities to write the grapheme? How does the teacher monitor correct letter formation/pencil grip etc * How does the teacher use assessment in this section? |  |  |
| **Apply**   * What opportunities are planned to allow children to apply their phonic knowledge and skills in purposeful reading and writing activities? * How do the activities promote language development/vocabulary development? * How does the teacher use assessment in this section? |  |  |
| Throughout the session:   * Is the session multi-sensory but tightly focused on the learning goal? * Is it kept fun and interactive? * Are props used effectively? * Is it kept short and focused? * Is it appropriate to the principles of EYFS practice? * Does the teacher observe carefully to assess individual children’s progress? |  |  |

# APPENDIX 6: Phonics Lesson Observation - completed example

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| **Prompts** | **Notes/Evidence** | **Impact of this on the children’s learning** |
| 1. Revisit  * Does the teacher ensure that children practise phonemes already taught? * Is it kept lively and fast-paced? * Are all pupils encouraged to participate?   How does the teacher use assessment in this section? | Teacher showed children the grapheme /w/ in finger phonics big book 3. Children all gave the action and teacher modelled it for a couple who were not as confident.  Children were asked for the letter name.  Children all said ‘Hello /w/ ‘ in a range of voices – happy, sad., excited | Because the children spent time looking again at the shape of the /w/ grapheme they were confident when it came to writing it later in the lesson.  Because the teacher modelled the action, it supported those children who were unsure.  Because children repeated the letter sound over and over, this reinforced the sound and did so through a game. |
| 1. Teach   Note how the teacher:   * Ensures children articulate phonemes correctly * Models letter formation * Teaches/consolidates the skill of blending * Teaches/consolidates the skill of segmenting * Ensures children understand the meaning of the words used as well as how to decode them   Are the children taught the **name** of the letters?  How does the teacher use assessment in this section? | T introduced a new grapheme /x/.  Teacher modelled the action and the sound it makes – children were asked to copy this and to say ‘hello’ to it in different voices and using its sound.  Teacher referred to x-factor and x-men and write these up on the board.  Teacher then taught the children a song which uses the letter name and sound. | As the teacher modelled the sound using correct enunciation, the children were able to copy this. The teacher was able to hear some incorrect versions and re-teach this.  Because the teacher used a real-life context, the children were able t make a link between phonics and ‘real’reading and writing.  The song helped all children to remember the name and sound of the new grapheme. |
| 1. Practise  * Do children have opportunities to practise saying the phoneme? * Are they given opportunities to read the corresponding graphemes? * Are they given opportunities to blend phonemes to read words? * Are the words put into a context so that vocabulary is developed? * Are they given opportunities to segment words into phonemes/graphemes for spelling? * Are they given opportunities to write the grapheme? How does the teacher monitor correct letter formation/pencil grip etc   How does the teacher use assessment in this section? | T introduced a ‘rainbow letter’. She modelled how to write a cursive /w/ on the board. Children were asked to practise this on each other’s backs and some came out and wrote over her letter in different colours.  Throughout the teacher repeated the action: ‘woosh down, up, down, up and off!’  Throughout the T asked: what is its name? what is its sound? | Because the writing was modelled the children knew how to form the letter correctly. This will help them with their spelling and handwriting when writing words and captions.  T was able to correct some incorrect orientation when children were practising on each other’s backs.  One of the children struggling was asked to write over her ‘rainbow’ letter and then to give the next child instructions about how to write it. This meant he was acting as a teacher and by the end was firming the letter correctly.  The repetition meant that by the end all children could say the name and the sound of the /w/ grapheme. |
| 1. Apply  * What opportunities are planned to allow children to apply their phonic knowledge and skills in purposeful reading and writing activities? * How do the activities promote language development/vocabulary development?   How does the teacher use assessment in this section? | At the end the teacher showed them 3 words. These were linked to x-factor and used previously taught graphemes.  She orally dictated sentences and when these words were reached, held them up and asked children to blend them to read.  E.g. I want to win x-factor.  win wig wag | Because the children had been looking at the /w/ graheme, they could all recognise it on each of the words. Some children could not remember the /g/ grapheme. This could have been revisited in the first part of the lesson. |
| Throughout the session:   * Is the session multi-sensory but tightly focused on the learning goal? * Is it kept fun and interactive? * Are props used effectively? * Is it kept short and focused? * Is it appropriate to the principles of EYFS practice? * Does the teacher observe carefully to assess individual children’s progress? | Songs etc used  Activities eg writing on backs allowed the teacher to see where some were struggling | Songs directly linked to the learning as was the ‘say hello’ game. These helped children to remember the names and sounds of the graphemes. |

# APPENDIX 7: Planning guidance and blank discrete phonics planner

**Recommended teaching sequence for discrete phonics lessons**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjwsOTnuMvNAhWlK8AKHUzkCEIQjRwIBw&url=http://www.getreadingright.co.uk/using-get-reading-right-phonics-programme/letters-sounds-get-reading-right/&bvm=bv.125596728,d.ZGg&psig=AFQjCNHKDlDHtQgq7jOxJ6aAJvhbVvSkTw&ust=1467228112701326)

**Multi-sensory learning**

The processes of segmenting and blending for reading and spelling need to be made enjoyable and easy for children to understand and apply. Well-timed multi-sensory activities serve this purpose and intensify learning. One easily available resource that has proved very effective in this respect is a set of solid, magnetic letters that can be manipulated on small whiteboards by children, as individuals or in pairs. These have the advantages, for example, of enabling children to:

* recognise letters by touch, sight and sounding out simultaneously;
* easily manipulate letters to form and re-form the same sets of letters into different words; compose words by manipulating letters even though children may not yet be able to write them, for example with a pencil; share the activity and talk about it with a partner;
* build up knowledge of grapheme phoneme correspondences systematically.

**These resources also provide you with an easy means to monitor and assess children’s progress.**

**Planning for phonics both in discrete lessons and applied in other lessons**

* Discrete teaching (daily)
* Based on your assessments, decide which phase of phonic progression you will be working at, and which letter group or groups you will be using.
* Plan each day’s discrete teaching session, ensuring from phase 3 onwards that you are teaching a balance of blending and segmenting every week.
* Application in shared reading and writing (daily)

Plan your shared sessions to include demonstrating to children how to apply their new and existing phonics skills and knowledge, so they can see how to blend phonemes when reading and segment phonemes when writing.

* Application across the curriculum (daily)

When planning your learning environment and continuous provision, ensure that children have opportunities throughout the day, both inside and outside in YR, to engage independently in speaking, listening, reading and writing activities that allow them to explore and practise their growing skills.

* Application in guided reading

When planning your guided reading sessions, ensure that children are prompted to use the skills and knowledge you have been working on.

* Children at the very early stages of independent reading may need focused small-group sessions to develop their experience, vocabulary and skills.
* Application in guided writing

Plan for all children to participate as frequently as possible in guided writing sessions, where they can develop their independent writing skills with the support of a teacher/practitioner. The context can arise from any area of the curriculum. In these sessions you can monitor and model correct letter formation and remind children to apply the skill of segmenting to help them spell.

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**Discrete Phonics plan**

# APPENDIX 8: Discrete Phonics Example plans

## In this example, the teacher has worked for a few weeks at Phase 2: ‘introduce grapheme- phoneme (letter-sound) correspondences’using the letters (*s*, *a*, *t*, *p*, *i, n*). She is now devising sessions for Phase 3, where she will teach some new grapheme-phoneme correspondences; reinforce those already learned, and teach children how to blend sounds for reading and segment them for spelling.

|  |  |
| --- | --- |
| **Monday** | **Objectives:**   * **to consolidate the recognition of the graphemes *s.a.t.p,I,n*** * **to learn the GPCs b and u for the sounds /b/ /u/** * **to learn the correct letter formation for b and u** * **to read the words bus, but , tub, put, nut,** |
| Revisit and review | Children will play game ‘Master, Master – each will have a grapheme to hold and when teacher calls a phoneme they must check to see it t corresponds with their letter – if it does, they may ‘cross the river’ after correctly saying the phoneme.  **Assessment:** watch for children holding letters upsidedown and for correct/incorrect matching/articulation. |
| Teach | T - Show children the front cover of the new class book: The naughty bus and have children remind you of title. Children talk about the things the bus did.  Focus on the word bus and demonstrate the initial sound /b/ - children copy. Invite children to call out to the noisy bus using the first sound of his name only – shout it/whisper it etc  T demonstrate how to form the letter - children practice on each other’s backs.  Repeat activities with /u/  CVC segment  Assessment: Note children adding additional uh to sound – check articulation is pure.  T – display the word bus - Teach children how to say each grapheme and blend hem to read – children repeat  Repeat with word but  Assessment: are children reading and blending right through the word? |
| Practise | Class game of word pairs. |
| Apply | Play ‘word wall’  T have a range of word cards stuck to the wall . Children cannot see the word just a number. Children choose a number from a bag and select the corresponding word card. They must read the word on the card and show the rest of the group – the group is then challenged to give a sentence with the word in it.  Assessment – can children use their blending skills to read familiar and unfamiliar words eg pub. Can they put the words into sentences? |

**NB - the following two plans are for children in a Reception class and so the objectives are taken from the Early Learning Goals.**

|  |  |  |  |
| --- | --- | --- | --- |
| **National Curriculum Programme of Study/ELG** | **ELG 09 Reading**: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  **ELG 10 Writing**: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | | |
| **Knowledge from prior learning including anticipated misconceptions** | Children have learned the following in phase 3: /j/, /w/, /x/, /y/, /z/ /zz/  Introductory session in a new unit of work in Phase 3 introducing consonant digraphs. They are familiar with 2 letters making one sound but so far have only learned digraphs where the double letter makes the same sound as the single letter. | | |
| **Learning objectives (learning intentions; learning focus; learning question; WALT)** | The children will learn:  Two letters make one sound that is different to the individual grapheme sounds  Recognise the grapheme ‘sh’  Form the GPC /sh/  Learn to read and spell words containing /sh/ | | |
| **Learning outcomes**  **(success criteria; steps to success; learning checklist; WILF)** | Hear the /sh/ phoneme at the start of words  Hear the /sh/ phoneme at the end of words  Suggest words beginning with /sh/  Identify /sh/ In target words  Write the GPC /sh/  Blend to read new CVC words containing the GPC /sh/  Segment words to spell CVC words containing the GPC /sh/ | | |
| **Teacher-targeted focus group or individuals**  **(linking to learning outcomes)**  **Child A – asked to blend target word 1**  **Child B – ASKED TO SEGMENT TARGET WORD 2** | | **Teaching assistant-targeted focus group or individuals**  **(linking to learning outcomes)**  **TA focussed on helping Child x and child y to orally blend and segment target words** | |
| **Revisit and Review**  **(linked to prior knowledge and intended outcome)** | - Using Phase Two pack of flashcards, briskly practise the set of previously learned letters (graphemes)  - Monitor recall (form separate pile of insecure graphemes)  - Quickly reteach insecure graphemes, (showing/using mnemonics on back of cards as necessary) | | |
| **Teach**   * **Consider language-rich opportunities** | Quick warm up: sing or chant favourite rhyme/action rhyme. Pirate Song ‘When I was one…’ Introduce CH to idea of them being pirates and that they are going to learn a new sound today that will help them to solve clues so they can find the treasure.  . Introduce the new sound /sh/.  Teach that it is 2 letters making one sound. Demonstrate the separate sounds and then them coming together to make one new and different sound.  Teacher demonstrate how to read the grapheme – children to practise saying the sound.  Teacher model how to form the letters in the grapheme and remind children that 2 letters make one sound.  Children practise air-writing the grapheme. Teacher monitor letter formation. | | |
| **Practise** | T use props to introduce words beginning with /sh/.  Using a treasure box as a context teacher ask children to suggest items of treasure they might find in the box that contain the /sh/ sound. | |
| **Apply**   * **Children read or write** | Using the context and purpose of reading clues to unlock a treasure chest, the children, guided by the teacher blend words to read using the new grapheme /sh/ - fish  Spelling - shed  Children to place ‘doorbells’ under graphemes to indicate each sound. T to model this for them. | |
| **Resources** | **Letters, treasure box,**  Phase Two ‘graphemes’ pack (Revisit & Review activity); enlarged laminated letters ‘s’, ‘h’ ‘sh’ (mnemonics on reverse); shaker; bag of shells; treasure box; ‘sh’ objects (shovel, shoe, shark, ship…); teacher’s copy ‘She sells sea shells by the sea shore’; IWB silly sentence (shared reading) | |
| **Assessment of learning against criteria** |  | |

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| **National Curriculum Programme of Study/ELG** | **ELG 09 Reading**: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  **ELG 10 Writing**: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | |
| **Knowledge from prior learning including anticipated misconceptions** | Children have completed phases 2 and 3.  They are working at Phase 4. They are working on blending through the whole word from left to right and listening for each individual sound to articulate the word correctly.  Some may miss out middle consonants when reading and/or spelling (GB, HK, JP) | |
| **Learning objectives (learning intentions; learning focus; learning question; WALT)** | **Children will learn to :**  Identify each phoneme they hear in words  Match these spoken sounds to written words  Match spoken sounds to help spell words | |
| **Learning outcomes**  **(success criteria; steps to success; learning checklist; WILF)** | Identify errors in aural blending/segmenting examples.  Use phonic knowledge to decode (read) CCVC and CVCC words  Use phonic knowledge to encode (spell) CCVC and CVCC words  Apply phonics knowledge to read a simple sentence | |
| **Teacher-targeted focus group or individuals**  **(linking to learning outcomes)**  Monitor GB, HK, JP for blending graphemes in correct order. | | **Teaching assistant-targeted focus group or individuals**  **(linking to learning outcomes)**  No TA. Group is grouped by attainment. |
| **Revisit and Review**  **(linked to prior knowledge and intended outcome)** | Revisit previous learning using GPCs needed for this lesson.  Play ‘Master Master’.  Children read CVC target words on individual cards in order to ‘cross the river’ .  T to monitor blending skills and accuracy.  CH to show their cards to the rest of the group so they can check. | |
| **Teach** | T to use a puppet to help model incorrect blending and segmenting of target CVCC and CCVC words e.g. /b//a//k/ instead of /b//a//n//k/.  T to emphasise the median consonant and to model writing this on the WB.  Example Key question: which grapheme would I have to change to turn the word belt into best?  Language-rich context Sam puppet’s new black belt.  Target words: belt, black, best, belt, vest | |
| **Practise** | Ch given individual magnetic boards and a set of magnetic letters.  Ch to manipulate graphemes to spell target words given by T.  T to monitor - ch counting the number of phonemes on their fingers; ch placing GPCs in correct order in word.  Once ch have a word in front they are asked to read it and check GPCs are in the correct order. | |
| **Apply** | Ch given individual words on pieces of card.  T has a target sentence written on WB that has a target word missing. Children read sentence with T guiding and decide who has the correct missing word.  CH read sentence together to decide if child is correct.  Target sentence.  Sam likes his new black **belt.** | |
| **Resources** | Puppet  Whiteboard pen  Letters/magnetic board  Sentence  Word cards | |
| **Assessment of learning against criteria** | HK identified correct graphemes but placed them in random order on his WB. | |



(Taken from *CLLD Materials for consultants*, 6th Instalment Ref: 00365-2008PCK-EN )

# APPENDIX 9: Phonics in KS2

**Teaching phonics at Key Stage 2**

Some children at Key Stage 2 may experience difficulty in reading and/or writing, because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

* experience difficulties with blending for reading and segmenting for spelling
* show confusion with certain graphemes and related phonemes
* have difficulty segmenting longer words containing adjacent consonants (also referred to as consonant clusters or blends)
* demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /*ai*/ as in *train*, but require more explanation and practice about the alternative spellings for any particular phoneme.

For detailed information on approaches to teaching phonics in Key Stage 2, see *CLLD Phonics at Key Stage*

[*https://www.primarysupportteam.co.uk/files/phonics\_at\_ks2.pdf*](https://www.primarysupportteam.co.uk/files/phonics_at_ks2.pdf)

**Phonics into Spelling**

In order to spell, we need both phonemic knowledge and morphological knowledge. Phonemic knowledge is the correspondence between letters (graphemes) and sounds (phonemes). Morphological knowledge includes the spelling of grammatical units within words (such as root words, compound words, suffixes, prefixes, and knowledge of etymology (word derivations)). For more information on strategies and teaching approaches, see *Support for Spelling (*DCSF Ref: 00171-2009DOM-EN) which is available on Blackboard.

Now look at the words below and review the strategies that support spelling them accurately.

**Wednesday**– strategies for words like this include using ‘spell-speak’, saying out loud letters which are not pronounced, e.g ‘We**d**nesday’

**Separate** - polysyllabic words often contain an unstressed syllable in which the vowel is pronounced as a nondescript ‘ur’, as in ‘sep**a**rate’ This is called the ‘schwa’ vowel sound which can be spelt in different ways. Strategies such as looking for words within words – e.g. ‘there is a rat in separate’ can be helpful.

**Pneumonia –** phonemic strategies help with technical words such as this, i.e. first breaking down the word into syllables: pneu/mon/i/a and then using phonemic knowledge to select suitable graphemes to represent the phonemes.

# APPENDIX 10: Guided reading Lesson Observation - focus on phonics application

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| **Prompts/part of the lesson** | **Notes/Evidence** | **Impact of this on the children’s**  **learning – focus on your two**  **chosen children** |
| **Introduction to the text**  Does the teacher introduce the text?  Does s/he draw on children’s prior knowledge?  Are the children prepared for any language that may be unfamiliar?  Are children encouraged to predict/ask questions?  Are children set a ‘focus question’ to think about during reading so they have a purpose to read? |  |  |
| **Strategy Check**  Are children reminded of what to do if they get stuck on a word? Are they reminded of blending skills and of recently learned GPCs they might meet in the text?  Are they reminded what to do if they don’t understand a word? |  |  |
| **Independent Reading**  How is this organised?  Are children given time to read alone and ‘problem-solve’?  How does the teacher monitor each child?  What is your assessment of the children’s:   * Ability to apply phonics knowledge * Understand the text * What is their fluency like? * Are the children reading with around 90% accuracy? * Were any children struggling with any previously taught GPCs? If so, how could this assessment data be used in future phonics lessons? * Could all children apply the skill of blending to work out unfamiliar words? |  |  |
| **Return to the text**  Do children return to the text (and the set question) and discuss it?  How does the teacher address misconceptions?  How does the teacher use assessment of decoding skills in this section (for example of some children were reading the word light as l-i-g-h-t instead of l/igh/t is this addressed with the group? |  |  |

# If you school does not do guided reading, use the prompts to help you when you are listening to your 2 focus children read individually.