



LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING
MEMOS

PGCE Primary: Week 3

Phase Expectation Focus	Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?
Research Summary	This week's focus links to the phonics day. During this, we focus on accurate articulation of phonemes, the skills of blending and segmenting, the simple and complex codes, decodable texts, pedagogical approaches to teaching phonics and planning. Underpinning all of this were these key texts: - Johnston, R. S., and Watson, J. E. (2005). <i>The effects of synthetic phonics teaching on reading and spelling attainment: A seven-year longitudinal study</i> (Vol. 11). Edinburgh: Scottish Executive. - Jolliffe, W., Waugh, D., Carss, A. (2022) <i>Teaching Reading and Spelling using Systematic Synthetic Phonics</i>. London: Sage. - Ofsted (2022) Research Review Series: English Research review series: English - GOV.UK - Rose, J. (2006) Independent Review of Early Reading Nottingham: DfES. Rose Review - Wyse, D., & Bradbury, A. (2022). Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading. <i>Review of Education</i>, 10(1).
Teaching Expectations	• By the end of phase 1, team teaching with class teacher approx. 3 lessons overall to develop skills and knowledge. (Lesson plan required for the part of the lesson being taught). • Observation of experienced teachers. Student teachers must complete 1 formal observation per day using the LJMU observation proformas – one should be a focus foundation subject. • Supporting small groups, as directed by the teacher (no plan required) • When you start team teaching, time out of the classroom for PPA is 1 hr per day. Prior to this, you will not need PPA as you are not planning, preparing or assessing teaching. • Planning: student teachers will need support with this in the initial stages and be working from teacher's plans.
Curriculum Professional Development Activities (CPDAs)	See separate Phonics Continuing Professional Development Activity (CPDA) booklet on the phonics Canvas page – here. Discuss the school's SSP (Systematic Synthetic Phonics) programme and how fidelity is maintained. Observe and participate in phonics and early

	reading lessons, identifying effective teaching strategies and adaptations for different learners. Discuss how reading is taught and how pupils requiring additional support are identified and supported. Review phonics assessment information and its impact on teaching. Observe your mentor modelling effective phonics practice, questioning, and feedback. Identify your strengths and development targets. Prepare questions for the English lead and make notes on phonics and reading resources available in school. Share your audit scores with your General Mentor, be honest. Plan to address these gaps in your subject knowledge. Agree a date to review how you have worked developing your subject knowledge (this will most probably be around the start of phase 3). Identify an opportunity for student teacher to spend time (ideally a full day) observing in the EYFS (Nursery or Reception). Ensure the student teacher has access to the teacher's planning for the day that they are observing, so that they can deconstruct what they see.
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Reminders for Students	Ensure all of your ITaP materials from last week are uploaded to Section 4 of your QTS file, including your student booklet and end of ITaP assessment document completed by your GM. If you have struggled to upload your video, please try again as the technical issues are now resolved. Your next tutorial with your Lead Mentor is the week beginning 12th October. The focus for this will be reflections on ITaP 1 and subject knowledge development. The formal expectation to observe starts the week beginning the 5th October. Some students have started already and all students will have observed as part of the ITaP. Some reminders: - There is an exemplification booklet within the Canvas materials from the taught observation session in induction week for you to download and refer to. - All observation should be on one of the four proformas, rather than free hand note taking. These can be found here. - All proformas (and the exemplification booklet) signpost what situations and purposes the specific observation proformas will support. - There is no right or wrong way to observe. These are for you and your professional learning. - Please ensure you raise any questions that observations generate with your mentors at an appropriate time, and action your key takeaways and professional learning into your own practice. - All observation records should be stored in Section 6 of the QTS folder.
Reminders for Mentors	The Professionalism Check is due on Wednesday 7th October. This will be completed and submitted on Abyasa. Please ensure that you have discussed any concerns that you have with your student and have clear targets to address these areas.
Key Dates	Wednesday 7th October: Professionalism Check due.

Education Updates

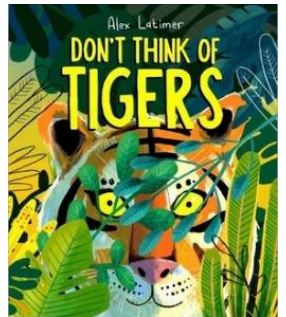
The Conversation: Reading shortcuts for children may be popular, but the research doesn't back them up – [link](#) - This year marks the UK's National Year of Reading, which aims to rebuild good reading habits and enjoyment as child and adolescent reading declines year on year.

EEF: Nine in 10 schools identify literacy as a key challenge for disadvantaged pupils, while eight in 10 cite attendance – [link](#) – Schools are most likely to identify literacy attainment and attendance as key challenges facing their disadvantaged pupils, according to research published by the Education Endowment Foundation (EEF).

BBC: Employers should teach primary-age children about work, says Milburn – [link](#) - Children should be introduced to the world of work at the start of primary school, says the author of a major report into youth activity in the UK. Former minister Alan Milburn says children as young as four should be learning about different careers, with work experience placements made mandatory for 14- to 16-year-olds.

Recommended Read

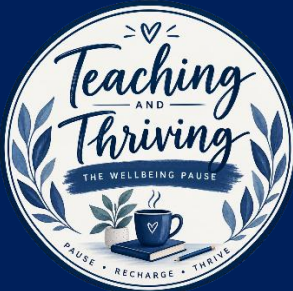
Winner of the UKLA Book Awards 2026 in the 3-6+ category, ***Don't Think of Tigers*** by Alex Latimer is the perfect mix of funny and interactive with an important message. The creator of this entertaining picture book offers to draw anything the reader wants on the next page... as long as it's not a tiger, as he's not very good at those. This quirky picture book is bursting with lively artwork in vibrant swathes of colour, making it a joy to share with young children. It also carries the valuable message that, in order to do something well, you'll probably have to do it badly quite a few times first.



Good quality sleep can set you up to face the challenges of everyday life. Yet these challenges can also create feelings of anxiety that get in the way of a good night's sleep. Below are some tips for improving and maximising your sleep.



[Getting a good night's sleep: a guide for teachers and education staff](#)



If you'd like to talk to a Wellbeing Advisor, you can:

- [Book an appointment online](#)
- Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building.
- Contact us by phone: [0151 231 3664](tel:01512313664) or email: studentwellbeing@ljmu.ac.uk

