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| Session Content | In the provider led taught curriculum**,** trainees have “**learned** **that**…” and will develop this in a range of contexts. | Trainees have **learnt**, and should begin to demonstrate in“**how to …”:** | Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further **“learn how to…”:** | Links to support trainee/further reading shared with trainees |
| **Teaching reading through SSP in Reception/KS1 and guided reading** | * early reading consists of stages that include listening to stories, phonological awareness, decoding and concepts about print and comprehension * certain principles underlie SSP as a strategy for teaching early reading. Understanding theoretical principles will help application to classroom practice. * children learn how individual sounds are synthesised together to read words and how to segment the individual sounds to spell/decode texts and that this is a reversible process * discrete phonics lessons should be linked to decodable reading books used as home-school reading books and in guided reading * guided reading allows the teacher to explicitly teach reading strategies to support comprehension and response * throughout all classes guided reading activities link decoding with sentence structure, purpose and understanding of words and meanings in context * in guided reading lessons the texts used match the reading ability of the group but also provide challenge. | * structure a phonics lesson * plan, deliver and assess a phonics lesson using revisit; teach; practise; apply sequence * select appropriate practical activities for teaching SSP, following a examples of planning from a range of DfE accredited phonics programmes, e.g. Read Write Inc, Little Wandle, Jolly Phonics etc.. * articulate the sounds clearly and precisely, being sensitive to regional accents * plan for opportunities for children to apply their phonic knowledge in reading and writing beyond the phonics lesson * scaffold the teaching of grapho-phonically irregular words * use strategies for leading guided reading groups, including directed talk and prompts for pupils to link to their prior experience * plan for guided reading sessions to have focused learning objectives developing and consolidate reading skills * challenge children through careful questioning and assessments of reading behaviours and analysis of oral responses * provide opportunities for discussion, thinking aloud and reading so that children can learn from one another as well as the teacher | * How are you going to make the session interactive so that the pupils are required to articulate phonemes themselves, not just listen to the adult doing so? * How will you ensure pupils apply phonic knowledge to reading and writing? * How will you encourage application of phonic knowledge to spell words correctly and have a plausible attempt at others? * In guided reading how will you ensure there is evidence of new learning, not just consolidation? * How will you facilitate talk about key features of the text type being studied e.g. tense; key vocabulary, as well as author’s intent? * How will you ensure pupils read independently rather than taking turns around the group? Is there an opportunity to then return to the text as a group to develop comprehension?   **Impact: during SE1 trainees will begin to show they can**  share enthusiasm for reading and know the impact of children reading broadly and widely on learning across the curriculum  Use their own strong subject knowledge to teach phonics (if relevant to their year group), in context with meaning and purpose. Develop a sound awareness of their school’s DfE accredited phonics programme and follow guidance given to implement it. | * If the trainee needs to practice enunciation of sounds: <https://www.youtube.com/watch?v=-ksblMiliA8> * General knowledge and understanding   Refer them to chapter 7 & 8 of the English course core text *Teaching Primary English* by Bearne and Reedy.   * Teaching phonics systematically   Refer the trainees to the training videos on the University Blackboard English Teaching Reading Folder   * Guided reading question and talk support: <https://studylib.net/doc/7603175/guided-talk---lancashire-grid-for-learning> |