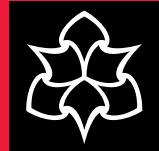


The University for
World-Class Professionals



Manchester
Metropolitan
University

PGCE Phonics and Early Reading Training and Professional Development Guide

Faculty of Education
mmu.ac.uk/education

MMU © 2015



Acknowledgements

The work of both Debbie Hepplewhite and Cumbria University have contributed to the development of this handbook.



Contents

Introduction	4
Phonics First – What is Systematic Synthetic Phonics?	5
The Simple View of Reading	6
Meeting the Standards for Qualified Teacher Status	7
An Overview of Training Relating to Phonics and Early Reading	7
Early Reading Week Placement Tasks	10
Key Stage One Placement Tasks	12
Key Stage Two Placement or Early Years Placement Tasks	14
RoLOs Lesson Observation One – Delivering a Teacher's Plan	17
Lesson Observation Two – Collaborative Planning and Independent Teaching	23
Lesson Observation Three – Independent Planning and Teaching	29
Lesson Observation Four – Progression and Formative Assessmen	35
Review and Reflection	41
Demonstrating your Understanding of Phonics	42
Information for Class Teachers and Mentors	44
Glossary	46
Overview of Letters and Sounds Phonics Programme	48
Bibliography and References	49
Appendices	50

Introduction

We live in a society which is print-rich and which makes increasingly high demands on its members in terms of their literacy skills. Becoming a reader can add to an individual's sense of human worth and dignity (Meek, 1991), as the reader can access information and engage with the world around them. Those children who achieve a good start in the first few years of reading are very likely to have accelerated progress in their attainment throughout school as they engage with the curriculum. In addition, they are also very likely to achieve the skills valued by employers (Gibb, 2011). There is no doubt that reading can change lives; it can create opportunities which may otherwise be denied. Engaging with texts can deepen the imagination and transform thinking. Reading is a powerful, life-enhancing skill which is the entitlement of every child. No child should be denied access to the full range of learning, to the joy of engaging with literature and poetry, to fulfilment. Therefore 'learning to read is a fundamental part of a child's education' (Gibb, 2011) and tackling reading failure is an urgent priority for the Department for Education who 'want to encourage children to experience the rewards of reading and develop a lifelong love of books' (Gibb, 2011a).

It is axiomatic that the foundations of reading, which begin in the early years of a child's life, must be well-established and strong, and that they provide structures on which the cognitive, transformational and interpretive development demanded by comprehension can take place. Rose (2006), in his report entitled 'Independent Review of the Teaching of Early Reading', made a number of recommendations that have impacted on the approach to teaching early reading. The report proposed the 'Simple View of Reading' as a model of the reading process, with its two axes of word recognition and language comprehension processes. The model suggests that children must first 'break the code and decipher the strange marks... [before moving on to] understand the many meanings the words convey'. (Fisher, 2006:3). The report concluded that the most effective approach to the teaching of early reading is through a structured, systematic programme of synthetic phonics. This recommendation has resulted in important changes in the teaching of reading in nursery and primary schools in England.

It is essential that all students in initial teacher training are:

- well-prepared to teach systematic synthetic phonics
- have the requisite subject knowledge to understand the alphabetic code on which phonics teaching is based
- are able to assess and progress learning
- have an awareness of the various commercial schemes that are available to support teaching and learning

The purpose of this booklet is to focus on the phonics component of learning to read in order to help you to review your knowledge and assess your skills, to reflect on all aspects of your training in the teaching of phonics, both school and university based and to develop your future practice.

It is also intended to focus your attention on Teaching Standards 3 and 6 [DfE 2011, Appendix 1] and to support your progress as you move from being a good teacher of phonics to becoming an outstanding teacher.

It is the responsibility of the student teacher to fully engage with the reflections and complete the tasks contained within this booklet. The booklet should be completed by your final PDR session when it will be collected in and then verified by your English tutor.

Phonics First!

What is systematic synthetic phonics?

The following information is taken from the report 'The Importance of Phonics: Securing Confident Reading' (DfE, 2011:2).

'Synthetic phonics is a method of teaching reading that ensures virtually all children can learn to read quickly and skillfully. Children are taught the correspondences between sounds (phonemes) and letters. They identify and blend different letter sounds and letter combinations together ('synthesise' them) to make a word - for example, pronouncing each phoneme in shop /sh/-/o/-/p/ and then blending those phonemes to produce the word. Through this, children take the first important steps in learning to read. They can also use this knowledge to begin to spell new words they hear.'

A systematic approach to teaching synthetic phonics means teachers take a planned, thorough approach, teaching children the simplest sounds first and progressing all the way through to the most complex combinations of letters.

Using a systematic synthetic phonics (SSP) approach, almost all children quickly become confident and independent readers. They soon move away from the mechanics of identifying and blending letter sounds (or 'decoding' words) and start reading fluently, even when they come across words they have never heard or seen before.'

The Department for Education is strongly encouraging schools to follow phonics programmes to completion so that children are confident in decoding and encoding more challenging letter combinations. The English programme of study in the updated National Curriculum (DfE 2014:4) states

"Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school."

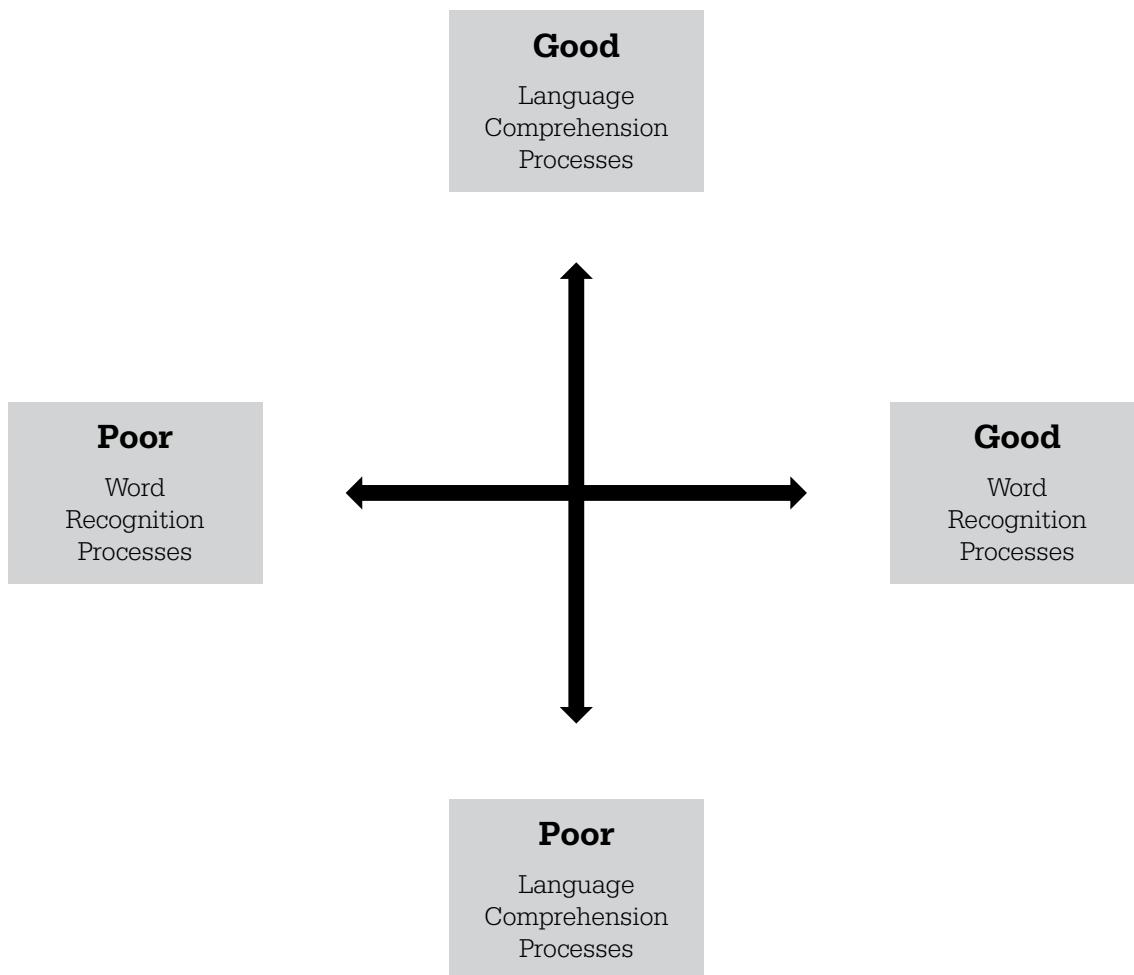
Whilst this booklet focuses on phonics, we recognise that reading is much more than this. As Dombey argues, we would advocate a balanced approach to the teaching of reading where

"as well as working to master the mechanics of reading that allow them to lift the words off the page, children are encouraged and supported to focus on making sense of written text, and to see its uses in ordering, enlarging, enjoying and making sense of their lives. It means ensuring that classrooms are filled with interesting written texts – on screen as well as on paper— and that children are given rich experiences of putting these texts to use." (Dombey et al, 2010: 5)

During the course, students will also learn about the significance of reading for pleasure and purpose. Through taught sessions and experiences on placement students will develop the knowledge and skills to support pupils to become confident and enthusiastic readers.

The Simple View of Reading

The Simple View of Reading (Gough and Tunmer, 1986) was adopted by Rose (2006) and forms a central part of the Government's view of early reading development.



This matrix is one of several models that aid understanding of the reading process. It attempts to reconcile the interacting processes of word recognition and language comprehension.

Meeting the Standards for Qualified Teacher Status

The *Standards for Qualified Teacher Status* were revised in 2011 (see appendix 1). All students should meet the standard requirements by the end of their training.

The evidence provided in this Professional Development Booklet will ensure that you are meeting the requirements. The following areas relating to *Standard Three – Subject Knowledge* are particularly relevant as they state students should:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

More specifically in relation to meeting the standards in relation to the teaching of early reading, students need to:

- Know and understand the recommendations of the Rose Review; and the Simple View of Reading and be able to apply this understanding to their teaching of reading and writing. (*The Independent Review of the Teaching of Early Reading, Final Report, DfES 2006*)
- Know and understand the alphabetic code
- Know and understand the criteria for assuring high quality phonic work (DfE, 2011) and be able to recognise how they are met in a range of phonic programmes
- Be able to apply their knowledge and understanding of the Criteria to the teaching and assessment of phonics using a school's phonic programme
- Be able to identify, and provide targeted support for, children making progress both beyond and below the expected level

An Overview of Training Relating to Phonics and Early Reading

Your training follows a spiral curriculum model in that knowledge is reviewed and built upon in each taught session throughout your course. The combination of taught sessions, school based training tasks and time spent in the classroom (lesson observations, lesson planning, delivery and assessment) aims to provide you with a wealth of opportunities to develop your knowledge and understanding of the reading process. This strong link between theory and practice will prepare you to be an outstanding teacher of early reading as you enter the profession as a Newly Qualified Teacher (NQT).



Phonics Observations

During your School Based Training this year you will be observed four times teaching phonics. Your progress will be recorded using the phonics RoLOs (Record of Lesson Observation) contained in this booklet. This document is graded and provides clear statements about your performance in each part of the lesson. It has been designed to provide you with a clear indication of how you can progress to grade one – an Outstanding Teacher of Phonics.

A range of commercially produced phonics schemes are now used in Nursery and Primary schools. Take time to familiarise yourself with the scheme that your school uses before planning a session using the university's phonics planning proforma. Also make sure that you are familiar with the alphabetic code.

Your supervising teacher/mentor should complete the RoLOs and then set SMART targets with you in order for you to achieve your full potential. It is important that you evaluate each session critically. You should think about the following:

- What did the children learn?
- How do I know?
- What aspect of the lesson went well?
- What would I change?
- How will I progress the children?
- How has my subject knowledge (content and/or pedagogy) improved?

English Sessions Prior to Early Reading Week Placement

In preparation for your Early Reading Placement, there will be an emphasis on language acquisition and developing early literacy. Taught sessions will focus on:

- The sound system (phonology) of English and how speech sounds are produced (phonetics)
- The relationship between spoken sounds and their written representation (phonics)
- The reading process and the Simple View of Reading
- The alphabetic code (from a simple to complex code)
- Articulating pure sounds
- Segmenting and blending phonemes within words
- Approaches to teaching phonics
- Planning an effective multisensory phonics lesson



Early Reading Week Placement Tasks

1. Preparing for Reading – EYFS (Nursery and Reception)

Find out about how children are being introduced to and encouraged to interact with, books in preparation for reading. What opportunities are children given to develop the listening skills inherent in phonological development?

To complete this task you will need to:

- Identify the areas in provision that contribute to these aspects
- Talk to staff about how they approach planning for reading and phonics
- Observe children and staff interacting with books
- Consider the role of the teacher in supporting children's interactions with texts

To gain maximum understanding from your data collection, you will need to consider the following questions:

- What opportunities do children have to listen and respond to stories?
- What opportunities do children have to join in with songs, nursery rhymes, poems and music?
- Have you observed any activities designed specifically to promote speaking and listening skills?
- What opportunities do children have to explore and experiment with sounds and words?

Record your findings as a short report for inclusion in your Early Reading File.

2. Explore the provision for reading across the school

Look at the provision for and promotion of reading throughout the school.

Make notes and comments on:

- Availability of library or book areas in school and classrooms
- Use made of the areas by children
- Quality and range of the books and attractiveness of areas
- Any strategies such as writing book reviews, posters etc. to support engagement
- Strategies that link with parents to support reading
- Consideration of language, disability, beliefs, gender and cultural diversity in books

- Reflection of the global dimension or promotion of intercultural understanding
- Book weeks and other whole school reading promotion activities held
- Other strategies/interventions such as paired reading with older pupils etc.

Record your findings as a short report for inclusion in your Early Reading File.

3. Observe a Phonics Lesson

- Make notes about the details of the phonics lesson. Consider some of the points below:

Prompts for Phonics Lesson Observation

- What teaching strategy is used when revisiting phonemes, graphemes, GPCs (grapheme phoneme correspondences)?
- What new learning is taking place?
- Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?
- Note any activities where the children are practising blending phonemes for word reading.
- Note any activities where the children are practising segmenting phonemes for spelling.
- Note any examples of the teacher correcting a misconception. How is this managed?
- Consider how the teacher ensures all the children are engaged in the lesson.
- Describe how the teacher differentiates through tasks, questions or support for different children?

- Using a University phonics plan proforma, retrospectively complete the plan identifying what the teacher does in each part of the lesson
- Pay particular attention to the planned activities for each part and how the teacher is making assessments in relation to the children's understanding
- Discuss the planning and assessment process with the teacher at the end of the session and record that discussion in writing
- Bring your completed phonics plan proforma and record of discussion to your University sessions post-placement

4. Teach a phonics lesson using the teacher's plan

- Arrange to teach a phonics lesson working from the teacher's plan
- Arrange with the class teacher or mentor to observe your lesson using the first phonics RoLo in this booklet
- Consider your targets to continue phonics development in KS1 block
- Consider how you can further support your development in teaching phonics

English Sessions Prior to School Based Training

This part of your training will focus on developing literacy skills and the child as a reader and a writer. The Simple View model will be revisited and applied to both reading and writing. Taught sessions will focus on the following:

- Planning for literacy
- The writing process and the Simple View of Writing
- Routines for reading – developing word recognition and comprehension skills
- Spelling – decoding and encoding, a reversible process
- Handwriting as a phonics core skill
- The teacher as a reader

Early Reading File Contents

Early Reading Week

- Preparation for reading
- Provision for reading across the School
- Observation of a phonics lesson

Key Stage One Placement

- Understanding the child as a reader
- Phonics assessment notes
- Notes from developing comprehension skills and a love of reading

Key Stage Two Placement

- Understanding the child as a reader
- Notes from developing comprehension skills and a love of reading
- Example of child's piece of writing
- Notes from developing comprehension in guided reading

Differences between focus children

Key Stage One Placement Tasks

1. Understanding the child as a reader

Select a child in your class that you can work with on a regular basis. Initially, you should meet with this child on a one-to-one basis. You should build a positive relationship with the child.

During your first week in school, establish the child's attitude towards reading i.e. their reading preferences, whether they think it is important to read or not, their family as readers, what they read at home (e.g. Playstation games, comics etc), do they consider this to be reading, do they have a favourite book or author, do they visit the library, do they have books read to them at home, what level on the school's reading scheme is the child working at etc? Put your notes from this into your Early Reading File.

2. Planning and Teaching Phonics lessons

Work with the child in their phonics group. Initially you should teach a lesson to the group using the teacher's planning before you are formally observed. Then you must arrange with your class teacher/mentor to observe you plan and teach the following phonics sessions:

- a) With support plan, teach and evaluate a phonics lesson, which your class teacher/mentor will observe (2nd RoLO).
- b) Plan a single lesson independently, which again your class teacher/mentor will observe (3rd RoLO)
- c) Plan a series of three lessons, one (usually the last) of which is observed (4th RoLO).

Planning a series of lessons will ensure that you have the opportunity to give formative feedback. It will support evidence of your awareness of formative assessment and progression in learning. You may of course teach more phonics lessons than this but you will receive feedback following each observed lesson. After receiving the feedback you should reflect on your teaching and the impact on the children's learning and fill in the evaluation section in this booklet.

3. Assessment

Your feedback from your lesson observations should confirm that you are able to make use of formative assessment to monitor pupils' progress, set targets and plan subsequent lessons (QTS Standard 6 b, c). In addition you are required to:

- a) Carry out a summative phonics assessment with your selected child, using the materials provided by the scheme in use at the school. Reflect on the benefits of such an assessment to both learning and teaching. Put this in your Early Reading File.
- b) Carry out a diagnostic assessment such as miscue analysis (Benchmarking). This will enable you to assess other strategies the child may be using to read, and their level of comprehension. Put this in your Early Reading File.
- c) In June 2012, the Government introduced a Phonic Screening Check for Year 1 pupils as a requirement for all maintained schools. It is important that you familiarise yourself with summative assessments and understand how the information gathered from them is used to influence teaching and learning (QTS Standard 6 a, b).

Discuss the 'Phonics Screening Check' with the Literacy Co-coordinator or Year 1 teacher. How was it delivered? What training was provided? Were struggling decoders identified? How will the results be used to improve teaching and learning?

Add notes from this discussion to your Early Reading File.

Your class teacher/mentor should confirm that you have carried out these assessment tasks by signing the assessment box in the mentor's section of this handbook.

4. The Teacher as a Reader

Developing comprehension skills and a love of reading

- a) Using your knowledge of children's books, select a non-reading scheme book that you think might appeal to the child. Read the text with the child. Take it in turns to read and note how the child behaves with the text. What strategies are they using to decode unfamiliar words and make sense of what they read?

What questions might you use to support the child's understanding of the text?

Does the child approach the reading of this text in a different way to the reading scheme books? If so what are they doing and why do you think this is the case?

- b) After your final session with the child write a short paragraph that considers:

- How the experience of getting to know a child will influence your career as a teacher.
 - The impact of the activity on developing the child as a reader.
- c) **If this is your final placement**, reflect on the differences between your focus children in the two placements. Consider similarities and contrasts between the settings. To what extent do you consider age, resources, reading interest of the child etc. influence the differences that you have noticed?

Your notes, impact study and contrast of focus children (if final placement) should be included in your Early Reading File.



Key Stage Two Placement (Primary) or Early Years Placement (Early Years) Tasks

1. Understanding the child as a reader

Select a child in your class that you can work with on a regular basis. You should build a positive relationship with the child.

During your first week in school, establish the child's attitude towards reading i.e. their reading preferences, whether they think it is important to read or not, their family as readers, what they read at home (e.g. Playstation games, comics etc), do they consider this to be reading, do they have a favourite book or author, do they visit the library, do they have books read to them at home, what level on the schools reading scheme is the child working at etc? Put your notes from this into your Early Reading File.

2. The Teacher as a Reader

Developing comprehension skills and a love of reading

a) Using your knowledge of children's books, select a non-reading scheme book that you think might appeal to the child. Read the text *with* the child. Take it in turns to read and note how the child behaves with the text. What strategies are they using to decode unfamiliar words and make sense of what they read?

What questions might you use to support the child's understanding of the text?

Does the child approach the reading of this text in a different way to the reading scheme books? If so what are they doing and why do you think this is the case?

For Early Years placements consider what concepts about print the pupil understands. What do they know about the language of books and the predictable patterns of stories?

b) After your final session with the child write a short paragraph that considers:

- How the experience of getting to know a child will influence your career as a teacher.
- The impact of the activity on developing the child as a reader.

c) **If this is your final placement**, reflect on the differences between your focus children in the two placements. Consider similarities and contrasts between the settings. To what extent do you consider age, resources, reading interest of the child etc influence the differences that you have noticed?

Your notes, impact study and contrast of focus children (if final placement) should be included in your Early Reading File.

3. Phonics for Spelling

In the earlier stages of spelling development children rely heavily on phonetic approaches to spelling words. When children spell phonetically they go through the following process:

- Orally segment a word by identifying all of the phonemes through that spoken word
- Select the appropriate graphemes to represent each of the phonemes in the word

In order to do this effectively they need a good knowledge of the English alphabetic code (see appendix 3).

Select and analyse a child's piece of writing in terms of spelling development. Using the spelling chart adapted from Gentry (Appendix 2) note the key features of the child's approach to spelling providing examples of words from the text. You should record your findings on the next page.

3. Developing comprehension in guided reading

Comprehension or gaining meaning from print is the purpose and reward of reading. Guided reading offers an important opportunity to teach comprehension skills and monitor progress through questioning, discussion and activities that interact with the text.

For this task, plan and teach a guided reading session. Following this, review the teaching and learning that took place using Barret's taxonomy of reading comprehension (Appendix 4). In response to this, plan a further guided reading session incorporating a wider range of questions and responses. Write up your notes from this and add to your Early Reading File.

For Early Years Placements

Reading comprehension is considered to be closely linked with language comprehension. In your early years setting consider how language comprehension is developed and monitored. How is vocabulary taught? How do discussions about texts develop the children's interpretation of texts? Consider how these skills form a foundation for later reading success. Write up your notes from this and add to your Early Reading File.

Phonics for Spelling

What developmental phase is the child at?

What are the next steps for this child?

Activity completed on (enter date)



Record of Lesson Observation for the Teaching of Early Reading – Specifically Phonics

Lesson One –Delivering a Teacher's Plan –

to be completed in early reading week

This grid is designed to support students, school based tutors, mentors and university tutors when observing the teaching of phonics. It is designed to enable specific feedback on subject knowledge, planning and teaching to encourage both student and observer to recognise the impact their teaching has on children's progression in learning.

After a lesson observation, highlighted sections of the grid should identify where the student is currently in terms of their practice, together with targets for the future, which should ensure that they are able to move themselves on into the higher grades in subsequent lessons.

Grading should be made within the context of the requirements for the placement and so by the end of the placement, any student is able to achieve a grade 1. Not all statements will apply to all lessons.

Grade 4	Grade 3	Grade 2	Grade 1
Planning			
Learning objectives are sometimes appropriate but often lack clarity and focus.	The student is clear about what the children will learn in the lesson.	The student has planned learning within the lesson around an appropriate learning objective.	The student has planned for the progression of learning within a sequence of lessons and can provide a justification.
The student is aware of assessment for learning but does not always provide appropriate opportunities with the lesson.	There are some opportunities for assessment for learning built into the lesson.	There is clear evidence that assessment for learning opportunities are being used in the lesson.	Assessment for learning is used to inform future planning.
The student is beginning to be able to discuss individual children's progress.	The student is able to discuss children's learning.	The student is able to discuss children who had difficulties and those who excelled.	The student is able to discuss children who had difficulties and those who excelled and to identify next steps for them.
Revisit and Review			
The lesson contains no opportunity for children to review phonemes/learning already taught.	The student begins to attempt to revisit and review phonemes/learning already taught.	The student ensures that children revisit and review phonemes/learning already taught.	The student consistently ensures that children revisit and review phonemes/learning already taught in a systematic way.
Children are disinterested and fail to engage in an active way in the lesson.	The review, in parts, attempts to be well paced and active.	The review is generally well paced and active.	The review is consistently well paced and active.
Some children are encouraged to contribute but often do not engage with the learning.	Children are encouraged to contribute at an appropriate level.	Children are encouraged to contribute at their level with appropriate differentiation for the less able and more able. Additional adults contribute to the learning and/or assessment.	

	Grade 4	Grade 3	Grade 2	Grade 1
Teach	The student fails to demonstrate correct articulation of phonemes. There is no opportunity for the children to practise articulating phonemes.	The student demonstrates the correct articulation of phonemes some of the time. The children practise articulating phonemes.	The student generally demonstrates the correct articulation of phonemes most of the time. The children practise articulating phonemes and the student addresses any incorrect articulation.	The student consistently demonstrates the correct articulation of phonemes consistently. The children practise articulating phonemes and the student addresses any incorrect articulation and if necessary uses this to inform future planning.
Teach	The student fails to teach the skills of segmenting and/or blending as part of the lesson.	The student teaches the skills of segmenting and/or blending as part of the lesson.	The student teaches and models the skills of segmenting and/or blending as part of the lesson.	The student teaches and models the skills of segmenting and/or blending as part of the lesson and addresses any difficulties that children may be having.
Teach	Children are unable to identify what they are learning.	Some children are clear about what they are learning.	Children are generally clear about what they are learning.	New learning is generally introduced.
Teach	Lesson consists solely of consolidation of prior learning rather than opportunities for new learning to take place.	New learning sometimes introduced.	New learning is consistently and explicitly introduced to the children.	

Grade 4	Grade 3	Grade 2	Grade 1
Practise			
			Apply
The children are given no opportunities to read graphemes in words to practise the phoneme/s.	The student plans opportunities for children to read graphemes in words to practise the phoneme/s.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.
Children are given no opportunities to blend phonemes to read words.	The student plans opportunities for children to blend phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read. Appropriate differentiation is evident.
The children are given no opportunities to segment words into phonemes/graphemes for spelling.	The student plans opportunities for children to segment words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling. Appropriate differentiation is evident.
Children are given no opportunities to write the grapheme/s in order to spell words.	The student plans opportunities for children to write the grapheme/s in order to spell words.	The student plans opportunities for and models writing the grapheme/s in order to spell words.	The student plans opportunities for and models writing the graphemes or graphemes in order to spell words. Appropriate differentiation is evident.
Speaking and listening strategies are not clearly identified and do not support the learning.	Children are given no opportunity to apply their phonic knowledge and skills in reading and writing.	The student plans opportunities for children to apply their phonic knowledge and skills in reading and writing activities.	The student makes explicit how the speaking and listening strategies will support the children with reading and/or writing.

	Grade 4	Grade 3	Grade 2	Grade 1
Throughout the lesson	<p>There are no multi-sensory activities and the student fails to engage the children.</p>	<p>The student incorporates engaging, multi-sensory interactive activities.</p>	<p>The student generally incorporates engaging, multi-sensory interactive activities which are designed to support the learning objective.</p>	<p>The student consistently incorporates engaging, multi-sensory interactive activities which effectively support the learning objective.</p>
	<p>Please bullet point discussion</p>			

- 1.
- 2.
- 3.

Record of Lesson Observation for the Teaching of Early Reading – Specifically Phonics

Lesson Two – Collaborative Planning and Independent Teaching –

to be completed during Key Stage 1 placement

This grid is designed to support students, school based tutors, mentors and university tutors when observing the teaching of phonics. It is designed to enable specific feedback on subject knowledge, planning and teaching to encourage the student and observer to recognise the impact their teaching has on children's progression in learning.

After a lesson observation, highlighted sections of the grid should identify where the student is currently in terms of their practice, together with targets for the future, which should ensure that they are able to move themselves on into the higher grades in subsequent lessons.

Grading should be made within the context of the requirements for the placement and so by the end of the placement, any student is able to achieve a grade 1. Not all statements will apply to all lessons.

Grade 4	Grade 3	Grade 2	Grade 1	
Planning	<p>Learning objectives are sometimes appropriate but often lack clarity and focus.</p> <p>The student is aware of assessment for learning but does not always provide appropriate opportunities with the lesson.</p> <p>The student is beginning to be able to discuss individual children's progress.</p>	<p>The student is clear about what the children will learn in the lesson.</p> <p>There are some opportunities for assessment for learning built into the lesson.</p> <p>The student is able to discuss children's learning.</p>	<p>The student has planned learning within the lesson around an appropriate learning objective.</p> <p>There is clear evidence that assessment for learning opportunities are being used in the lesson.</p> <p>The student is able to discuss children who had difficulties and those who excelled.</p>	<p>The student has planned for the progression of learning within a sequence of lessons and can provide a justification.</p> <p>Assessment for learning is used to inform future planning.</p> <p>The student is able to discuss children who had difficulties and those who excelled and to identify next steps for them.</p>
Revisit and Review	<p>The lesson contains no opportunity for children to review phonemes/learning already taught.</p> <p>Children are disinterested and fail to engage in an active way in the lesson.</p> <p>Some children are encouraged to contribute but often do not engage with the learning.</p>	<p>The student begins to attempt to revisit and review phonemes /learning already taught.</p> <p>The review, in parts, attempts to be well paced and active.</p> <p>Children are encouraged to contribute at an appropriate level.</p>	<p>The student ensures that children revisit and review phonemes/learning already taught.</p> <p>The review is generally well paced and active.</p> <p>Children are encouraged to contribute at their level with appropriate differentiation for the less able and more able. Additional adults contribute to the learning and/or assessment.</p>	

	Grade 4	Grade 3	Grade 2	Grade 1
Teach	<p>The student fails to demonstrate correct articulation of phonemes.</p> <p>There is no opportunity for the children to practise articulating phonemes.</p>	<p>The student demonstrates the correct articulation of phonemes some of the time.</p> <p>The children practise articulating phonemes.</p>	<p>The student generally demonstrates the correct articulation of phonemes most of the time.</p> <p>The children practise articulating phonemes and the student addresses any incorrect articulation.</p>	<p>The student consistently demonstrates the correct articulation of phonemes consistently.</p> <p>The children practise articulating phonemes and the student addresses any incorrect articulation and if necessary uses this to inform future planning.</p>
Plan	<p>The student fails to teach the skills of segmenting and/or blending as part of the lesson.</p>	<p>The student teaches the skills of segmenting and/or blending as part of the lesson.</p>	<p>The student teaches and models the skills of segmenting and/or blending as part of the lesson.</p>	<p>The student teaches and models the skills of segmenting and/or blending as part of the lesson and addresses any difficulties that children may be having.</p>
Evaluate	<p>Children are unable to identify what they are learning.</p>	<p>Some children are clear about what they are learning.</p>	<p>Children are generally clear about what they are learning.</p>	<p>New learning is generally introduced.</p>
Consolidate	<p>Lesson consists solely of consolidation of prior learning rather than opportunities for new learning to take place.</p>			<p>New learning is consistently and explicitly introduced to the children.</p>

Practise

The children are given no opportunities to read graphemes in words to practise the phoneme/s.	The student plans opportunities for children to read graphemes in words to practise the phoneme/s. Children are given no opportunities to blend phonemes to read words.	The student plans opportunities for children to blend phonemes in words to practise the phoneme/s. The student plans opportunities for children to blend phonemes all through the word in order to read.	The student plans opportunities for children to segment words into phonemes/graphemes for spelling.	The student plans opportunities for children to write the grapheme/s in order to spell words.
Children are given no opportunities to write the grapheme/s in order to spell words.				

Apply

Children are given no opportunity to apply their phonic knowledge and skills in reading and writing.	The student plans opportunities for children to apply their phonic knowledge and skills in reading and writing activities.	The student plans opportunities for and models how to apply phonic knowledge and skills in reading and writing. Appropriate differentiation is evident.	The student makes explicit how the speaking and listening strategies will support the children with reading and/or writing.
Speaking and listening strategies are not clearly identified and do not support the learning.			

Grade 4	Grade 3	Grade 2	Grade 1
Throughout the lesson	<p>The student incorporates engaging, multi-sensory interactive activities.</p> <p>The student generally incorporates engaging, multi-sensory interactive activities which are designed to support the learning objective.</p>	<p>The student consistently incorporates engaging, multi-sensory interactive activities which effectively support the learning objective.</p>	
	<p>Please bullet point discussion</p>		

- 1.
- 2.
- 3.

Record of Lesson Observation for the Teaching of Early Reading – Specifically Phonics

Lesson Three – Independent Planning and Teaching –

to be completed during Key Stage 1 placement

This grid is designed to support students, school based tutors, mentors and university tutors when observing the teaching of phonics. It is designed to enable specific feedback on subject knowledge, planning and teaching to encourage both student and observer to recognise the impact their teaching has on children's progression in learning.

After a lesson observation, highlighted sections of the grid should identify where the student is currently in terms of their practice, together with targets for the future, which should ensure that they are able to move themselves on into the higher grades in subsequent lessons.

Grading should be made within the context of the requirements for the placement and so by the end of the placement, any student is able to achieve a grade 1. Not all statements will apply to all lessons.

Grade 4	Grade 3	Grade 2	Grade 1	
Planning	<p>Learning objectives are sometimes appropriate but often lack clarity and focus.</p> <p>The student is aware of assessment for learning but does not always provide appropriate opportunities with the lesson.</p> <p>The student is beginning to be able to discuss individual children's progress.</p>	<p>The student is clear about what the children will learn in the lesson.</p> <p>There are some opportunities for assessment for learning built into the lesson.</p> <p>The student is able to discuss children's learning.</p>	<p>The student has planned learning within the lesson around an appropriate learning objective.</p> <p>There is clear evidence that assessment for learning opportunities are being used in the lesson.</p> <p>The student is able to discuss children who had difficulties and those who excelled.</p>	<p>The student has planned for the progression of learning within a sequence of lessons and can provide a justification.</p> <p>Assessment for learning is used to inform future planning.</p> <p>The student is able to discuss children who had difficulties and those who excelled and to identify next steps for them.</p>
Revisit and Review	<p>The lesson contains no opportunity for children to review phonemes/learning already taught.</p> <p>Children are disinterested and fail to engage in an active way in the lesson.</p> <p>Some children are encouraged to contribute but often do not engage with the learning.</p>	<p>The student begins to attempt to revisit and review phonemes /learning already taught.</p> <p>The review, in parts, attempts to be well paced and active.</p> <p>Children are encouraged to contribute at an appropriate level.</p>	<p>The student ensures that children revisit and review phonemes/learning already taught.</p> <p>The review is generally well paced and active.</p> <p>Children are encouraged to contribute at an appropriate level.</p>	<p>The student consistently ensures that children revisit and review phonemes/learning already taught in a systematic way.</p> <p>The review is consistently well paced and active.</p> <p>Children are encouraged to contribute at their level with appropriate differentiation for the less able and more able. Additional adults contribute to the learning and/or assessment.</p>

	Grade 4	Grade 3	Grade 2	Grade 1
Teach	The student fails to demonstrate correct articulation of phonemes. There is no opportunity for the children to practise articulating phonemes.	The student demonstrates the correct articulation of phonemes some of the time. The children practise articulating phonemes.	The student generally demonstrates the correct articulation of phonemes most of the time. The children practise articulating phonemes and the student addresses any incorrect articulation.	The student consistently demonstrates the correct articulation of phonemes consistently. The children practise articulating phonemes and the student addresses any incorrect articulation and if necessary uses this to inform future planning.
Teach	The student fails to teach the skills of segmenting and/or blending as part of the lesson.	The student teaches the skills of segmenting and/or blending as part of the lesson.	The student teaches and models the skills of segmenting and/or blending as part of the lesson.	Children are consistently clear about what they are learning.
Teach	Some children are unable to identify what they are learning. Lesson consists solely of consolidation of prior learning rather than opportunities for new learning to take place.	New learning sometimes introduced.	New learning is generally introduced.	New learning is consistently and explicitly introduced to the children.

Grade 4	Grade 3	Grade 2	Grade 1
Practise			
Apply			
The children are given no opportunities to read graphemes in words to practise the phoneme/s.	The student plans opportunities for children to read graphemes in words to practise the phoneme/s.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.
Children are given no opportunities to blend phonemes to read words.	The student plans opportunities for children to blend phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read.
The children are given no opportunities to segment words into phonemes/graphemes for spelling.	The student plans opportunities for children to segment words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.
Children are given no opportunities to write the grapheme/s in order to spell words.	The student plans opportunities for children to write the grapheme/s in order to spell words.	The student plans opportunities for and models writing the grapheme/s in order to spell words.	The student plans opportunities for and models writing the graphemes or graphemes in order to spell words.
Speaking and listening strategies are not clearly identified and do not support the learning.	Children are given no opportunity to apply their phonic knowledge and skills in reading and writing.	The student plans opportunities for children to apply their phonic knowledge and skills in reading and writing activities.	The student makes explicit how the speaking and listening strategies will support the children with reading and/or writing.

Grade 4	Grade 3	Grade 2	Grade 1
Throughout the lesson	<p>The student incorporates engaging, multi-sensory interactive activities.</p> <p>The student generally incorporates engaging, multi-sensory interactive activities which are designed to support the learning objective.</p>	<p>The student consistently incorporates engaging, multi-sensory interactive activities which effectively support the learning objective.</p>	

Please bullet point discussion

- 1.
- 2.
- 3.

Lesson Evaluation in Response to Teaching and Feedback – to be completed by the student

Record of Lesson Observation for the Teaching of Early Reading – Specifically Phonics

Lesson Four – Progression and Formative assessment –

to be completed during Key Stage 1 placement

This grid is designed to support students, school based tutors, mentors and university tutors when observing the teaching of phonics. It is designed to enable specific feedback on subject knowledge, planning and teaching to encourage both student and observer to recognise the impact their teaching has on children's progression in learning.

After a lesson observation, highlighted sections of the grid should identify where the student is currently in terms of their practice, together with targets for the future, which should ensure that they are able to move themselves on into the higher grades in subsequent lessons.

Grading should be made within the context of the requirements for the placement and so by the end of the placement, any student is able to achieve a grade 1. Not all statements will apply to all lessons.

Grade 4	Grade 3	Grade 2	Grade 1	
Planning	<p>Learning objectives are sometimes appropriate but often lack clarity and focus.</p> <p>The student is aware of assessment for learning but does not always provide appropriate opportunities with the lesson.</p> <p>The student is beginning to be able to discuss individual children's progress.</p>	<p>The student is clear about what the children will learn in the lesson.</p> <p>There are some opportunities for assessment for learning built into the lesson.</p> <p>The student is able to discuss children's learning.</p>	<p>The student has planned learning within the lesson around an appropriate learning objective.</p> <p>There is clear evidence that assessment for learning opportunities are being used in the lesson.</p> <p>The student is able to discuss children who had difficulties and those who excelled.</p>	<p>The student has planned for the progression of learning within a sequence of lessons and can provide a justification.</p> <p>Assessment for learning is used to inform future planning.</p> <p>The student is able to discuss children who had difficulties and those who excelled and to identify next steps for them.</p>
Revisit and Review	<p>The lesson contains no opportunity for children to review phonemes/learning already taught.</p> <p>Children are disinterested and fail to engage in an active way in the lesson.</p> <p>Some children are encouraged to contribute but often do not engage with the learning.</p>	<p>The student begins to attempt to revisit and review phonemes/learning already taught.</p> <p>The review, in parts, attempts to be well paced and active.</p> <p>Children are encouraged to contribute at an appropriate level.</p>	<p>The student ensures that children revisit and review phonemes/learning already taught.</p> <p>The review is generally well paced and active.</p> <p>Children are encouraged to contribute at their level with appropriate differentiation for the less able and more able. Additional adults contribute to the learning and/or assessment.</p>	

	Grade 4	Grade 3	Grade 2	Grade 1
Teach	The student fails to demonstrate correct articulation of phonemes.	The student demonstrates the correct articulation of phonemes some of the time.	The student generally demonstrates the correct articulation of phonemes most of the time.	The student consistently demonstrates the correct articulation of phonemes consistently.
	There is no opportunity for the children to practise articulating phonemes.	The children practise articulating phonemes.	The children practise articulating phonemes and the student addresses any incorrect articulation.	The children practise articulating phonemes and the student addresses any incorrect articulation and if necessary uses this to inform future planning.
	The student fails to teach the skills of segmenting and/or blending as part of the lesson.	The student teaches the skills of segmenting and/or blending as part of the lesson.	The student teaches and models the skills of segmenting and/or blending as part of the lesson.	The student teaches and models the skills of segmenting and/or blending as part of the lesson and addresses any difficulties that children may be having.
	Children are unable to identify what they are learning.	Some children are clear about what they are learning.	Children are generally clear about what they are learning.	Children are consistently clear about what they are learning.
	Lesson consists solely of consolidation of prior learning rather than opportunities for new learning to take place.	New learning sometimes introduced.	New learning is generally introduced.	New learning is consistently and explicitly introduced to the children.

Grade 4	Grade 3	Grade 2	Grade 1
Practise			
The children are given no opportunities to read graphemes in words to practise the phoneme/s.	The student plans opportunities for children to read graphemes in words to practise the phoneme/s.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.	The student plans opportunities for and models reading graphemes in words to practise the phoneme/s. Appropriate differentiation is evident.
Children are given no opportunities to blend phonemes to read words.	The student plans opportunities for children to blend phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read.	The student plans opportunities for and models blending phonemes all through the word in order to read.
The children are given no opportunities to segment words into phonemes/graphemes for spelling.	The student plans opportunities for children to segment words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.	The student plans opportunities for and models segmenting words into phonemes/graphemes for spelling.
Children are given no opportunities to write the grapheme/s in order to spell words.	The student plans opportunities for children to write the grapheme/s in order to spell words.	The student plans opportunities for and models writing the grapheme/s in order to spell words.	The student plans opportunities for and models writing the graphemes or graphemes in order to spell words.
Speaking and listening strategies are not clearly identified and do not support the learning.	Children are given no opportunity to apply their phonic knowledge and skills in reading and writing.	The student plans opportunities for children to apply their phonic knowledge and skills in reading and writing activities.	The student makes explicit how the speaking and listening strategies will support the children with reading and/or writing.

Grade 4	Grade 3	Grade 2	Grade 1
Throughout the lesson	<p>The student incorporates engaging, multi-sensory interactive activities.</p> <p>The student generally incorporates engaging, multi-sensory interactive activities which are designed to support the learning objective.</p>	<p>The student consistently incorporates engaging, multi-sensory interactive activities which effectively support the learning objective.</p>	
	<p>Please bullet point discussion</p>		

- 1.
- 2.
- 3.

Becoming a Reader – the Teacher and the Child

Review and Reflection

Please reflect on how the tasks as a whole have helped to develop your knowledge and understanding of how children learn to read and the role of systematic synthetic phonics in this process? How can the teacher foster a love of reading? This reflection will support your preparation for interview and your first teaching post.

Demonstrating a clear understanding of Systematic, Synthetic Phonics

By the end of your course an MMU teacher of early reading and phonics will be able to:

Standards	Learning Outcomes	Evaluation	
S2 Promote Good Progress and Outcomes by Pupils	• Evaluate children's learning in phonics	Y	N
	• Apply understanding of the Simple View of Reading to the teaching of reading and writing	Y	N
	• Recognise the importance of phonemic awareness as a foundation to applying phonics successfully	Y	N
	• Talk about the impact of your teaching on a child's reading progress	Y	N
	• Discuss phonics and early reading with peers	Y	N
S3 Demonstrate Good Subject and Curriculum Knowledge	• Know and understand the alphabetic code	Y	N
	• Articulate phonemes clearly and accurately	Y	N
	• Understand and use terminology of phonics	Y	N
	• Evaluate experience of different schemes and programmes	Y	N
	• Apply knowledge of good phonics teaching to use a school's phonics programme effectively	Y	N
	• Match decodable texts to children's ability	Y	N
	• Understand the importance of phonics and comprehension to the reading process	Y	N

Standards	Learning Outcomes	Evaluation	
S4 Plan and Teach Well Structured Lessons	• Plan and teach a discrete phonics lesson	Y	N
	• Plan and teach a series of phonics lessons	Y	N
	• Plan and teach phonics for a range of age groups	Y	N
	• Incorporate phonics into the teaching of reading	Y	N
	• Incorporate phonics into the teaching of writing	Y	N
	• Utilise phonics in the teaching of spelling	Y	N
	• Plan for opportunities for children to apply their knowledge of phonics in reading and writing	Y	N
	• Evaluate the effectiveness of your phonics teaching	Y	N
S6 Make accurate and Productive Use of Assessment	• Assess a child's phonics knowledge	Y	N
	• Refer to the Year 1 Phonics Screening Check	Y	N
	• Monitor progress in phonics and use to plan subsequent phonics lessons	Y	N
	• Utilise target support and interventions to boost phonics and early reading progress	Y	N

Identify one aspect of teaching phonics that you would like to develop in your NOT year:

Information for Class teachers and Mentors

The purpose of this booklet is to focus on the phonics component of learning to read in order to assist the students in meeting the requirements of teaching phonics. In addition to demonstrating the Teaching Standards 3 and 6 [DfE 2011, Appendix 1] it aims to support progress as the trainee teacher develops from being a good teacher of phonics to becoming an outstanding teacher.

Below is an outline of the tasks involved.

Early Reading Placement

Student Role	Class Teacher/Mentor Role
Finding out about reading in EYFS and whole school (tasks 1&2)	Support opportunities to observe and ask questions
Observe a phonics lesson (task 3) Teach a phonics lesson using the teacher's plan (task 4)	Complete 1st phonics RoLO in booklet

Key Stage 1 Placement

Student Role	Class Teacher/Mentor Role
Reading regularly with a child (tasks 1 and 4)	Support choice of pupil and opportunities to complete tasks
Plan, teach and evaluate a phonics lesson with support (task 2a)	Complete 2nd phonics RoLO in booklet
Plan and teach a phonics lesson independently (task 2b)	Complete 3rd phonics RoLO in booklet
Plan a series of lessons with opportunities to give formative feedback (task 2c)	Complete 4th phonics RoLO in booklet Make an overall judgement of achievement
Three assessment tasks: Phonics assessment using school's materials (task 3a) Miscue Analysis (task 3b)	Discuss Phonics Check (task 3c) Use of school's assessment criteria Access to English/Literacy Coordinator Confirm completion of tasks

Key Stage 2 Placement or Early Years Placement

Student Role	Class Teacher/Mentor Role
Reading regularly with a child (tasks 1 and 2)	Support choice of pupil and opportunities to complete tasks
Select and analyse a child's piece of writing in terms of spelling development (task 3)	Confirm completion of task
Plan, teach and review at least 2 guided reading sessions (task 4)	Support opportunities to complete task

Please confirm completion of tasks and judgement of achievement below

Record of Assessment	
Phonics Assessment – Date:	Misue Analysis – Date:
Discussion of Phonics Screening Test – Date:	
Confirmed by:	

Record of Spelling Analysis for child's piece of Writing	
The child's developmental phase has/has not (please delete as appropriate) been correctly identified and next steps are appropriate.	
Activity completed – Date:	Confirmed by:

Judgement of Achievement	
To be completed by the end of KS1 PLACEMENT	
I can confirm that:
has demonstrated that she/he is a competent / good / outstanding teacher of phonics (<i>circle as appropriate</i>)	
Role:	Date:
Confirmed by School:	
Confirmed by English Tutor:	

We would like to acknowledge the significant role that our school-based colleagues play in supporting and guiding students. Through our partnership we aim to enable students to become excellent teachers of early reading.

Glossary of Terms Associated with the Teaching of Phonics

This glossary lists and explains terms associated with the teaching of phonics. You will come across the terminology when using the planning, teaching and assessment materials of commercially published schemes of work. This list is intended for trainee and newly qualified teachers. Words in bold font relate to entries in the glossary.

accent	Features of pronunciation which vary according to the speaker's regional and social origin.
alphabetic code	This relates to the writing system and how in English we have a complex code i.e. 26 letters to represent approximately 44 sounds identifiable in speech. See appendix 2.
blend	The process of combining phonemes into larger elements such as syllables or words. This term is associated with reading
decode	In reading this means being able to translate the visual code of the letters into words.
digraph	Two letters representing one phoneme e.g. bath.
encode	In spelling, this means to convert a spoken word into its written/coded form.
etymology	The study of the origin of words and the way in which their meanings have changed throughout history.
four letter graph	Four letters representing one phoneme e.g. through
grapheme–phoneme correspondences (GPC) or phoneme- grapheme correspondence (PGC)	The ability to understand the relationship between the written and spoken word i.e. which grapheme corresponds to which phoneme and vice versa. In order to read an unfamiliar word, a child must recognise each grapheme, not each letter (e.g. decode ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.
grapheme	The written representation of a sound. It may consist of one or more letters e.g. digraph, trigraph

homograph	A word with the same spelling as another, but a different meaning e.g. The <i>calf</i> had just been born/My <i>calf</i> was aching after my run.
homophone	A word that sounds the same as another but has a different spelling or meaning e.g. <i>pear/pair</i>
morpheme	The smallest unit of meaning. A word may consist of one morpheme e.g. house, or two morphemes e.g. house(s), hous(ing) etc. Prefixes and suffixes are morphemes.
morphology	The study of the structure and form of words.
phoneme	The smallest unit of sound in a word. It may be represented in its written form by one, two, three or four letters.
phonics	The relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
phonemic awareness	The ability to hear and manipulate and segment the sounds in oral speech and the understanding that spoken words and syllables are made up of sequences of speech sounds.
segment	This is the process of breaking a word, or a part of a word, down into its component phonemes . This term is associated with spelling.
trigraph	Three letters representing one phoneme e.g. <i>high</i>

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel- consonant and consonant-consonant-vowel-consonant, that are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

Overview of Letters and Sounds Phonics Programme

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Learning to tune into sounds, listen and remember sounds and talk about sounds through activities that are divided into seven areas (environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting).
Phase Two (Reception) s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make simple words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa, ar, or, ur, ow, oi, ear, air, ure, er	Learning the remaining 7 letters of the alphabet, one sound for each, digraphs such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the “simple code”, i.e. one grapheme for each phoneme in the English language
Phase Four (Reception) 4 to 6 weeks	Learning to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1) ay, ou, ie, ea, oy, ir, ue, aw, ph, ew, oe, au, a-e, e, e, i-e, o-e, u-e	Learning more graphemes for the phonemes already learnt. Learning alternative pronunciations for graphemes already learnt such as g in giant, ch in chef.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Resources and Further Reading

Alphabetic Code Charts and other free resources

Jolly Phonics/Jolly Learning <http://jollylearning.co.uk/gallery/>
Phonics International http://www.phonicsinternational.com/new_free_resources.html
PhonicsPlay Ltd <http://www.phonicsplay.co.uk/freeIndex.htm>

Phoneme Pronunciation

Hepplewhite, D. (Phonics International and Floppy Phonics)
http://www.youtube.com/watch?v=oZc4l0e7FCE&feature=player_embedded

Miskin, R. (Read Write Inc/Ruth Miskin Literacy)
<http://www.oup.com/oxed/primary/rwi/transformingprogrammes/>

Books

Elkin, S. (2010), *Unlocking the Reader in Every Child*. London: Ransom.

Fisher, R. and Williams, M. (eds.), (2006), *Unlocking Literacy*. London: David Fulton.

Gooch, K. and Lambirth, A. (2010), *Teaching Early Reading and Phonics*. London: Sage.

Johnston, R. and Watson, J. (2007) *Teaching Synthetic Phonics*. Exeter: Learning Matters.

Joliffe, W. (2007), *Teach phonics (You can)*. Leamington Spa: Scholastic.

Joliffe, W. and Waugh, D. (2012), *Teaching Systematic Synthetic Phonics in Primary Schools*. London: Learning Matters.

Policy and Debate

Department for Education, *Phonics Section* www.education.gov.uk

Department for Education, (2011), *The Importance of Phonics: Securing Confident Reading*. Publication Reference DfE-00155-2011B.pdf www.education.gov.uk

Gibb, N. (2011), 'Funding for phonics teaching to improve children's reading', *DfE News and Press Releases*, Press Notice 06 April 2011
<http://www.education.gov.uk/inthenews/inthenews/a0076456/funding-for-phonics-teaching-to-improve-childrens-reading>

Gibb, N. (2011a), 'Speaking to the reading reform

foundation conference', *DfE Speeches*, 14th October 2011.

<http://www.education.gov.uk/inthenews/speeches/a00199279/nick-gibb-to-the-reading-reform-foundation-conference>

Gooch, K. and Lambirth, A. (2008), *Understanding Phonics and the Teaching of Reading – Critical Perspectives*. Maidenhead: Open University Press.

McGeown, S., Johnston, R., Medford, E. (2012), 'Reading Instruction affects the cognitive skills supporting early reading development', *Learning and Individual Differences*, Vol 22, Issue 3, June 2012, pp 360-364.
<http://www.sciencedirect.com/science/article/pii/S1041608012000210>

Meek, M. (1991), *On Being Literate*. London: Bodley Head.

Rose, J. (2006) Independent Review of the Teaching of Early Reading

<https://www.education.gov.uk/publications/.../DFES-0201-2006>

Rosen, M. (2012), 'Letter to Mr Gove regarding the phonics screening test', *The Guardian*, Wednesday 13th June

Wyse, D. and Styles, M. (2007), 'Synthetic phonics and the teaching of reading. The debate surrounding the 'Rose Report'. *Literacy 41:1 online*

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9345.2007.00455.x/pdf>

References

- Department for Education, (2013) *The National Curriculum in England*. Publication Reference DFE-00178-2013. www.gov.uk/dfe/nationalcurriculum
- DfEE (1998), *National Literacy Strategy*. Suffolk: DfEE.
- DCSF (2007), *Letters and Sounds*. London: DCSF.
- Dombey et al., (2010) *Teaching Reading: What the evidence says*. Leicester: UKLA
- Hepplewhite, D. (2012), *The English Alphabetic Code*. Phonics International
www.phonicsinternational.com
- Reading Recovery Council (2002-2012), *Phonics*. www.readingrecovery.org

Appendix 1

DfE Teachers Standards 2011 In a Nutshell – Part 1 Teaching

S1. Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

S2. Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

S3. Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

S4. Plan and teach well structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

S5. Adapt teaching to respond to the strengths and needs of all pupils

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

S6. Make accurate and productive use of assessment

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

S7. Manage behaviour effectively to ensure a good and safe learning environment

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

S8. Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2 – Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect,
 - And tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2

Features of Spelling Development	Supporting Progress
<p>Pre-communicative</p> <ul style="list-style-type: none"> Is aware that print carries a message Demonstrates some knowledge of alphabet by forming letters to represent a message Has no knowledge of letter-sound correspondence Uncertain of directionality May mix numbers and letters 	<ul style="list-style-type: none"> Talk about letters, sounds, words and sentences (concepts about print) Draw attention to print and differences between letters Demonstrate writing including letter formation Provide opportunities for children to use what they know about writing Read rhymes and poems and play rhyming games
<p>Semi-phonetic</p> <ul style="list-style-type: none"> Begins to match letters to sounds in words Abbreviates words Uses a letter name instead of a word Beginning to grasp left to right directionality and word separation Has a more complete knowledge about the alphabet 	<ul style="list-style-type: none"> Teach letter name and sound Teach what a word is Teach how to segment spoken words into sounds Provide opportunities for children to learn about sound-symbol relationships in meaningful contexts Encourage children to attempt unknown words. Respond to letters correctly used
<p>Phonetic</p> <ul style="list-style-type: none"> Is able to provide a total mapping of letter-sound correspondence Is systematically developing particular spellings for detail such as 'ed', 'nd' Usually shows evidence of word separation and spatial orientation 	<ul style="list-style-type: none"> Demonstrate and discuss letter/sound correspondence Teach writers to look for visual patterns and common letter sequences in words Encourage children to be responsible for their own spelling vocabulary Encourage children to look closely at words and identify critical features
<p>Transitional</p> <ul style="list-style-type: none"> Adheres to basic tradition of English spelling system Uses vowels and/or vowel digraphs in every syllable Is developing visual and recall strategies May reverse some letters in words due to developing visual strategy Draws on a greater abundance of correctly spelt words 	<ul style="list-style-type: none"> Encourage use of 'Look, cover, write, say, check' Provide handwriting opportunities to practise letter strings and spelling patterns Encourage children to collect and display words with visual patterns or words of interest Support children to analyse patterns in word structure Teach strategies for remembering the correct spelling of difficult words
<p>Correct</p> <ul style="list-style-type: none"> Has a basic knowledge of the English spelling system and rules Has knowledge of word structure, eg. prefixes, suffixes etc. Has an ability to distinguish homonyms Tries out possible spellings and uses visual knowledge to select correct form Continues to master uncommon patterns and irregular spellings Accumulates a large spelling vocabulary of learned words 	<ul style="list-style-type: none"> Provide opportunities for vocabulary development Use 'look, cover, write, say, check' when learning new words Provide opportunities for children to work together and explore word meanings and derivations Give children access to spell-check programs

The English Alphabetic Code

The English language has a *fascinating history* – but this has resulted in a complex **alphabetic code** for the writing system whereby the 26 letters of the alphabet represent the 44 or so smallest sounds identifiable in English speech in three complicated ways:

1. one sound (**phoneme**) can be represented by **one, two, three or four letters**: e.g. /aɪ/ **a**, /fɪ/ **ph**, /igh/ **igh**, /oa/ **ough**
2. one sound can be represented by **multiple spelling alternatives (graphemes)**: e.g. /oa/ : **o**, **oa**, **ow**, **oe**, **o-e**, **eau**, **ough**
3. one grapheme (letter or letter group) can represent **multiple sounds**: e.g. ‘ough’: /oa/ **ough**, /or/ **thought**, long /oo/ **through**, /ou/ **plough**, /u/ **thorough**

On this **Alphabetic Code Chart**, the units of sound (phonemes or combined phonemes) are shown in slash marks. Vowel sounds are shown in red and consonant sounds are shown in blue. The vowel sounds provide the main volume and depth in spoken words whereas the consonant sounds are generally much quieter and sometimes very high-pitched such as /s/ and /t/. Teachers need to teach the separate units of sounds carefully, avoiding the added ‘schwa’ or “uh” sound: e.g. “sss” not “suh”, “t” not “tuh”.

units of sound		simple code key words + key words		complex code graphemes or spelling alternatives which are code for the sounds		information	
/aɪ/	a 						The Synthetic Phonics Teaching Principles
/eɪ/	e 	-ea 	-ai 				Teach the KNOWLEDGE of the alphabetic code; that is, the letter/sound correspondences.
/i/	i 	-y 	-ai 				Teach the THREE CORE SKILLS :
/ɔɪ/	o 	wa 	qua 	alt 	salt 		1. DECODING : Sound out and blend all-through-the-printed-word for reading unknown words.
/u/	u 	o 	-ou 	-ough 	ough 		2. ENCODING : Orally segment (identify) the sounds all-through-the-spoken-word for spelling; then select the correct graphemes AS CODE FOR the identified sounds in that particular word.
/aɪ/	ai 	-ay 	a 	-ae 	a-e 		3. HANDWRITING : Hold the pencil with the <i>tripod grip</i> and form correctly the 26 upper case and 26 lower case letters on writing lines .
		-ey 	-ea 	eigh 	aigh 		

/ee/	ee eel	ea eat	e emu	e-e concrete		Teach a simple code (<i>basic or transparent</i>) first; that is, mainly one spelling for each sound at a rate of two to five letter/sound correspondences per week. The simple code is <i>part of</i> the complex code – a first step towards teaching the alphabetic code.
		-ey key	-ie chief	i-n-e sardines		
between /ɪ and ee/	y sunny	-ey monkey	-ie movie	i behind	i-e bike	ei eider
/igh/	igh night	-ie tie	i fly	y fly	i-e bike	ei eider
/oa/	oa oak	ow bow	o yo-yo	-oe oboe	o-e rope	oo rope
					-ough dough	-eau plateau
/y+oo/	ue barbecue	u unicorn	u-e tube	ew new	ew shoes	eu pneumatic drill
short /oo/	oo book		-oul should	u oil	-u push	ui fruit
long /oo/	oo moon	oo blue	ue flute	ew crew	ew crew	ui fruit
/oi/	oi ointment	oy toy		-ough through		

APPLICATION

Provide a *cumulative* bank of words, sentences and texts at **code level**:

1. to **model** blending, segmenting for spelling, and handwriting
2. for **each learner to practise** his or her growing skills of blending, segmenting and handwriting increasingly independently.

Provide **cumulative, decodable reading books** at **code level**.

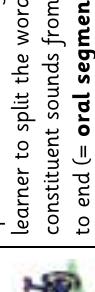
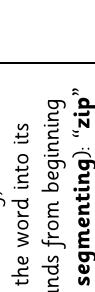
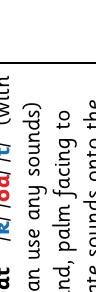
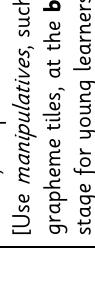
'Two-pronged'

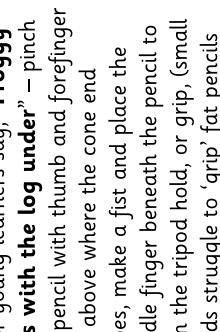
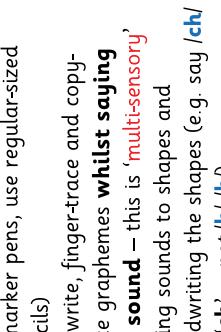
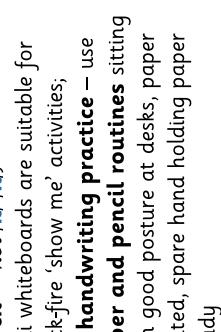
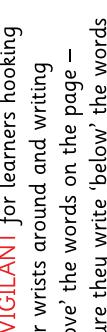
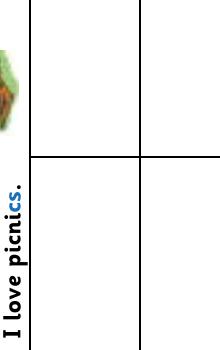
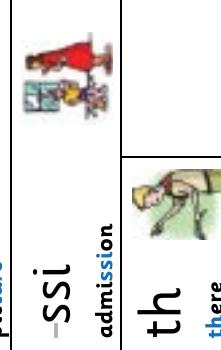
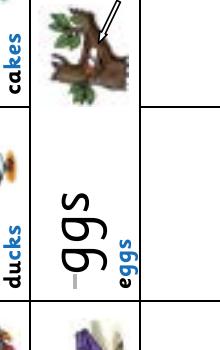
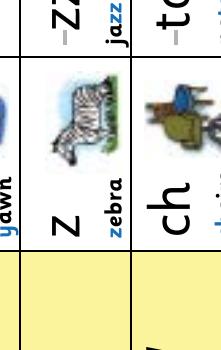
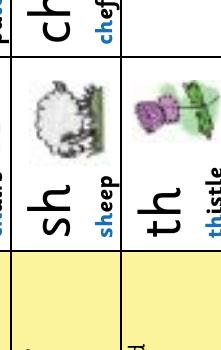
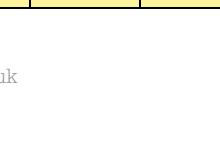
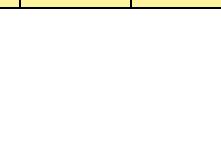
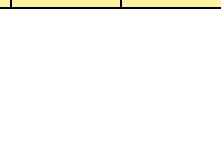
teaching approach
Teach a **systematic**, planned synthetic phonics programme

alongside incidental teaching of any letter/sound correspondences **as required** for differentiation, wider reading and spelling and for the wider curriculum - for individuals, groups and whole classes.

Accents	Teaching the English alphabetic code is not an 'exact science' and accents need to be taken into account at all times along with the notion of 'tweaking' (modifying) pronunciation when decoding to reach the correct target word or preferred pronunciation.									
/ou/	OU	OW owl	-ough 							
/ɔr/	ɔR	ɑR artist	ɑlɪm father	-alf 	-alvəs 					
/ɔr/	ɔR	aw fork	oar 	-oor 	ore 	snore 	our 			
Schwa effect for reading										
Modifying pronunciation also helps to raise awareness of the schwa effect (unstressed syllables) whereby, in reality, a sound close to /u/ is the spoken translation of the written code in words such as 'sofa' (sof <u>uuu</u>), 'around' (u <u>round</u>). This is common.										
Schwa effect for spelling										
Be aware of the schwa effect when segmenting spoken words for spelling.										
/ʊr/	er or can be /er/	ir mermaid	ur birthday	nurse 	ear 	earth 	WOr 			
Schwa /ʊ/										
or 'schwa /er/'										
/aɪr/	air hair	-are hare	-ear hare	-ere bear	-ere bear	theatre 	collar 	Or 		
/eər/	eər deer	ear 	ere ear	adhere 	ere 	cashier 				
/oɔr/	-oor poor	-ure 								
/yɔɔr/	-ure 									

units of sound	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds	information
/b/	b bat	-bb rabbit	bu building	
/k/	k kit	c cat	-ck duck	ch chameleon
/d/	d dig	-dd puddle	-ed rained	
/f/	f feathers	-ff cliff	ph photograph	que plaque
/g/	g girl	-gg juggle	gu guitar	*that letters 'say' sounds - they say nothing , they simply prompt us to generate the sounds either 'aloud' or silently 'in our heads'
/h/	h hat	wh who?	gh ghost	*that there are 'silent' letters as in 'kn', 'wr', 'mb', 'gn' and so on – these are simply further graphemes which ARE CODE FOR the sounds – this is consistent, for example, with saying that the grapheme 'igh' is code for the igh sound (we don't suggest that 'gh' are 'silent letters' in the grapheme 'igh')
/j/	j jug	-ge cabbage	g gerbil	*that the end letter 'e' of split digraphs a-e , e-e , i-e , o-e and u-e "make the preceding vowel SAY ITS NAME" – this is inconsistent with modern synthetic phonics teaching rooted in the 'alphabetic code' .
/l/	l ladder	-ll shell	-al hospital	
/u+/l	le kettle	-il pencil	-el camel	To work out 'the code' , start from a whole spoken word said slowly. Orally segment the word into its sounds and map those onto the graphemes in the written word.
/m/	m map	-mm hammer	-me welcome	-mn column

THE SUB-SKILLS OF THE THREE CORE SKILLS									
DECODING SUB-SKILLS:					ENCODING SUB-SKILLS:				
/n/	n 	-nn 	kn 	gn 	-ne 				
/ng/	ng 	-n 							
/ng+k/	ng+k 	-nc 							
/p/	p 	-pp 							
/k+w/	qu 								
/r/	r 	-rr 	wr 	rh 					
/s/	s 	-ss 	-ce 	c@ 	-cy 	bicycle 			
/t/	t 	-tt 	-ed 	pt 	-bt 	debt 			
/v/	v 	-ve 							
/w/	w 	wh 	-u 						

HANDWRITING SUB-SKILLS:											
/k+s/				-ks							
/g+z/				-cks							
/y/				-ggs							
/z/				-ss							
/ch/				-tch							
/sh/				-sh							
unvoiced /th/				-th							
/zh/				-si							
											
I love picnics.				-CS							
books				cakes							
exam				eggs							
yawn				pegs							
zebra				jazz							
chairs				fries							
patch				cheese							
chef				station							
thistle				thief							
television				treasure							
											
											
											
											
											
											
I love picnics.											
											
											

Please note that this version of an Alphabetic Code Chart is not definitive. Further code may be discovered in both common and unusual words. The word '**giraffe**', for example, is common but the grapheme '**ffe**' is rare AS CODE FOR the sound /f/. Add **discovered code** to the chart or to the MAIN PHONICS DISPLAY WALL.

On this chart, a **grey dash** indicates that the particular letter/sound correspondence is **unlikely to begin a word**.

Hollow letters alert the reader to various possible pronunciations; for example, **w̄a** could be the code for /w+a/ as in 'wag', but is more likely to be /w+o/ as in 'watch'. This is a generic alphabetic code chart highlighting the vowel sounds followed by the consonant sounds. Alphabetic Code Charts can be designed to be programme-specific.

according to the order that the letter/sound correspondences are introduced and with specific **mnemonic** systems (aids to memory for the sounds and/or spellings).

Vowel sounds can be spelled with both vowel letters and consonant letters such as **igh**, **ow**, **or**, **ough**. Teachers need to make clear when they are referring to vowel or consonant **sounds**, or vowel or consonant **letters**. For further information, see synthetic phonics guidance documents at www.syntheticphonics.com

Appendix 4

Barrett's Taxonomy of Comprehension

Aspects of reading comprehension	Examples of question starters
Literal Comprehension The reader locates or remembers ideas and information which are explicitly stated in the text. This can develop from a single fact or incident to a series of facts or sequence of incidents.	uses skills of recognition and recall Find, Show me, Locate, Identify, Point out, Read the line that, Tell me, State, List, Recall, Describe, What caused, What part of the story describes
Reorganisation The reader considers the ideas/information explicit in the text and organises them differently. The author's words are analysed and considered before a response can be given.	uses skills of classifying, outlining, summarising, synthesising Compare, Contrast, List, Paraphrase, Classify, Divide, Summarise, How is... different than, How is... the same as
Inferential Comprehension The reader uses what is explicit in the text and combines this with their experiences and intuition to make conjectures and hypotheses. Prior knowledge plays an integral role.	uses skills of predicting, inferring Pretend, Suppose, Could, How would, What might have happened if, If we assume...what might, What would be the consequences if, What are the implications of...?
Evaluation The reader responds to the text by thinking evaluatively and making a judgement. This can range from judgements about if an event really happened to judgements about worth and acceptability.	uses skills of evaluation and judgement Should, In your opinion, Do you agree, Do you like ..., Do you believe, Would you have, Is it right that...?
Appreciation The reader responds by combining their knowledge of text with an emotional and aesthetic sensitivity. This might be a response to the language/imagery of the text or considering if they can identify with a character or incident.	uses skills of linking emotional response with aspects of the text Do you know anyone like, What did you think when, What would you do if you were, Did you (dis)like, Why did you (dis)like...?

Notes



**Manchester
Metropolitan
University**

Faculty of Education

Brooks Building
53 Bonsall Street
Manchester
M15 6GX

Crewe Green Road
Crewe
Cheshire
CW1 5DU

mmu.ac.uk/education

Faculty of Education

**We are one of the UK's leading,
internationally recognised, educational
centres, ranked top education faculty in
the North West for the third consecutive
year by the Complete University
Guide 2014/15.**

Alongside our established initial teacher education focus, we have developed successful provision in Early Years and Childhood Studies, Youth and Community Work, Education Studies and Education Business Management, Inclusive Education and Special Educational Needs also in research and international activity.

Further information

Manchester Metropolitan University Course Enquiries
To make a course enquiry go to mmu.ac.uk/course-enquiry

For further information about postgraduate study opportunities
in the Faculty of Education, please see mmu.ac.uk/study/postgraduate

MMU © 2015

This publication is available in alternative formats. Please telephone +44 (0)161 247 2039