

SSP Feedback Prompts

Substantive Knowledge

Trainees' substantive knowledge should be evident in both their planning and their teaching:

Declarative Knowledge – “I know that” The trainee should know:

that reading comprises two aspects; ‘word reading’ and ‘comprehension’, that SSP is the most effective approach for teaching children to decode print, there are skills associated with phonological awareness, there are pre-requisite auditory skills that children need, to support auditory discrimination, there are visual skills that underpin word reading, including visual discrimination, visual memory and visual sequential memory, the definitions of phoneme; grapheme; adjacent consonant; digraph; consonant digraph, vowel, long vowel, short vowel, the definition of common exception words and their place in a systematic synthetic phonics programme, that English uses a complex alphabetic code, that an SSP programme will teach a ‘simple’ code first i.e. one grapheme for each of the 44 phonemes in English, and will then move on to the ‘complex’ code i.e. alternative graphemes for each phoneme and alternative phonemes for each grapheme, all the grapheme/phoneme correspondences usually included in the ‘simple’ code phases of an SSP programme (including c / k / ck; doubled letters; z / zz / s), the most common alternative phonemes / graphemes included in the first stages of the ‘complex’ code phases of an SSP programme (e.g. ee / ea; ai / ay / a_e), that the National Curriculum programme of study for English includes expectations for word reading through decoding

Procedural knowledge – “I know how” The trainee should be able to: enunciate phonemes correctly, split words into their constituent phonemes (phoneme counting), identify the grapheme that represents each phoneme in a word, confidently and accurately explain the Simple View of reading; to split words into their constituent phonemes, identify the grapheme that represents each phoneme in a word, use letter names appropriately to discuss graphemes and spelling patterns, identify or produce words / phrases / sentences / texts that are phonically decodable for a particular group of children i.e. that match their level of phonics knowledge, plan a phonics lesson for a simple/complex code ‘phase’ in an SSP programme using a tightly defined ‘standard’ structure (Introduce > Review > Teach > Practise > Apply)

Conditional knowledge – “I know when” Trainees should be able to: recognise ‘phonically plausible’ attempts in children’s spelling and the factors influencing children’s spelling decisions, recognise the cognitive and biological factors that can impact a child’s ability to word read / decode text and to develop fluency and automaticity at the expected rate, to seek additional support in order to best support children in their SSP learning.

Disciplinary knowledge

Disciplinary knowledge considers how Systematic Synthetic Phonics knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practice of SSP and

its application for reading. This should allow pupils to understand the connections between spoken and written language and thus apply their increasing fluency in decoding for word reading and segmenting for spelling.

Phonics: discrete teaching and application

| Prompts | Notes |
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| <p>1. Revisit</p> <ul style="list-style-type: none"> • Does the teacher ensure that children practise phonemes already taught? • Is it kept lively and fast-paced? • Are all pupils encouraged to participate? | |
| <p>2. Teach</p> <ul style="list-style-type: none"> • Is the articulation of phonemes correct? • Are children required to articulate phonemes themselves, not just listen to the adult doing so? • Are the children shown clearly how to read and write the letter? • Are the children being taught how to blend and/or segment? • Is there evidence of new learning, not just consolidation? | |
| <p>3. Practise</p> <ul style="list-style-type: none"> • Do children have opportunities to practise saying the phoneme? • Are they given opportunities to read the corresponding graphemes? • Are they given opportunities to blend phonemes to read words? • Are they given opportunities to segment words into phonemes/graphemes for spelling? • Are they given opportunities to write the letter? | |
| <p>4. Apply</p> <ul style="list-style-type: none"> • Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities? • Do activities promote all four interdependent strands of language: speaking, listening, reading and writing? | |

Throughout the session:

- **Is the session focused on the learning outcomes?**
- **Is it kept fun and interactive?**
- **Are props used effectively?**
- **Is it kept short and focused?**
- **Is it appropriate to the principles of EYFS practice?**
- **Does the teacher observe carefully to assess individual children's progress?**