**Primary 5-11 Curriculum Map (SSP)**

***Undergraduate***

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | Oral segmenting of GPC  Written GPCs  Decoding and encoding | 3.2  3.6  3.9 | 2c  2g | GILL, A. and WAUGH, D.(2017) Phonics : getting it right in a week. St Albans: Critical Publishing  GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  NEAUM, S. (2021) What comes before phonics? 2nd Ed. Los Angeles: Learning Matters. | Rag Rating - How confident do you feel about teaching SSP – Confidence Audit  Key Component Progress Tracker  Module Summary Assessment |
| **Session 2** | Phonological spelling – elephant | 3.3  3.5  3.10 | 2c | JOLLIFFE, W., WAUGH, D. and GILL,A. (2022) Teaching systematic synthetic phonics in primary schools. 4Th edition (revised and updated). London: Learning Matters  ROSE, J., 2006. *Independent review of the teaching of early reading*. London: DfES Publications. Available from: [https://webarchive.nationalarchives.gov.uk/ukgwa/20100512233640/http://publications.teachernet.gov.uk/eOrderingDownload/0201-2006PDF-EN-01.pdf](https://webarchive.nationalarchives.gov.uk/ukgwa/20100512233640/http:/publications.teachernet.gov.uk/eOrderingDownload/0201-2006PDF-EN-01.pdf) |
| **Session 3** | Teaching sequence for SSP lesson  Planning an SSP session | 3.2  4.3 | 4c  4d  5c | HEPPLEWHITE, D., 2021. *Phonics International* [online]. Available from: [Phonics International – An online Systematic Synthetic Phonics Programme](https://phonicsinternational.com/) [Accessed 1 September 2021]. |
| **Session 4** | Peer teach planned session | 3.2  3.3 | 4b  4h |  |
| **Lecture 1** | Introductory session  What is Systematic Synthetic Phonics?  Letter names  Enunciating sounds  Alphabetic code  What comes before phonics? | **3.1**  **3.2** | 4b | JOLLIFFE, W., WAUGH, D. and GILL,A. (2022) Teaching systematic synthetic phonics in primary schools. 4Th edition (revised and updated). London: Learning Matters |
| **Lecture 2** | Live lesson | 1.3  2.7 | 4f  6b |  |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | Decodable books – research accredited schemes  Present back - +ves/-ves | 3.1  5 | 3c  3f | GILL, A. and WAUGH, D.(2017) Phonics : getting it right in a week. St Albans: Critical Publishing  GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  NEAUM, S. (2021) What comes before phonics? 2nd Ed. Los Angeles: Learning Matters. | Rag Rating - How confident do you feel about teaching SSP – Confidence Audit  Key Component Progress Tracker  Module Summary Assessment |
| **Session 2** | Analysing pupils’ writing for assessment | 6 | 6a  6b | HEPPLEWHITE, D., 2021. *Phonics International* [online]. Available from: [Phonics International – An online Systematic Synthetic Phonics Programme](https://phonicsinternational.com/) [Accessed 1 September 2021]. |
| **Session 3** | SSP and EAL pupils | 1.2  1.3  2.1  5 | 1a  5a  5b  6a | GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing |
| **Lecture 1** | Revisit principles  How SSP fits with literacy for lifelong learning  Review from PP  assessment | 1.2  1.6  8.2  8.7 | 4b  4c | GILL, A. and WAUGH, D.(2017) Phonics : getting it right in a week. St Albans: Critical Publishing  GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  NEAUM, S. (2021) What comes before phonics? 2nd Ed. Los Angeles: Learning Matters.  JOLLIFFE, W., WAUGH, D. and GILL,A. (2022) Teaching systematic synthetic phonics in primary schools. 4Th edition (revised and updated). London: Learning Matters |
| **Lecture 2** | Assessment – Phonics Screening Check  Formative assessment in sessions | 6 | 5c  6b |  |
| **Lecture 3** | SSP interventions to keep up not catch up | 5  6 | 5c  6d |  |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | Evaluate validated schemes with given criteria | 3.1 | 3c | Department for Education, 2023. Validation of systematic synthetic phonics programmes: supporting documentation [online]. Available from: <https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation> | Rag Rating - How confident do you feel about teaching SSP – Confidence Audit  Key Component Progress Tracker  Module Summary Assessment |
| **Session 2** | Develop a parent information session – to include a parent brochure | 2.9  8.4 | 8c  8i |  |
| **Session 3** |
| **Lecture 1** | School approaches to SSP | 3 | 3d  3f  3j  3k | JOLLIFFE, W., WAUGH, D. and GILL,A. (2022) Teaching systematic synthetic phonics in primary schools. 4Th edition (revised and updated). London: Learning Matters |
| **Lecture 2** | SEND and SSP | 5.7  8.6 | 5a  8j | GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing |

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| **School Based Curriculum – Year 1, 2, 3** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in SSP, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in SSP, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in SSP for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference)** | **Learn How**  **(CCF)** | **Links to Research and Reading** | **Formative Assessment** |
| Receiving clear, consistent and effective mentoring in how to:  Schools use one scheme to provide a complete programme SSP  Schools choose to use different validated schemes to meet the needs of the NC.  Schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code.  take into account pupils’ prior knowledge when planning how much new information to introduce.  adopt different pedagogical approaches to teach SSP.  use different approaches to assessment  create a reading culture to encourage reading for pleasure.  SSP interventions are used to enable pupils to keep up  SSP teaching is informed by research  Plan and teach a series of SSP sessions, in line with the school’s chosen scheme. | 2.1  2.7  2.9 | 1a  2a 2c 2d 2g 2h  3a 3b 3d  4a 4c 4d 4i  5a 5c  6a  8a |  | Weekly Development Summary  Lesson Observations  Link Tutor |