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

***PGCE***

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| **University Curriculum** | | | | | |
| **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** | The SSP teaching sequence  Observe and analyse a live/recorded SSP lesson | 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** | Planning and microteaching 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]. |
| **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** | School approaches to SSP | 3 | 3d  3f  3j  3k |  |
| **Lecture 3** | SEND and SSP | 5.7  8.6 | 5a  8j |  |  |

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| **School Based Curriculum – PGCE Primary Introductory Placement** | | | | |
| **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:  Know that SSP teaching is informed by research.  Know how to pronounce phonemes correctly and model this for pupils.  Understand the need to adopt different pedagogical approaches to teach SSP.  Know how to plan and teach an SSP session, 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 | GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  HEPPLEWHITE, D., 2021. *Phonics International* [online]. Available from: [Phonics International – An online Systematic Synthetic Phonics Programme](https://phonicsinternational.com/) [Accessed 1 September 2021].  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) | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – PGCE Primary Developmental Placement** | | | | |
| **Observing :** Observe how expert colleagues assess SSP in school.  **Planning :** Partition tasks into constituent components, in SSP, for a sequence of lessons to ensure progress is made.  **Teaching :** Rehearse and refine particular approaches in SSP for a whole class, including SEND pupils. Deliver 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:  Understand schools choose an SSP programme that supports their needs and the requirement to maintain fidelity to the chosen scheme.  Understand how SSP sessions are sequenced to promote progress and reinforce prior learning.  Know how to adopt different pedagogical approaches to teach SSP to pupils with SEND.  Understand SSP interventions are used to enable pupils to keep up with their peers. | 2.1  2.7  2.9 | 1a  2a 2c 2d 2g 2h  3a 3b 3d  4a 4c 4d 4i  5a 5c  6a  8a | GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  HEPPLEWHITE, D., 2021. *Phonics International* [online]. Available from: [Phonics International – An online Systematic Synthetic Phonics Programme](https://phonicsinternational.com/) [Accessed 1 September 2021].  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) | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – PGCE Primary Consolidation Placement** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in SSP, in a sequence of lessons throughout school.  **Planning :** Break tasks down into constituent components, in SSP, for a sequence of lessons to ensure progress is made.  **Teaching :** Rehearse and refine particular approaches in SSP for a whole class, including SEND and EAL pupils. Deliver whole class teaching.  **Assessment :** Identify formative and summative assessment strategies for SSP, including the KS1 phonics screening test.  **Subject Knowledge :** Discuss and analyse how SSP can help to close the vocabulary gap. | | | | |
| **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:  Can use different formative and summative assessment strategies to track pupil progress in SSP.  Know what comes before phonics and how early language is developed.  Know how to plan and teach a sequence of SSP sessions, in line with the school’s chosen scheme.  Understand that a robust SSP programme is designed to secure reading fluency. | 2.1  2.7  2.9 | 1a  2a 2c 2d 2g 2h  3a 3b 3d  4a 4c 4d 4i  5a 5c  6a  8a | GLAZZARD, J. and STOKOE, J.(2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  HEPPLEWHITE, D., 2021. *Phonics International* [online]. Available from: [Phonics International – An online Systematic Synthetic Phonics Programme](https://phonicsinternational.com/) [Accessed 1 September 2021].  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) | Weekly Development Summary  Lesson Observations  Link Tutor |