**Primary Curriculum Map (Systematic Synthetic Phonics- SSP)**

***PGCE***

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| **University Curriculum** | | | | | |
| **Overview of Content** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** | Identify to the importance of reading, its foundations and its place in the curriculum.  Introduce systematic synthetic phonics (SSP) and why SSP is the prime approach to teaching reading.  Discuss key subject knowledge: introduction to some key technical vocabulary. | 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. | In session retrieval activities/questioning  Group discussions and focus tasks  Micro-teach activities  Engaged reading feedback (scaffolded)  Self assessment (SK audit) |
| **Seminar 2** | Recognise the implications of the complex alphabetic code for spelling.  Understand and be able to explain the phonological approach to spelling that early spellers will rely on.  Feel more confident with the practical professional skill or supporting early spellers who are using the ‘simple’ alphabetic code and phonological strategies in their spelling.  Introduce the phonics teaching sequence (revisit, teach, practise, apply, assess). | 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> |
| **Seminar 3** | Reflect on Phonics assessment experience from professional practice.  Understand the purpose of assessment in Phonics.  Identify different types of Phonics assessment.  Analyse assessment data to inform instruction. | 6.1  6.2  6.3  6.4  6.5  6.6  6.7 | 6a  6c | HEPPLEWHITE, D., 2021. Phonics International [online]. Available from: Phonics International – An online Systematic Synthetic Phonics Programme |
| **Seminar 4** | Consider school approaches to SSP  Evaluate what information to share with parents | 3.1  3.2  3.7  3.9  3.10  3.12  5.7  8.4 | 1d  3d  5f | Handouts from D.Howe |
| **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 |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:**  Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:**  Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:**  Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Observe expert colleagues  Plan, deliver and assess SSP learning  Develop subject specific curriculum and pedagogical knowledge |  | 1b, 1c, 3c, 4e, 5a, 7a, 7g | See above | SSP observation form and prompt sheet (student and mentor use)  WDS meetings  Lesson observations and informal feedback    Mentor and Link Tutor meetings |

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| **School Based Curriculum – Developmental Phase** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **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 to deliver the simple code first, followed by the complex code, using decodable texts.  Know how to adopt different pedagogical approaches to teach SSP to EAL pupils.  Know how to use different approaches to SSP assessment.  Understand SSP interventions are used to enable pupils to keep up. | 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 [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 | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **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.  Consider 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  2.8  2.10 | 1b  2a  2b  2e  2f  2i  3a  3b  4b  4c  4e  4j  5b  5e  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 [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 | Weekly Development Summary  Lesson Observations  Link Tutor |