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

***Year 1 Undergraduate School Based***

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| **University Curriculum – Year 1** | | | | | |
| **Overview of Content**  Introduction to key terminology  Alphabetic code  Annunciating ‘pure’ sounds  Segmenting and blending  Early phonological and phonemic awareness  Plan a session | | | | | |
| **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**  **(1 hour)** | Introductory session  What is Systematic Synthetic Phonics?  Letter names  Enunciating sounds  Alphabetic code  What comes before phonics?  **School based directed task**- Reading: DEPARTMENT FOR EDUCATION, 2023. The reading framework [online]. Available from: <https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf>. | 3.1  3.2 | 4b | DEPARTMENT FOR EDUCATION, 2023. The reading framework [online]. Available from: <https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf>.  JOLLIFFE, W., WAUGH, D. and GILL,A. (2022) Teaching systematic synthetic phonics in primary schools. 4Th edition (revised and updated). London: Learning Matters  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**  **(4 hours)** | 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.  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.  **School based directed task**- Speak with English lead at school regarding SSP (sample questions). | 3.2  3.3  3.5  3.6  3.9  3.10 | 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. |
| **Seminar 3**  **(2 hours)** | Explore the structure and key components withing an SSP lesson.  Plan and micro-teach an SSP lesson (content and resources)  **School based directed task**- Plan and deliver an SSP session during professional practice. | 3.2  3.3  4.3 | 4b  4c  4d  4h  5c | HEPPLEWHITE, D., 2021. Phonics International [online]. Available from: Phonics International – An online Systematic Synthetic Phonics Programme |
| **Seminar 4**  **(2 hours)** | Reflect on SSP on professional practice.  Deconstruct lesson (guided using SSP lesson observation prompt sheet) and discuss.  **Directed task**- Complete action plan (template) with SMART targets for developmental placement. | 3.2  3.3  4.3 | 4b  4c  4d  4h  5c |  |

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| **School Based Curriculum (during professional practice) – Year 1** | | | | |
| **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 |

***Year 2 Undergraduate School Based***

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| **University Curriculum – Year 2** | | | | | |
| **Overview of Content**  SSP and lifelong learning – fluency development  Decodable texts  SSP and EAL  Planning a teaching sequence  Assessment | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **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** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

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| **School Based Curriculum (during professional practice) – Year 2** | | | | |
| **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** |
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***Year 3 Undergraduate School Based***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content**  SSP and SEND  School approaches  Evaluating validated schemes  Parental engagement | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **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** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

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| **School Based Curriculum (during professional practice) – Year 3** | | | | |
| **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** |
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