

KEY: Begin to develop Continue to develop Secure & able to apply *Italics: Monitoring & Assessment*

Quality Assurance

School Based Training

BA Year 1 School Experience Day School Placement
Students observe the teaching of phonics as part of Early Reading provision

BA Year 1 School Experience
Students review SSP scheme using checklist. Students gain experience of observing, supporting and teaching phonics alongside either their class teacher or a teacher in KS1. Practise the articulation of phonemes with the class teacher. Students track the development of a child with low attainment in reading and writing as part of detailed records.

All students are expected to plan and teach a minimum of 3 SSP lessons one of which will be observed. This can be a group or whole class lesson in SE class or a group or whole

Students are required to provide suitable evidence for TS.
With their link tutor they reflect on their new learning of SSP and their confidence, skills, knowledge and understanding. Those graded 'satisfactory' need to plan targets for development and the link tutor for their next placement will be alerted.

BA Year 2 School Experience
All students are expected to plan and teach a minimum of 3 SSP lessons one of which will be observed. This can be a group or whole class lesson in SE class or a group or whole class lesson in an alternative class

Students track the development of a child with low attainment in reading & writing as part of detailed records.
Students are required to provide suitable evidence for TS3.
With their link tutor they reflect on their new learning of SSP and their confidence, skills, knowledge and understanding. Those graded 'satisfactory' need to plan targets for development and the link tutor for their next placement will be alerted.

On the Year 2 SE UPD day students have the opportunity to meet with an English tutor who can offer further support and guidance on teaching and assessing SSP

Progression in skills, knowledge and understanding of Systematic Synthetic Phonics – The Student Journey

University Based Training

- Lecture on phonics - high quality SSP teaching.
- Workshop on phonics - practical ways to teach SSP; the 4 part lesson plan and phases for progression.
- Students read 'Beginner's guide to phonics, view support material on web sites and practise enunciation of phonemes.
- Lecture & workshop on the reading process - Rose Review and the Simple View of Reading.
- Assignment 1 – Analysis of a child as a reader
Students assess a child's progress in reading and plan for his development.
- Students begin their self study phonics online study

Complete Phase 1 SSP audit and identify areas for development. Continue to work through the Phonics Self Study online assessment over the summer vacation.

Any student graded as RITBCG will meet with an English tutor to discuss how to improve their SSP knowledge.

Attend lecture on **Letters and Sounds (DfES 2007)** ; Research phases to be taught on next SE and complete set reading.

Attend professional development seminars in phonics early and later stages, spelling and morphology.

Phonic starter activities at the beginning of seminars to further develop students' knowledge and understanding of: phoneme/grapheme correspondences; identification of phonemes in words and how to enunciate (say) phonemes.

Year 2
Prior and during school experience

School Based Training

Year 2
After school experience

Visit to a Leading Partner in Literacy School

- Students observe the teaching of phonics and guided reading
- Students meet with University tutor and classroom practitioner to reflect on practice observed

Year 3

Year 3 Final School Experience
Students research activities for teaching SSP using the school's scheme.
End of week 2 students take the class teacher role for 70% of timetable, including teaching SSP on a daily basis.

All students are expected to plan and teach a minimum of 3 SSP lessons one of which will be observed. This can be a group or whole class lesson in SE class or a group or whole class lesson in an alternative class
A sample of students is observed by an English specialist in a joint observation with the mentor.

Students are required to provide suitable evidence for TS3.
With their link tutor they reflect on their new learning of SSP and their confidence, skills, knowledge and understanding. Those graded 'satisfactory' need to plan targets for development that should be reflected in the CEDP.

University Based Training

Students complete Phase 2 of their subject audit in SSP and identify areas in which their knowledge is secure and aspects which require further development all students' English files are monitored and assessed.

Submit Phonics Self Study test results in file.

Students who have been graded as satisfactory in SE2 attend a tutorial to revise effective phonics teaching.

Students attend conference on using SSP which includes workshops by school based personnel.

Prior to Final School Experience students continue to work on identified areas for development through attending a 'drop in clinic' or undertaking personal research with reference to relevant websites.

Prior to Final School Experience
Students complete the Phase 3 audit in SSP and meet with their English tutor who verifies secure subject knowledge through sampling and discussing evidence in the file.

On the SE UPD days students have the opportunity to visit an English tutor who will offer further support and guidance on teaching and assessing SSP.

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