| Early Years Undergraduate Year 1 | | | |
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| **Week 4 Strand Focus: Systematic Synthetic Phonics** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | *Learn How…* | |
| Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils | | To use early and least intrusive interventions as an initial response to low level disruption. | |
| Teachers can influence pupils’ resilience and beliefs about their ability to succeed by ensuring that all pupils have the opportunity to experience meaningful success | | To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom | |
| Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning | | To use consistent language and non-verbal signals for common classroom directions. | |
| Pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values). | | To discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | |
| Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. | | To respond consistently to pupil behaviour | |
| The ITE Curriculum in school | | | |
| *Mentor/EYFS Lead to work on with the trainee* | | | |
| Discuss the role of a multi-sensory approach to systematic synthetic phonics in high quality teaching for all children. | | Discuss and observe how an early reader’s reliance on phonics to decode is time-limited as they develop fluency in word reading. | |
| Share the school’s systematic synthetic phonics scheme with the trainee. | | Identify where the phonically decodable books are and allow the trainee time to look at these. | |
| Watch a minimum of one systematic synthetic phonics lesson. | | Look at a series of planning for phonics and talk to the co-ordinator about it. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Pupil investment in learning is also driven by their prior experiences, developing self-identities and perceptions of success and failure.  Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring that all pupils have the opportunities to experience meaningful success. | How to be a positive role model; apply the school behaviour policy fairly and set clear, challenging  Expectations  That all pupils need to recognise their ability to succeed. | | Develop ideas for classroom strategies that aim to create a safe, supportive and inclusive environment for all children.  Create and develop explicit teaching  routines and motivating dialogue that  maximises learning and pupil engagement. |