**Primary (3-7 phase) Initial Teacher Education: Curriculum Plan**

**Subject/Strand: SSP Undergraduate Programmes**

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| **Curriculum Vision:**  Through our Initial Teacher Education Curriculum, it is our intention that trainees will understand that systematic synthetic phonics is the route to developing both accurate and fluent word reading skills. They will understand that this approach is supported by robust evidence and that it should therefore be the prime ‘time-limited’ approach to word reading. We intend that all trainees will develop an enthusiasm and passion for systematic synthetic phonics. Our trainees will know that all children can learn to read when they are taught well, regardless of social background or other circumstances and that this is their moral purpose as educators. | | | | | | | | | | | |
| **Phase 1** | | | | | | | | | | | |
| **University Based Learning** | | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | A teacher is a key role model who can impact on the motivation, attitude and behaviour of their pupils. Creating a culture in a classroom where SSP is valued can have a positive impact on pupil outcomes. **LT1.1, 1.2, 1.3** | Trainees will learn how to create a positive, supportive environment where mistakes and learning from them and the need for effort and perseverance are pSSP of the daily routine. **LH1.2, LH1.3** | | | | a school’s SSP curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the EYFS SF/ national curriculum within a coherent wider vision for successful learning **LT3.1** | | to use a settings medium-term plans to plan and deliver an SSP lesson that builds on children’s prior knowledge and chunks content so as not to overload working memory **OR** observe an SSP lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload **LH4.1** | | Intent |
| Learning involves a lasting change in pupils’ capabilities or understanding. Memory is an important factor in pupils knowing more, remembering more and doing more in SSP. **LT2.1, 2.3, 2.4** | Trainees will learn how to increase challenge in practice and retrieval by removing scaffolds as knowledge becomes more secure. **LH2.11** | | | | retrieval practice is vital to ensure that children know more and remember more **LT2.7, LT2.8, LT2.9, LT2.11** | | to embed opportunities for children to learn and use key SSP vocabulary through teaching **OR** observing an SSP lesson in their own or another year group **LH3.20** | |
| Requiring pupils to regularly retrieve key knowledge can help consolidate learning.  **LT2.7, 2.8** |  | | | | scaffolding provided should gradually be removed (fading) at the appropriate point in order for children to gain independence **LT4.4** | | to use questioning in order to gain an understanding of children’s progress and misconceptions through teaching **OR** observing an SSP lesson in their own or another year group **LH4.15, LH4.16** | |
| A school’s curriculum should provide students with the knowledge and skills required to engage with both elements of reading as documented in ‘The Simple View of Reading’ **LT3.1** | Trainees will learn how to provide opportunities for children to learn and master essential SSP skills by considering component knowledge. **LH3.4** | | | |  | |  | |
| Teachers need secure subject knowledge in order to explicitly teach pupils the required skills and knowledge required to meet the high demands of the EYFS/National Curriculum. **LT3.2 LT3.5** | Trainees will learn how to model, revisit and positively reinforcing the use of appropriate subject-specific vocabulary in order to underpin the development of reading and writing skills. **LH3.21** | | | |  | |  | |
| A high-quality SSP curriculum provides opportunities to improve pupils’ literacy by explicitly teaching vocabulary and oral language skills. **LT3.10** |  | | | |  | |  | |
| To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. **LT3.9** |  | | | |  | |  | |
| There are specific skills associated with phonological awareness. **LT3.2** |  | | | |  | |  | |
| the pre-requisite auditory skills that children need to support auditory discrimination. **LT3.2** |  | | | |  | |  | |
| the visual skills that underpin word reading, including visual discrimination, visual memory and visual sequential memory. **LT3.2** |  | | | |  | |  | |
| That discrete SSP should be taught from age five upwards. |  | | | |  | |  | |
| The definition of key terminology including grapheme, phoneme, vowel, consonant, digraph. **LT 3.2** |  | | | |  | |  | |
| Modelling, guides and scaffolds can help pupils to understand new processes and ideas. **LT4.3, 4.4** | To use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain **LH4.2** | | | |  | |  | |
| Questioning is an essential tool. The type of question asked can have an impact on the teacher’s ability to accurately assess pupils’ prior knowledge and understanding. **LT4.6** | Trainees will learn how to use a range of types of questions to extend and challenge pupils. **LT4.15** | | | |  | |  | |
| That the National Curriculum programme of study for English includes expectations for word reading through decoding and this relates directly to the EYFS AoL for Literacy. |  | | | |  | |  | |
| High-quality talk can support pupils to art new ideas, consolidate understanding and extend their vocabulary but it is most effective when it is carefully planned and structured by the class teacher. **LT4.7, 4.9, 4.10** |  | | | |  | |  | |
| Adaptive teaching by providing targeted support or specific resources for pupils is likely to increase pupil success in SSP. **LT5.1, 5.2. 5.3** |  | | | |  | |  | |
| Effective assessment and feedback in SSP is essential to children making progress, **LT6.1** | Trainees learn how to monitor children’s work during sessions, giving focused verbal feedback. **LH6.16** | | | |  | |  | |
| Establishing systems and routines are key to managing behaviour during an SSP lesson. **LT7.1** |  | | | |  | |  | |
| **Assessment** | **Assessment** | | | | | **Assessment** | | | |  |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan a lesson, breaking national curriculum end points into component knowledge.  Trainees’ ability to plan and teach a lesson, breaking national curriculum end points into component knowledge  Trainees’ developing subject and pedagogical knowledge and their engagement with literature | | | | | *How is it being assessed?*  In-session retrieval activities/questioning.  In-session directed task: small group planning activity and a discussion board contribution. Assessed via subject-specific feedback from mentors on professional practice.  Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks  Lesson observations – subject specific feedback  Progress report  Reflective journal and trainees’ reflections in portfolio from professional practice. | | | | Impact |
| **Composite Knowledge** | **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:*** | | |
| the key approaches to teaching SSP vocabulary, concepts and processes **LH3.20**  the key approaches to developing children’s phonological awareness | | | that well-considered sequencing of component and composite knowledge is key for children’s progress in learning **LH2.3** | | | confidently plan and teach an SSP lesson that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks **LH2.3**, **LH2.4, LH2.5** | | |
| **Research** | **KEY RESEARCH****That trainees will know that informs teaching and learning in SSP** | | | | | | | | | |
| National Curriculum SSP and Design Key Stage One and Two [National Curriculum - SSP and design key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)  DfE (2021) The reading framework: teaching the foundations of literacy. DfE: Crown Copyright.    Glazzard, J. and Stokoe, J. (2017) Teaching systematic synthetic phonics and early English. Second Ed. St Albans: Critical Publishing (Critical teaching). Available at: INSERT-MISSING-URL (Accessed: December 19, 2022).  Glazzard, J. (2017) “Assessing Reading Development through Systematic Synthetic Phonics,” English in Education, 51(1), pp. 44–57. doi: 10.1111/eie.12125.  Watts, Z. and Gardner, P. (2013) “Is Systematic Synthetic Phonics Enough? Examining the Benefit of Intensive Teaching of High Frequency Words (hfw) in a Year One Class,” Education 3-13, 41(1), pp. 100–109. doi: 10.1080/03004279.2012.710105. | | | | | | | | | |
| **Phase 2** | | | | | | | | | | | |
| **University Based Learning – Introduction/Developmental** | | | | | **School/Practical Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | a school’s primary SSP curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning **LT3.1** | | to use school’s medium-term plans to plan and deliver an SSP lesson that builds on children’s prior knowledge and chunks content so as not to overload working memory **OR** observe an SSP lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload **LH4.1** | | secure subject knowledge for teaching in the primary SSP curriculum is vital **LT1.3, LT3.2, LT3.3, LT3.5** | | | to research in preparation for teaching SSP, ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for **LH3.3, LH3.20, LH4.15, LH4.16, LH6.6** | | Intent |
| retrieval practice is vital to ensure that children know more and remember more **LT2.7, LT2.8, LT2.9, LT2.11** | | to embed opportunities for children to learn and use key SSP skills and vocabulary through teaching **OR** observing an SSP lesson in their own or another year group **LH3.20** | | there are strategies to support learning of key SSP skills (e.g., decoding and encoding) and that these strategies can help to embed this learning in children’s long-term memory including pre-learning and over-learning **LH3.20**, **LT2.2, LT2.7, LT2.8** | | | to adapt teaching for learners with differing needs e.g., SEND, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory **LH2.3, LH5.1, LH5.5** | |
| scaffolding provided should gradually be removed (fading) at the appropriate point in order for children to gain independence **LT4.4** | | to use questioning in order to gain an understanding of children’s progress and misconceptions through teaching **OR** observing an SSP lesson in their own or another year group **LH4.15, LH4.16** | | high-quality visual resources can help to develop children’s SSP knowledge and understanding **LT4.1** | | | to use models, analogies, images and other resources to enhance children’s understanding **LH4.2, LH4.10** | |
| behaviour management and effective grouping are vital to a successful SSP lessons **LT1.1, LT7.1** | | to consider risk assessment and behaviour management approaches that could be used during an SSP lesson **LH7.2, LH7.3, LH7.8** | |  | | | to plan for teaching of SSP concepts within a broader context of the curriculum **LH3.4, LH3.7** | |
| sequencing of learning across a medium-term plan must allow children to build on prior SSP knowledge and understanding **LT3.3,** **LT3.5,** **LT4.2** | | to plan a well-sequenced unit of learning around a ‘place’ that breaks learning down into small manageable chunks and considers children’s component and composite knowledge **LH2.3, LH2.4, LH2.5, LH2.9** | | learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks **LT5.1, LT5.3, LT5.7** | | |  | |
| That English uses a complex alphabetic code and an SSP programme will teach a simple code first and then move to the complex code. **LT3.2** | | to identify links between areas of the primary curriculum so that teaching of SSP concepts is not isolated **LH3.4** | | ongoing formative assessment of pupils understanding is necessary to understand their learning needs **LT6.1** | | | to identify key substantive and disciplinary knowledge using school’s medium-term plans **LH3.1, LH3.2** | |
| The definition of key terminology including grapheme, phoneme, vowel, consonant, digraph. **LT 3.2** | | to ensure curriculum goals retain their specificity when using a thematic approach to planning, ensuring learning remains meaningful and relevant **LH3.1, LH3.3** | |  | | | to use school’s medium-term plans to devise a series of SSP lessons **OR** use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning across the primary phases **LT3.3, LH4.1** | |
| Modelling, guides and scaffolds can help pupils to understand new processes and ideas. **LT4.3, 4.4** | | enunciate phonemes correctly **LT3.2,4, LT4.7,** | |  | | | enunciate phonemes correctly **LT3.2,4, LT4.7,** | |
| Questioning is an essential tool. The type of question asked can have an impact on the teacher’s ability to accurately assess pupils’ prior knowledge and understanding. **LT4.6** | | split words into their constituent phonemes (phoneme counting)  **LT3.2,4, LT4.2,** | |  | | | split words into their constituent phonemes (phoneme counting)  **LT3.2,4, LT4.2,** | |
| That the National Curriculum programme of study for English includes expectations for word reading through decoding | | identify the grapheme that represents each phoneme in a word  **LT3.2,4,** | |  | | | identify the grapheme that represents each phoneme in a word  **LT3.2,4,** | |
| High-quality talk can support pupils to articulate new ideas, consolidate understanding and extend their vocabulary but it is most effective when it is carefully planned and structured by the class teacher. **LT4.7, 4.9, 4.10** | | use letter names appropriately to discuss graphemes and spelling patterns **LT3.2,4,** | |  | | | use letter names appropriately to discuss graphemes and spelling patterns **LT3.2,4,** | |
|  | Adaptive teaching by providing targeted support or specific resources for pupils is likely to increase pupil success in SSP. **LT5.1, 5.2. 5.3** | | identify or produce words / phrases / sentences / texts that are phonically decodable for a particular group of children i.e., that match their level of phonics knowledge  **LT3.2,4,. LT4.2, LT4.7,** | |  | | | identify or produce words / phrases / sentences / texts that are phonically decodable for a particular group of children i.e. that match their level of phonics knowledge  **LT3.2,4,. LT4.2, LT4.7,** | |  |
| Effective assessment and feedback in SSP is essential to children making progress and trainees will be familiar with the proceedings of the Year 1 Phonics Screening Check **LT6.1** | | plan a phonics lesson for a simple code ‘phase’ in an SSP programme using a tightly defined ‘standard’ structure (Introduce > Review > Teach > Practise > Apply)  **LT3.2,4,** | |  | | | plan a phonics lesson for a simple code ‘phase’ in an SSP programme using a tightly defined ‘standard’ structure (Introduce > Review > Teach > Practise > Apply)  **LT3.2,4,** | |
| Establishing systems and routines are key to managing behaviour during an SSP lesson. **LT7.1** | |  | |  | | | plan and teach a ‘stand-alone’ phonics lesson for a simple code ‘phase’ in an SSP programme to a small group of children with support from an expert colleague. | |
| **Assessment** |  | | | | **Assessment** | | | | | Impact |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan and teach a series of lessons, breaking national curriculum end points into component knowledge | | | | *How is it being assessed?*  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors and/or link tutor on professional practice.  Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks  Lesson observations – subject specific feedback  Progress report.  Reflective journal and trainees’ reflections in portfolio from professional practice.  Questionnaire on placement – outcome will inform priorities for consolidation phase.  Summative assessment – assignments and presentations | | | | |
| **Composite Knowledge** |  | | | | | | | | |
| *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:*** | | |
| that a school’s curriculum plan enables it to set out a vision for SSP knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent vision for successful learning **LT3.1**  the role that SSP plays within the primary national curriculum and how children’s learning in SSP can support other areas of the curriculum **LT3.1** | | | that ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed **LT3.3**  how to make links between SSP and different areas of the primary curriculum (and the national curriculum) so that children see the relevance of their learning **LH3.4**  the underpinning research that supports SSP including that identified in the Rose Review of Early Reading (DfES, 2006) and the Core Content Framework for ITT (DfE, 2019)  the simple view of reading  the factors that define written English as a complex alphabetic code  that reading involves visual discrimination of graphemes, mapping of graphemes to phonemes, and ***blending*** phonemes together  that spelling involves ***segmenting*** the phonemes in a spoken (or ‘thought’) word, mapping the phonemes to an appropriate grapheme, and recording the graphemes in the right order either by typing or handwriting  that blending for reading and segmenting for spelling are reverse processes | | | confidently plan and deliver a sequence of SSP lessons that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks **LH2.3**, **LH2.4, LH2.5** | | |
| **Research** | **KEY RESEARCH** | | | | | | | | | |
| National Curriculum SSP and Design Key Stage One and Two [National Curriculum - SSP and design key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)  DfE (2021) The reading framework: teaching the foundations of literacy. DfE: Crown Copyright | | | | | | | | | |
| **Phase 3** | | | | | | | | | | | |
| **University Based Learning** | | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | there is scope within the national curriculum to address a broad range of issues that build upon children’s prior knowledge (including diversity and representation) **LT3.6, LT2.2, LT2.6** | to identify and implement different approaches to teaching SSP in the primary curriculum **LT3.6** | | | | ongoing formative assessment of pupils understanding is necessary to understand their learning needs **LT6.1** | | to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is **LT3.3** | | Intent |
| using diverse viewpoints and representation in SSP can stimulate and engage children |  | | | | schools use varied approaches to assessing children in SSP **LT6.2** | | to identify key practical, theoretical and disciplinary knowledge using school’s medium-term plans **LH3.1, LH3.2** | |
| SSP education can be undertaken as a thematic approach, linking a number of subjects **LT3.7, LT3.8** | to construct a primary SSP curriculum underpinned by themes | | | | SSP sits within the school’s long-term plan; the curriculum is progression and over time should enable children to achieve the challenging national curriculum end points **LT3.1, LH2.8** | | to use school’s medium-term plans to devise a series of SSP lessons that target the 3 areas of knowledge in the subject **LH4.1**  **OR** use the school’s medium-term plans to identify the sequence of learning used and how these builds upon prior learning **LH4.1** | |
| the Reading frameworks progression framework for SSP can be used to aid assessment **LT6.1, LT6.3, LT6.6** | to assess children in primary SSP **LH6.3** | | | |  | | to plan over the long-term for progression in primary SSP with support from a mentor/SSP subject leader **LH3.1, LH3.3** | |
| that the NSEAD is key in identifying CPD opportunities during their ECT career **LT8.2** | to identify areas for their own CPD **LH8.1** | | | |  | |  | |
| national curriculum objectives can be taught through a thematic cross-curricular approach where subject identity is clear **LT3.7, LT3.8** | to enable children to transfer learning from one subject to another **LT3.7** | | | |  | |  | |
| national curriculum end points are challenging and that a sequence of lessons should consider small-step progression so that needs of SEND pupils are taken into account **LH5.2, LH5.5** | to consider the needs of SEND pupils when designing a primary SSP curriculum that allows children to meet the challenging end points of the primary national curriculum **LH1.1, LH5.5, LH5.15** | | | |  | |  | |
|  | all the grapheme/phoneme correspondences usually included in the ‘simple’ code phases of an SSP programme *(including c / k / ck; doubled letters; z / zz / s)* | confidently and accurately explain the Simple View of reading; ‘phoneme’; ‘grapheme’; ‘adjacent consonants’; ‘digraph / trigraph’; blending and segmenting as reverse processes; ‘encoding’; ‘decoding’ | | | |  | |  | |  |
|  | the most common alternative phonemes / graphemes included in the first stages of the ‘complex’ code phases of an SSP programme *(e.g. ee / ea; ai / ay / a\_e) LT3.2* | plan a phonics lesson for a complex code ‘phase’ in an SSP programme using a tightly defined ‘standard’ structure (Introduce > Review > Teach > Practise > Apply) lh4.1 | | | |  | |  | |  |
|  | the age-related expectations for children’s reading development **LT1** | plan a *sequence* of SSP lessons that demonstrate progression in children’s learning over timelh4.1 | | | |  | |  | |  |
|  | that children make progress in their reading development at different rates and may be assessed as working below age-related expectations at formal assessment points e.g. Year 1 Phonics Screening Check **LT2** | assess children’s learning in SSP by observing their reading and analysing their independent writing | | | |  | |  | |  |
|  | that an early reader’s reliance on phonics to decode is time-limited as they develop fluency in word reading **LT3.9** | teach a stand-alone phonics lesson for a complex code ‘phase’ in an SSP programme to a whole class or whole teaching group of children lh4 | | | |  | |  | |  |
|  | that the cognitive load associated with learning and applying correct letter formation i.e. handwriting fluency has an impact on children’s ability to spell accurately even when their phonic knowledge is secure **LT2.3,4,5** | plan and teach a sustained sequence of SSP lessons, adjusting plans in response to assessment **LH4** | | | |  | |  | |  |
|  | that SSP is the prime approach for supporting word reading / decoding and spelling for children who are working below age-related expectations in early reading and spelling development. **LT3.9** |  | | | |  | |  | |  |
|  | that the most effective assessment of phonics is simple, rigorous and purposeful, i.e., it leads to adaptive teaching **LT5.3 LT6.1** |  | | | |  | |  | |  |
|  | strategies for assessing children’s learning in SSP, including the design and implementation of the Year 1 Phonic Screening Check **LT6.1** |  | | | |  | |  | |  |
|  | approaches to intervention, including SSP intervention schemes, for children who are working below age-related expectations in early reading development, including those in Key Stage 2. **LT5.2,3** |  | | | |  | |  | |  |
| **Assessment** | **Assessment** | | | | | **Assessment** | | | | Impact |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan and teach a series of lessons, breaking national curriculum end points into component knowledge | | | | | *How is it being assessed?*  Online multiple-choice assessment  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors on professional practice.  Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks  Lesson observations – subject specific feedback  Progress report  Reflective journal and trainees’ reflections in portfolio from professional practice.  Summative assessment – assignment. | | | |
| **Composite Knowledge** | **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:*** | | |
| the frameworks that can be used to assess children’s progress IN SSP **LT6.2**  approaches to teaching SSP that exceed expectations of the SSP screening check **(LT3.6)** | | | that SSP should be taught consistently and progressively over the medium- and long-term in order for children to make progress **LT3.1, LH2.8** | | | plan and deliver an SSP lesson or series of SSP lessons that include opportunities to assess children’s progress towards the challenging end-points of the national curriculum **LT6.6, LH6.3, LH6.12**  critically evaluate a school’s SSP curriculum with a view to ensuring coverage and progression which takes into account the importance of diversity and representation | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in SSP** | | | | | | | | | |
| DfE (2021) The reading framework: teaching the foundations of literacy. DfE: Crown Copyright. | | | | | | | | | |