

# **Systematic Synthetic Phonics (SSP) Conference**

Friday 24th May 9.30am – 3.30pm

Edge Hill University, FoHSCM

## **AGENDA**

**9.30am Registration, Coffee, and Pastries – FoHSCM Foyer**

**10.00am Welcome – Dr Karen Boardman**

**10.15am Meet our Student Ambassadors**

**10.30am Keynote**

 **Debbie Hepplewhite MBE**

 **‘When should phonics provision begin and end - and does the perception of ‘phonics’ need to change?’**

**11.15am Keynote**

 **Rajeshwari Mehta and Lee Duffy**

**The Role of Cognitive Science in the Teaching of Phonics and Early Reading**

**12.00pm SSP Schemes Exhibition**

 **‘Touch, See and Talk’**

An opportunity to view and interact with a range of DfE approved SSP Scheme providers who will be showcasing their resources and will be on hand to answer questions.

**12.30pm Lunch – Foyer**

 ***A light buffet lunch will be provided for all attendees.***

**1.30pm – 3.15 pm Workshops**

**3.15pm - 3.30pm Reflections, feedback and close**

## **Workshops**

**(*The cycle of 7 workshops will be delivered at 1.30pm and again at 2.30pm, giving you the opportunity to attend 2 workshops)***

**1.30pm - 2.15pm and 2.30pm – 3.15pm**

**1 – Room H201 – Two-pronged systematic AND incidental phonics provision** – delivered by Phonics International

What should sustained and generic ‘next generation’ phonics look like for ALL stakeholders – including each and every learner? What have we yet to get right?

**2 – Room H202** – **Fun and Engagement is the key for success in phonics** – delivered by Jolly Phonics

**3 – Room H203 –**  **Supporting the progression in spelling using phonics'** – delivered by Junior Learning Letters

How children in KS1 broaden their understanding of phoneme to grapheme correspondences as they develop further knowledge of the alphabetic code.

How children will become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and how Junior Learning Letters and Sounds resources help specific knowledge of the spelling of words.

**4 – Room H204 –**  **Empowering You** – delivered by McKie Mastery

The importance of You (teacher judgement) in teaching phonics to read, write and spell.

Empowering You = empowering children

Tips, hints, and ideas.

**5 – Room H240 – Establishing Effective Classroom Practice** – delivered by Sound Start Phonics

The importance of strong subject knowledge

Turning pedagogy into practice (Teaching GPCs and making them stick)

**6 – Room H241** – **Phonics: How far can it take you?** – delivered by Phonics Shed

Explore the strengths of phonics and how secure phonic skills affect literacy skills in later life. We also investigate the limitations of phonics and how successful phonics schemes can include the other skills needed for excellent literacy development.

**7 – Room H242 – Best practice in the teaching of phonics and early reading** – delivered by GES Simply Letters and Sounds

The role of cognitive science in the teaching of phonics and reading from Nursery onwards.

Bust myths and address misconceptions in teaching phonics, spelling, and early reading.

Recommendation made in Ofsted’s Telling the story: the English education subject report, 5 March 2024.

**8 – Room H243 TBC**