

## Primary Initial Teacher Education: Curriculum Plan

### Systematic Synthetic Phonics (SSP): Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

#### Curriculum Intent:

*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.*

***Trainees are signposted to the DfE Reading Framework (July 2021) Teaching the foundations of literacy to support all SSP teaching.***

Phase	Learn that...	Learn how to...
<b>Phase 1 (University-led)</b>	<b>Trainees will know:</b>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>that reading comprises two elements: word reading and language comprehension and that this is represented in the ‘simple view of reading’ (<i>Appendix 1</i>).</li> </ul>	<ul style="list-style-type: none"> <li>confidently and accurately explain the Simple View of reading; ‘phoneme’; ‘grapheme’; ‘adjacent consonants’; ‘digraph / trigraph’; blending and segmenting as reverse processes; ‘encoding’; ‘decoding’</li> </ul>
	<ul style="list-style-type: none"> <li>that SSP is the most effective approach for teaching children to decode print</li> </ul>	<ul style="list-style-type: none"> <li>enunciate phonemes correctly</li> </ul>
	<ul style="list-style-type: none"> <li>the skills associated with phonological awareness.</li> </ul>	<ul style="list-style-type: none"> <li>split words into their constituent phonemes (phoneme counting)</li> </ul>
	<ul style="list-style-type: none"> <li>the pre-requisite auditory skills that children need to support auditory discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>identify the grapheme that represents each phoneme in a word</li> </ul>
	<ul style="list-style-type: none"> <li>the visual skills that underpin word reading, including visual discrimination, visual memory and visual sequential memory.</li> </ul>	<ul style="list-style-type: none"> <li>use letter names appropriately to discuss graphemes and spelling patterns</li> </ul>

	<ul style="list-style-type: none"> <li>the definitions of phoneme; grapheme; adjacent consonant; digraph; consonant digraph</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>the definition of common exception words and their place in a systematic synthetic phonics programme</li> </ul>	<ul style="list-style-type: none"> <li>plan a phonics lesson for a simple code 'phase' in an SSP programme using a tightly defined 'standard' structure (Introduce &gt; Review &gt; Teach &gt; Practise &gt; Apply)</li> </ul>
	<ul style="list-style-type: none"> <li>that English uses a complex alphabetic code</li> </ul>	<ul style="list-style-type: none"> <li>plan a phonics lesson for a complex code 'phase' in an SSP programme using a tightly defined 'standard' structure (Introduce &gt; Review &gt; Teach &gt; Practise &gt; Apply)</li> </ul>
	<ul style="list-style-type: none"> <li>That an SSP programme will teach a 'simple' code first i.e. <b>one</b> grapheme for each of the 44 phonemes in English, and will then move on to the 'complex' code i.e. alternative <b>graphemes</b> for each phoneme and alternative <b>phonemes</b> for each grapheme</li> </ul>	
	<ul style="list-style-type: none"> <li>all the grapheme/phoneme correspondences usually included in the 'simple' code phases of an SSP programme (<i>including c / k / ck; doubled letters; z / zz / s</i>)</li> </ul>	
	<ul style="list-style-type: none"> <li>the most common alternative phonemes / graphemes included in the first stages of the 'complex' code phases of an SSP programme (<i>e.g. ee / ea; ai / ay / a_e</i>)</li> </ul>	
	<ul style="list-style-type: none"> <li>the principles of high quality SSP teaching</li> </ul>	
	<ul style="list-style-type: none"> <li>That the National Curriculum programme of study for English includes expectations for word reading through decoding</li> </ul>	
	<p><b>Trainees will understand:</b></p>	<p align="center"><b>Composite knowledge/understanding/skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i> How systematic synthetic phonics is defined; the key technical vocabulary and pedagogical knowledge associated with SSP; the key indicators of quality teaching in an SSP approach</p>
	<ul style="list-style-type: none"> <li>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)</li> </ul>	
	<ul style="list-style-type: none"> <li>the simple view of reading (Appendix 1)</li> </ul>	
	<ul style="list-style-type: none"> <li>the factors that define written English as a complex alphabetic code</li> </ul>	

	<ul style="list-style-type: none"> <li>that reading involves visual discrimination of graphemes, mapping of graphemes to phonemes, and <b>blending</b> phonemes together</li> <li>that spelling involves <b>segmenting</b> 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</li> <li>that blending for reading and segmenting for spelling are reverse processes</li> <li>why it is important to use letter names to discuss graphemes and spelling patterns</li> <li>the importance of ensuring that all text that children encounter should be phonically decodable <i>for them</i> i.e. closely matched to their level of phonics knowledge</li> </ul>	<p><i>By the end of this phase trainees will <b>understand</b>:</i> Why SSP is identified as the most effective approach for teaching children to word read / decode print</p> <p><i>By the end of this phase trainees will <b>be able to</b>:</i> Plan a stand-alone phonics lesson for a simple code 'phase' Choose and read books to children to support their language and identify books for children to read to support their decoding skills</p>
<p><b>Phase 2 (School-led – Professional Practice 1)</b></p> <p><i>*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following...</i></p>	<p><b>Trainees will know:</b></p> <ul style="list-style-type: none"> <li>that an early reader's reliance on phonics to decode is time-limited as they develop fluency in word reading</li> <li>that books are matched to the sounds that the children are learning – books for decoding are read by the children</li> </ul> <p><b>Trainees will understand:</b></p> <ul style="list-style-type: none"> <li>The role of a multi-sensory approach to systematic synthetic phonics in high quality teaching for all children.</li> </ul>	<p><b>Trainees will be able to:</b></p> <ul style="list-style-type: none"> <li><i>(If placed in KS1 for PP)</i> trainees <b>must</b> plan and teach a sustained sequence of SSP lessons, demonstrating the elements of good practice indicated in the EHU 'Lesson Observation Prompts', and adjusting plans in response to assessment</li> <li><i>(If placed in KS2 for PP)</i> plan and teach a sustained sequence of intervention lessons for children in KS2 working below age-related expectations for reading <b>and</b> / <b>or</b> plan and teach a sustained sequence of spelling lessons building on SSP principles and practice</li> </ul> <p><b>Composite knowledge/understanding/skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i></p>

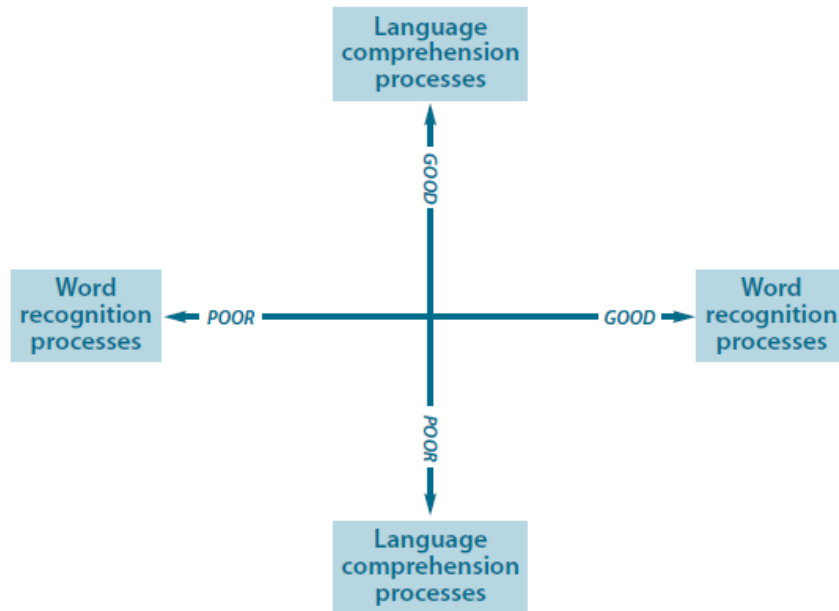
		<p>How the principles of SSP are applied in practice</p> <p><i>By the end of this phase trainees will <b>understand</b>:</i> The impact of the principles of SSP on children’s early reading development</p> <p><i>By the end of this phase trainees will be <b>able to</b>:</i> (If placed in KS2 for PP) plan and teach a sustained sequence of intervention lessons for children in KS2 working below age-related expectations for reading <b>and / or</b> plan and teach a sustained sequence of spelling lessons building on SSP principles and practice</p> <p><b>OR</b> (If placed in KS1 for PP) trainees <b>must</b> plan and teach a sustained sequence of SSP lessons, demonstrating the elements of good practice indicated in the EHU ‘Lesson Observation Prompts’, and adjusting plans in response to assessment</p>
<p><b>Phase 3 (University-led)</b></p> <p><i>*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following...</i></p>	<p><b>Trainees will know:</b></p>	<p><b>Trainees will be able to:</b></p>
	<ul style="list-style-type: none"> <li>the expanded version of the Simple View of reading and the connection between word reading and language comprehension (<i>Appendix 2</i>)</li> </ul>	<ul style="list-style-type: none"> <li>confidently and accurately explain the connection between word reading and language comprehension</li> </ul>
	<ul style="list-style-type: none"> <li>the processes involved in the word recognition system including vocabulary stores containing meanings and sounds of words and the links between items in these stores (<i>Appendix 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>confidently and accurately explain the processes involved in word recognition</li> </ul>
	<ul style="list-style-type: none"> <li>the cognitive and biological factors that can impact a child’s ability to word read / decode text and to develop fluency and automaticity at the expected rate.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ‘phonically plausible’ attempts in children’s spelling and the factors influencing children’s spelling decisions</li> </ul>
	<ul style="list-style-type: none"> <li>that phonic knowledge, understanding and skill support early spelling and writing development but are not enough for children to acquire competency and accuracy with the complex code of English orthography</li> </ul>	
<ul style="list-style-type: none"> <li>that effective SSP teaching provides children with fluency in making ‘phonically plausible’ attempts in</li> </ul>		

	<p>their spelling which then supports confidence and success their early writing development</p> <ul style="list-style-type: none"> <li>that the DfE uses <a href="#">essential criteria to identify an effective SSP programme</a> and that all programmes must be validated against these criteria</li> </ul>	
	<p><b>Trainees will understand:</b></p> <ul style="list-style-type: none"> <li>the environmental factors that can impact children’s early reading development, including their ability to word read / decode text and to develop fluency and automaticity at the expected rate e.g. the home language environment</li> <li>the role of cultural and linguistic capital in reading development</li> <li>brain plasticity and the relationship between environmental and biological factors in reading difficulty e.g. environmental factors can change the structure of the brain; biological impairment in brain structure can be alleviated by environmental factors.</li> <li>the importance of ‘maintaining fidelity’ to a validated SSP programme</li> </ul>	<p align="center"><b>Composite knowledge/understanding/skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i> That children make progress in their reading development at different rates</p> <p><i>By the end of this phase trainees will <b>understand</b>:</i> The environmental factors that influence children’s reading development</p> <p><i>By the end of this phase trainees will be <b>able to</b>:</i> Confidently articulate the connections between word reading, language comprehension, vocabulary and cultural and linguistic capital</p>
<p><b>Phase 4 (School-led – Professional Practice 2)</b></p> <p><i>*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following...</i></p>	<p><b>Trainees will know:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>the age-related expectations for children’s reading development</li> <li>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.</li> <li>strategies for assessing children’s learning in SSP, including the design and implementation of the Year 1 Phonic Screening Check</li> </ul>	<p><b>Trainees will be able to:</b></p> <ul style="list-style-type: none"> <li>assess children’s learning in SSP by observing their reading and analysing their independent writing</li> <li>communicate effectively with children’s parents / carers about their reading development and progress</li> <li>plan a class reading initiative to build collaborative links between children’s school and home communities</li> <li><i>(If placed in KS2 for PP)</i> plan and teach a sustained sequence of intervention lessons for children working below age-related expectations for reading <b>and / or</b> plan and teach a sustained sequence of spelling lessons building on SSP principles and practice</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><i>(If placed in KS1 for PP)</i> trainees <b>must</b> plan and teach a sustained sequence of SSP lessons, demonstrating the elements of good practice indicated in the EHU 'Lesson Observation Prompts', and adjusting plans in response to assessment</li> </ul>
	<ul style="list-style-type: none"> <li>a range of approaches to home / school collaboration to develop children's early reading enjoyment, confidence, fluency and competence</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p><b>Trainees will understand:</b></p>	
	<ul style="list-style-type: none"> <li>that the most effective assessment of phonics is simple, rigorous and purposeful, i.e. it leads to adaptive teaching</li> </ul>	<p style="text-align: center;"><b>Composite knowledge/understanding/skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i> That authentically collaborative relationships between teachers and children's families are vital in supporting their reading development</p> <p><i>By the end of this phase trainees will <b>understand</b>:</i> The environmental factors that influence children's reading development and <b>how these also support language development</b></p> <p><i>By the end of this phase trainees will be <b>able to</b>:</i> <i>(If placed in KS2 for PP)</i> plan and teach a sustained sequence of intervention lessons for children working below age-related expectations for reading <b>and / or</b> plan and teach a sustained sequence of spelling lessons building on SSP principles and practice</p> <p><b>OR</b> <i>(If placed in KS1 for PP)</i> trainees <b>must</b> plan and teach a sustained sequence of SSP lessons, demonstrating the elements of good practice indicated in the EHU 'Lesson Observation Prompts', and adjusting plans in response to assessment</p>
	<ul style="list-style-type: none"> <li>that children's families and wider social groups and communities (including siblings, grandparents, wider family and friends) play an important role in their reading development</li> </ul>	
	<ul style="list-style-type: none"> <li>that teachers should collaborate with families as equal, respected partners in supporting children's reading development</li> </ul>	

APPENDIX 1

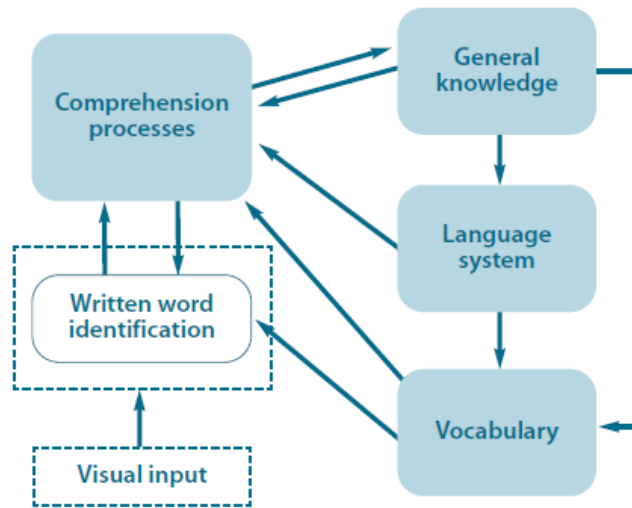
Figure 2: The simple view of reading



(Rose, 2006: 77)

APPENDIX 2

Figure 5: The components of the comprehension system.

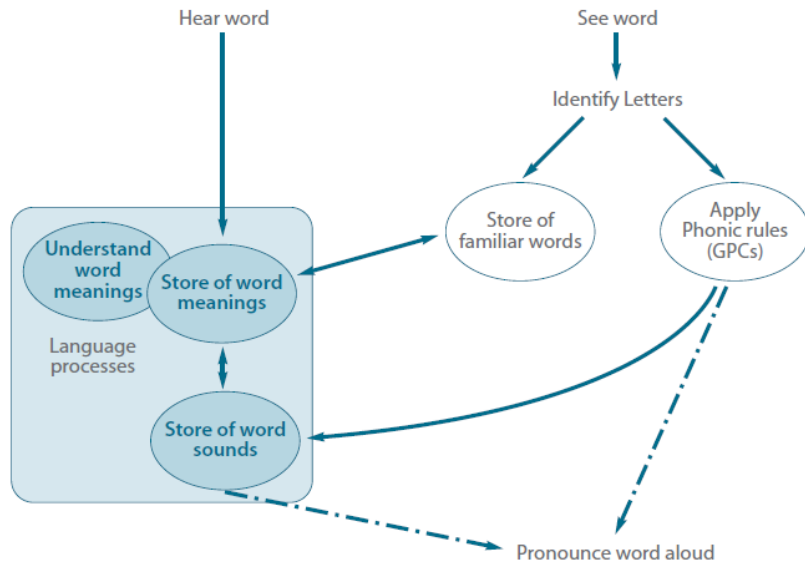


The expanded Simple View of reading (from Rose, 2006: 89 – from Perfetti (1999))



APPENDIX 3

Figure 4: Diagrammatic representation of the word recognition system.



(Rose, 2006: 86)