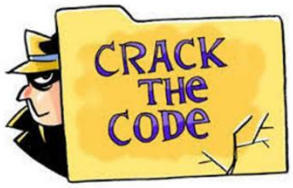
Intensive Training and Practice (ITaP)

Quick Reference Guide

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
The elements of the five-stage framework, drawn from research by Grossman (2018) supports the design of our ITaP elements of our curriculum to bridge pedagogical theory and teaching practice.				

Focus: Phonics



Pivotal area: Articulating pure sounds and orally blending

Key Question: How do I articulate pure sounds and orally blend correctly, so that children can develop phonic awareness?

ITaP Outcomes	Practicable Skills
Subject and Curriculum **Learn that:** • Systematic synthetic phonics is the current method used to teach children to decode. **Learn how to:** • Articulate phonemes correctly • Use the correct phonics terminology • Orally blend and teach oral blending to children	• To accurately articulate pure sounds and address any inaccuracies and misconceptions with children • To orally blend and teach oral blending to children • To understand and accurately use phonics terminology • To use the principles of systematic synthetic phonics to plan and prepare a phonics lesson with a key focus on articulation and oral blending

Key research used to support the ITaP

- Education Endowment Foundation (2016) Improving Literacy in Key Stage One Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/
- DfE (2023) The Reading Framework: Teaching the Foundations of Literacy. Section 1 Pg's 10-16 Section 3 pages 40 – 61. Appendix 6 pages 142- 143
- Rose (2006) The independent review of the teaching of early reading executive summary.
- Medwell, J and Wray D, Minns, H Griffiths, V and Coates E (2021) 9th Edition Primary English: Teaching Theory and Practice (Achieving QTS Series) Chapter 6

Day 1 – University	• We revisit research and policy that underpins early reading • Provide opportunities for AT's to understand the complexities of early reading • Key terminology and correct articulation • Understand the principles of teaching phonics using a 4-part model- Fidelity • Development of phonological and phonemic awareness through oral blending, beginning with Foundations for phonics and planning for progression • Analyse examples of practice – prepare and practice – Tuning into Sounds

Day 2 University	• Revisit prior learning – apply knowledge to practice tuning into sounds • Observe and analyse oral blending- practise- play oral blending Bingo • Introduce GPC's – understand speech sounds are represented by graphemes • Discrimination of GPC's • Learn repeated practice is essential to embed learning- Revisit and Review each day - progression through phases • Peer practise articulation through revisit and review • Teaching new graphemes – breaking down learning – explicitly teaching new GPC in small steps • Deliberate practice – peer teaching new grapheme. • Directed reading - Reading Framework: section 3 'word reading and spelling' on pages 40-51 Make notes - English alphabetic code - The principles underpinning a programme of synthetic phonics
Day 3 – University	• Articulation deliberate practice – repeated practice links to The Reading Framework • Importance of embedding learning beyond the Phonics lesson • Analysing teaching and practice phases 3 and Phase 5 • Analysis of planning linked to observation of Phonics lesson • Next steps – planning • Mico Teach next Phase 3 lesson planned – revisit / Review / Teach – key focus on articulation / key terminology / oral blending / intonation / use of resources • Peer evaluation and feedback using checklist
Day 4-5 – School 10 hours 	 **10 hours - School based practice to be completed over a period of up to 4 days before returning to university – day 6** • Read the school phonics policy and research the school phonics scheme – Produce a PowerPoint to summarise key aspects of the scheme (to be shared on Day 6) • Meet the English/phonics lead to discuss how phonics is taught in school and what training/CPD is available for staff/parents. Add notes from your meeting to your workbook. • Observe 2 phonics lessons in different phases and complete an observation proforma for each in your workbook. • Watch the video of the teacher modelling to develop children's decoding skills when reading decodable books and add your observations to your workbook. • Listen to at least 2 children (working at different phases) read phonetically decodable books and add your observations to your workbook. • Enact – plan and teach the revisit and review section of a phonics lesson and be observed by the class teacher when teaching. Complete sections in your workbook. • Professional discussion - Review of personal learning/actions to take to be able to develop your knowledge of articulating pure sounds and oral blending.
Day 6 – University	• Share knowledge of phonic schemes, show secure understanding of how they are underpinned by the principles of SSP. • Re teach planned lesson – Personal reflection / peer feedback with a focus on: - pure articulation of sounds / orally blending using pure articulation / use of correct phonics terminology / correct use of GPCs / clear use of Intonation, tone, pace, expression, gesture and resource • Create a video to model correct articulation of phonemes. • Next steps – target for future practice