Mentor Training: Intensive Training and Practice (ITaP)

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 phonemic awareness?

Prior learning

Associate Teachers have had an initial introduction to the teaching of phonics through the core module for year 1 (EDU4138).

They have learnt about the articulation of pure sounds; phonics terminology and the four-part lesson structure common to phonics teaching.

Oral blending

Phoneme

Grapheme

Grapheme Phoneme Correspondence (GPC)
Digraph

Trigraph

Split Digraph

Adjacent consonants

VC, CVC, CCVC

Common exception words

Mnemonics

Phonics

BA: Year 1– 6 days	CCF links BCU Curriculum Key Theme C	Practicable Skills	Contributing research and reading
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 phonemic awareness?**	**Key question:** How do I articulate pure sounds correctly, so that children can develop phonemic awareness?	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	Dfe (2021) The Reading Framework. Available at: https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf Ofsted (2022) Curriculum Review Series : English. Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english Rose, J (2006) The Independent Review of the Teaching of Early Reading. DfES. Available at: https://dera.ioe.ac.uk/id/eprint/5551/2/report.pdf Goouch and Lambirth (2017) Teaching Early Reading and Phonics. Second Edition. London: SAGE [Available online in the library] Bearne and Reedy (2024) Teaching Primary English. Second Edition. Abingdon: Routledge (Chapter 2.7) [Available online in the library] Wyse, Jones et al (2018) Teaching English, Language and Literacy. Fourth Edition. Abingdon: Routledge (Chapter 12) [Available online in the library] Jolliffe, Waugh et al (2022) Teaching Systematic Synthetic Phonics in Primary School. Fourth Edition. London: SAGE [Available online in the library]

Adapted five-stage framework

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
- Lectures - Seminars - Assigned reading and research	- Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions	- Deliberate practice - Instructional rehearsal - Co-planning	- Instructional coaching - Team teaching - Independent teaching	- Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Phonics overarching aims and outcomes of the ITAP

INTRODUCE



Learn that

- Phonic terminology must be understood and used accurately when teaching phonics lessons
- Phonological awareness is developed through the discrimination of sounds

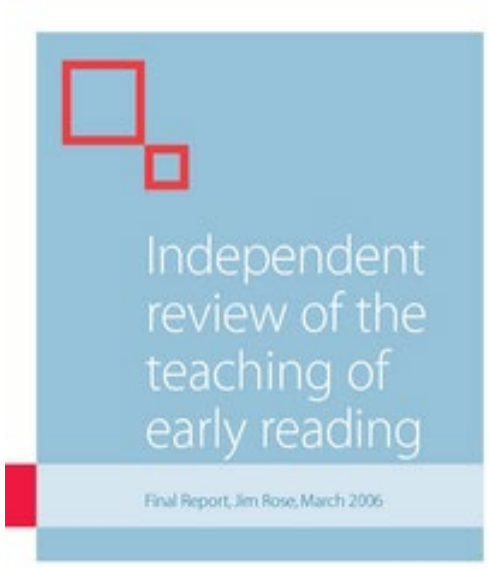
- **Learn how**
- Policy informs current practice to support early reading development, by teaching correct phonic terminology; articulating letters as pure sounds and teaching oral blending.

Day 1 University	Day 2 University	Day 3 University	Day 4 School	Day 5 School	Day 6 University
Lead lecture with expert input CCF, Key themes, Pivotal area. Policy / Ofsted Inspection Framework (2024) Key policy SVoR and SSP. Reading and research – Joliffe, W, Waugh, D & Gill, A (2022) Teaching SSP 4th Ed: Chapter 1	Group rehearsal. Bertha the Bus developing phonemic awareness	Shuffle time – Articulation revisit and review practise.	Research / read school phonics policy and phonics scheme – create a PowerPoint to include aspects of fidelity i.e. mnemonics, actions, resources, reaching sequence, phrases, planning, progression	Following the class teacher's planning and guidance teach/ team teach a group / class using MTYT revisit the sounds previously taught.	Professional discussion of feedback with peers and tutors of school practice
	Introducing key terminology and oral blending	Research / policy – Repeated practice / The Reading Framework: Teaching the Foundations of Literacy Dfe 23			
	Lesson observation, modelled practice -Oral Blending Bingo	Observe expert practice – analyse skills taught and opportunities available.	Meet the English/ Phonics leader – discuss how training/ CPD and information is shared/ developed with staff, parents and children.	Professional discussion with the class teacher and reflect upon your articulation and modelling to children. Note what you need to develop and practise further before further teaching.	
Key terminology –quiz. Phonics terminology	Oral Blending Bingo Peer practice – your turn	Observe teaching a new GPC/ oral blending -phase 2 / Group work - analyse practice	Observe 2 phonic lessons in 2 different phases – complete the observation proforma using the prompts for support.		Reteach the lesson again to your Peer partner- peer and self-reflect upon improved practise
Foundations for phonics – sound discrimination – developing phonemic awareness	Grapheme phoneme correspondence (GPC)	Modelled practice-analyse use of terminology articulation, GPCs, oral blending for sound discrimination / blending for reading; intonation, tone, expression and gesture and use of resources		Co Planning – Look at the next lesson in the sequence. With support, complete the BCU proforma with a focus on Revisit review. Teach and practice parts of the lesson.	
	Discriminating Sounds				
Developing phonological and phonemic awareness	Revisit and review Reception and YR 1 modelled practice	Instructional rehearsal –paired / peer teaching	Watch the video or observe classroom practice the school of a teacher modelling developing children's decoding skills.	Teach planned lesson to a class / group -Focus on pure articulation of sounds; orally blending sounds; correct phonics terminology; GPCs if appropriate to the phonics stage and clear use of intonation, tone, pace, expression, gesture and resources	Group work - create a video modelling articulation of pure sounds and oral blending. The video needs to be of a standard that could be shared with colleagues or children to support with articulation of pure sounds and oral blending.
Planning for progression Modelled practice Foundations for phonics	Revisit and review - Reception and YR 1 peer teaching, deliberate practice	Analyse Little Wandle planning exemplar linked to observed lesson.			
Group practise instructional rehearsal Prepare for group teaching – developing phonemic awareness	Teaching a new grapheme, analyse modelled practice	Co planning session - Revisit / Review/ Teach/ Practise			
	Teaching a new grapheme – deliberate practice	Micro teach with a partner / small group work - Revisit / Review/ Teach/ Practise	Listen to children read phonetically decodable books in 2 different Phases. Consider how they use their knowledge of oral blending to read unknown words.		English Subject Knowledge Action Plan - Add new / revised targets for future practice - target focus to be on articulation of pure sounds and/or oral blending to your Submit completed workbook and additional evidence to Moodle
Reading Task -Discriminating Sounds and Phonemes Pg's21-25 Joliffe, W, Waugh, D & Gill, A (2022) Teaching SSP Chapter 2	Peer assesses – use question prompts	Peer and self-assessment – using guided prompts		Class teacher to complete an Informal observation / using prompt sheet and guidance on focus areas Complete a follow up discussion and evaluation of practice.	
Exit ticket – phonemic awareness	Consolidate learning -day 1/ 2: Reading Framework: section 3 pg.'s 40-51. English alphabetic code. The principles underpinning a programme	Preparation for school practice Reading -Effective Pedagogy pg.'s. 129- 148 Joliffe, W, Waugh, D & Gill, A (2022) Teaching SSP Chapter 7			

Phonics:-Theoretical Perspectives and Subject Knowledge

INTRODUCE





The Simple View of Reading

Poor Reading Skills

Has difficulty decoding unknown words and recognising familiar printed words.
Can understand the meaning of the words and the grammatical structure of spoken language but finds it difficult to transfer the skill to printed text due to the poor printed word recognition.

Language Comprehension Processes

Good Reading Skills

Can speedily decode unknown words and recognise familiar printed words.
Can understand the meaning of the words and the grammatical structure of spoken language and uses this knowledge to understand printed text.

Word Recognition Processes

Word Recognition Processes

Very Poor Reading Skills

Finds it very difficult decoding unknown words and recognising familiar printed words.
There ability to comprehend the spoken word is poor which impacts on their ability to understand any text they do manage to decode.

Language Comprehension Processes

Poor Reading Skills

Can speedily decode unknown words and recognise familiar printed words.
Does not fully understand the meaning of all the words and/or the grammatical structure of spoken language which impacts on their ability to understand the printed text.

Good
Good
Good
Poor
Poor
Good
Good
Poor
Poor
Poor
Good
Poor

INTRODUCE

Key recommendations made to underpin current policy Dfe (2014)



More attention needs to be given to speaking and listening from the outset

High quality systematic phonic work should be taught discreetly and daily

Phonics should be set within a broad and balanced curriculum

The simple view of reading model to be used in schools

INTRODUCE



Synthetic Systematic Phonics (SSP)

Phonics is a body of knowledge that is necessary for children to learn to read and spell. Because of the complex alphabetic code of English, children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read.

The term ‘synthetic’ phonics refers to the verb ‘synthesise’, meaning ‘to combine’. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are ‘reversible processes’.

Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.

INTRODUCE

Early Learning Goal: Word Reading

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Department for Education

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Published: 8 December 2023
Effective: 4 January 2024

Phonics:-Policy and Principles

INTRODUCE



National Curriculum English Programmes of Study (2013:10)

During year 1, teachers should build on work from the Early Years Foundation Stage.

Teachers must ensure pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned.

Pupils should understand that the letter(s) on the page represent the sounds in spoken words and this should underpin pupils' reading and spelling of all words.

Alongside developing knowledge of Grapheme, phoneme correspondence (GPCs), pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pivotal Area of Learning: **Articulating pure sounds and orally blending**

- To understand and accurately use phonics terminology
- To accurately articulate pure sounds and address any inaccuracies and misconceptions with children
- To teach oral blending to children



BIRMINGHAM CITY University

Complete a lesson plan for each of the lessons you teach.

Phonic Scheme	Phonic Phase 1 2 3 4 5	Year Group	Date
Links to EYFS/other curriculum areas			
Learning objective/s		**Success criteria**	
Resources	**Key Vocabulary**	**Role of additional adults**	
Daily discrete teaching session – Pace and progression			
Revisit and review: – Retrieval Recently and previously learned letters and sounds/ Common exception words.			
Teach: - New letters and sounds i.e., steps in learning, clear modelling, and articulation.			

Practise: - Guided practise - What are you doing? What are the children doing? Adapting the learning: Support, scaffold, and challenge to meet the needs of all learners.	
Apply their phonics learning i.e., through reading / writing simple sentences /spelling.	
Assessment of learning: Checking for understanding throughout the lesson.	

Revisit / Review



Teach



Practise



Apply

BIRMINGHAM CITY University

Phonics School-Based Practice

INTRODUCE



Associate Teachers will:

Learn that

You must have a secure knowledge of school phonics schemes and practices.

Observation of expert practice supports understanding of phonics teaching and best practice.

A progressive sequence of learning is followed, and planning includes opportunities to revisit/review prior learning, introduces new learning and provides opportunities to practice new skills.

Teaching must use correct use of phonics terminology, correct articulation of pure sounds and model oral blending to decode words using GPCs.

Learn how

To observe and work with expert teachers to develop greater knowledge and understanding of secure phonics practice

To plan and teach part of a phonics lesson that follows a sequence of learning.

To use correct phonic terminology

To correctly articulate letters as pure sounds

To orally blend letters to decode words and support early reading development

SCHOOL

INTRODUCE | ANALYSE | PREPARE | ENACT | ASSESS



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.

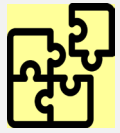


Observe 2 phonics lessons and complete an observation proforma for each in your workbook.



Watch the video of the teacher modeling 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 –co 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.

PREPARE

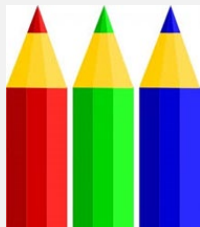
Co-Planning

Discuss a phonics lesson that is going to be taught with the class teacher. Use the school planning for reference and complete the BCU proforma to plan the revisit and review section for the lesson.

The focus of the observation must be on the revisit and review part of the phonics lesson.

There is no requirement to teach the practise and apply part of the phonics lesson but you can if you choose too.

Phonic Scheme	Phonic Phase 1 2 3 4 5	Year Group	Date
Learning objective/s		**Success criteria**	
Resources	**Key Vocabulary**	**Role of additional adults**	
Daily discrete teaching session – Pace and progression			
Revisit and review: – Retrieval Recently and previously learned letters and sounds/ Common exception words.			
Assessment of learning: Checking for understanding throughout the lesson.			



ENACT

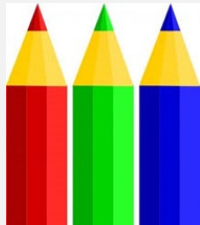


Phonics Teaching

You will teach the revisit and review section of the phonics lesson.

You will need to focus on:

1. The pure articulation of sounds
2. Orally blending sounds using pure articulation
3. Use of the correct phonics terminology
4. Correct use of GPCs if appropriate to the phonics stage
5. Clear use of intonation, tone, pace, expression, gesture and resources



ASSESS

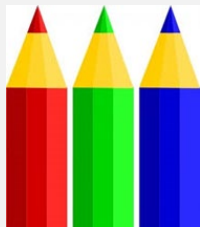
Learning Observation and Feedback:

Ask the class teacher to observe you whilst you teach the revisit and review section of the lesson and ask the teacher to complete the observation document in your workbook.

After the lesson, complete a follow-up discussion with the teacher and receive feedback on:

1. The pure articulation of sounds
2. Orally blending sounds using pure articulation
3. Use of the correct phonics terminology
4. Correct use of GPCs if appropriate to the phonics stage
5. Clear use of Intonation, tone, pace, expression, gesture and resources

Make notes following this discussion in your workbook.



Observation prompts to support professional discussion and feedback

ASSESS



ITaP – Associate Teacher Learning Observation		
Date:	Subject: Phonics	Pivotal area: Articulating pure sounds and orally blending
Year:	Class size:	
Phonic scheme:		Phonic phase:

Features	Observations
Revisit and Review • Children revise and consolidate earlier learning. • The lesson intent is made clear. • All children can see/hear. • Phonemes are articulated clearly and correctly.	
Teach • New learning is clear. • New Phonemes and digraphs are introduced. • Oral blending is modelled. • All children are actively involved in speaking and listening.	
Practice and Apply • The strategies applied are interactive fun and multisensory. • All children are engaged. • Adaptation is evident when appropriate. • Children articulate the phonemes correctly. • Children use oral blending of phonemes to read words. • Incorrect articulation is corrected.	

Notes from professional discussion with mentor
•
•
•
•
Key points for small group
•
•
•
•

Review of personal learning
What do you need to improve or develop further?
What actions do you need to take to improve your articulation of pure sounds and oral blending?

