Early Reading and Phonics Tasks for PG Placements

Evaluate your early reading skills and knowledge throughout your placements. Identify gaps and set targets to support your progress.

S 2 Promote Good Progress and Outcomes by Pupils

* Evaluate children’s learning in phonics
* Apply understanding of the Simple View of Reading to the teaching of reading and writing
* Recognise the importance of phonemic awareness as a foundation to applying phonics successfully
* Talk about the impact of your teaching on a child’s reading progress

S 3 Demonstrate Good Subject and Curriculum Knowledge

* Know and understand the alphabetic code
* Articulate phonemes clearly and accurately
* Understand and use terminology of phonics
* Evaluate experience of different schemes and programmes
* Apply knowledge of good phonics teaching to use a school’s phonics programme effectively
* Match decodable texts to children’s ability
* Understand the importance of phonics and comprehension to the reading process

S 4 Plan and Teach Well Structured Lessons

* Plan and teach a discrete phonics lesson
* Plan and teach a series of phonics lessons
* Plan and teach phonics for a range of age groups
* Incorporate phonics into the teaching of reading
* Incorporate phonics into the teaching of writing
* Utilise phonics in the teaching of spelling
* Plan for opportunities for children to apply their knowledge of phonics in reading and writing
* Evaluate the effectiveness of your phonics teaching

S 6 Make accurate and Productive Use of Assessment

* Assess a child’s phonics knowledge
* Refer to the Year 1 Phonics Screening Check
* Monitor progress in phonics and use to plan subsequent phonics lessons
* Utilise target support and interventions to boost phonics and early reading progress

Early Reading Week

**1. Preparing for Reading – EYFS (Nursery and Reception)**

Find out about how children are being introduced to and encouraged to interact with books in preparation for reading. Observe children and staff interacting with books and talk to staff about their approach to planning and assessing reading. Identify opportunities the young children are given to develop the listening skills inherent in phonological development.

Consider the opportunities the children have:

• to listen and respond to stories

• to join in with songs, nursery rhymes, poems and music

• to explore and experiment with sounds and words

• that promote speaking and listening skills

Record your findings as a short report. This will be part of your professional development and can be used as evidence of meeting standards.

**2. Observe and Teach a Phonics Lesson**

Observe and make notes on at least one phonics lesson considering the points below:

• Which teaching strategies are used when revisiting tuning into sounds, phonemes, graphemes, GPCs (grapheme phoneme correspondences)?

• Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?

• Pay particular attention to the planned activities for each part and how the teacher is engaging the children and making assessments in relation to the children’s understanding

• Note any examples of the teacher correcting a misconception. How is this managed?

• Discuss the planning and assessment process with the teacher at the end of the session and record the main points of the discussion in writing

Your lesson observation notes will be part of your professional development. They will support your phonics teaching and evidence against the standards.

Teach a phonics lesson and arrange for the mentor to observe you and complete a Phonics RoLO. (These can be found on the Partnership website.) You can use the teacher’s plan for this first RoLO. Completing a Phonics RoLO at this stage can clarify your targets so that you can plan your progress into your key stage 1 placement. **You will need at least 3 Phonics RoLOs completed by the end of the course.**

Key Stage One Placement Tasks

**1. Understanding the Child as a Reader**

Select a child that you can work with regularly. Work with them on a one-to-one basis twice a week during block placement. Listen to them read, read to them and talk about reading with them. Developing a reading relationship over time will help you to find out in depth about one child’s reading and the strategies they use to decode words and make sense of the text. What is their attitude to reading and how do they respond to different texts? Reflect on your role as a reading teacher and consider how to improve your prompts and questioning.

Carry out a **summative phonics assessment** with your selected child, using the materials provided by the scheme in use at the school. Find out about the Phonics Screening check by talking to the year 1 teacher or the English Coordinator. Reflect on the benefits of such assessments to both learning and teaching.

If this is your final placement, carry out a **diagnostic assessment** such as miscue analysis (Benchmarking). This will enable you to assess other strategies the child may be using to read, and their level of comprehension.

Record your reading sessions as a journal. Write a short report reflecting on how your understanding about the reading process and the teacher’s role has developed from reading and assessing a child’s reading. Comment on your impact on the child’s reading attainment. This will be part of your professional development and can be used as evidence of meeting standards.

**2. Planning and Teaching Phonics Lessons**

Over the course of the placement your mentor needs to complete a further 2 Phonics RoLOs. In these you must be able to evidence that you can plan, teach and evaluate a phonics lesson independently. You will also need to plan and teach a series of lessons to support evidence of your awareness of formative assessment and progression in learning. You will teach many more phonics lessons than those with RoLOS, so plan your observations to both support progress and evidence the achieved standard. **You will need at least 3 Phonics RoLOs completed by the end of the course.** You will find these on the Partnership website.

Key Stage Two Placement Tasks (Primary PGCE)

**1. Understanding the Child as a Reader**

Select a child that you can work with regularly. Work with them twice a week during block placement, on a one-to one basis where possible. Listen to them read, read to them and talk about reading with them. Developing a reading relationship over time will help you to find out in depth about the strategies they use to decode unfamiliar words and make sense of the text. What is their attitude to reading and how do they respond to different texts? You will also be able to reflect on your role as a reading teacher and improve your prompts and questioning.

If this is your final placement, carry out **a diagnostic assessment** such as miscue analysis (Benchmarking). This will enable you to assess other strategies the child may be using to read, and their level of comprehension.

Record your reading sessions as a journal. Write a short report reflecting on how your understanding about the reading process and the teacher’s role has developed from reading and assessing a child’s reading. Comment on your impact on the child’s reading attainment. This will be part of your professional development and can be used as evidence of meeting standards.

**2. Developing Comprehension**

Comprehension or gaining meaning from print is the purpose and reward of reading. Guided reading offers an important opportunity to teach comprehension skills and monitor progress through questioning, discussion and activities that interact with the text.

For this task, plan and teach a guided reading session (or other reading comprehension focus lesson). Following this, review the teaching and learning that took place using Barrett’s taxonomy of reading comprehension (Appendix 1). In response to this, plan a further reading comprehension lesson incorporating a wider range of questions and responses.

Record your findings and reflections as a short report. This will be part of your professional development and can be used as evidence of meeting standards.

**3. Phonics and Spelling**

In the earlier stages of writing many children rely heavily on phonetic approaches to spelling words. They segment a word into the phonemes they can hear and then select a grapheme to represent each sound. Talk to the English Coordinator to find out how the school supports the children moving from phonetic to accurate spelling. Reflect on how you can incorporate this deeper understanding to inform your teaching.

Record your findings and reflections as a short report. This will be part of your professional development and can be used as evidence of meeting standards.

Early Years Placement Tasks (Early Years PGCE)

**1. Understanding the child as a reader**

Select a child that you can work with regularly. Work with them twice a week during block placement, on a one-to one basis where possible. Listen to them read (where appropriate), read to them and talk about reading with them. Developing a reading relationship over time will help you to find out in depth about the strategies they use to enjoy and make sense of the text. What is their attitude to reading and how do they respond to different texts? You will also be able to reflect on your role as a reading teacher and improve your prompts and questioning.

If this is your final placement, carry out a **diagnostic assessment** such as miscue analysis (Benchmarking) with an older child. This will give you further insight into recognizing strategies that children use when reading and comprehending.

**2. Developing Comprehension**

Comprehension or gaining meaning from print is the purpose and reward of reading. Reading comprehension is closely linked with language comprehension. In your early years setting consider how language comprehension is developed and monitored. How is vocabulary taught? How do discussions about texts develop the children’s interpretation of texts? Refer to Barrett’s taxonomy (Appendix 1) whilst reflecting on the language used to develop comprehension. Consider how these skills form a foundation for later reading success.

Record your findings and reflections as a short report. This will be part of your professional development and can be used as evidence of meeting standards.

**3. Phonics and Spelling**

In the earlier stages of writing many children rely heavily on phonetic approaches to spelling words. They segment a word into the phonemes they can hear and then select a grapheme to represent each sound. Consider how the spelling of irregular high frequency words are taught and learnt. Talk to the English Coordinator to find out how the school supports the children moving from phonetic to accurate spelling in later years. Reflect on how you can incorporate this deeper understanding to inform your teaching.

Record your findings and reflections as a short report. This will be part of your professional development and can be used as evidence of meeting standards.

Course Completion

Write a summary reflection on how the tasks as a whole have helped to develop your knowledge and understanding of how children learn to read and the role of systematic synthetic phonics in this process. How can the teacher foster a love of reading? Identify an area of teaching early reading that you will further develop in your NQT year.

At the end of your placements, after reflecting on your phonics teaching, you need to complete the early reading and phonics self-evaluation table for your PDR file. You will find this with the PDR documents.

**Please ensure your completed PDR file contains:**

1. **A summary reflection of the early reading and phonics tasks**
2. **A completed early reading and phonics self-evaluation table**

**Appendix 1**

**Barrett’s Taxonomy of Comprehension**

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| Aspects of reading comprehension | Examples of question starters |
| **Literal Comprehension** The reader locates or remembers ideas and information which are explicitly stated in the text. This can develop from a single fact or incident to a series of facts or sequence of incidents. | **uses skills of recognition and recall**Find, Show me, Locate, Identify, Point out, Read the line that, Tell me, State, List, Recall, Describe, What caused, What part of the story describes |
| **Reorganisation**The reader considers the ideas/information explicit in the text and organises them differently. The author’s words are analysed and considered before a response can be given. | **uses skills of classifying, outlining, summarising, synthesising**Compare, Contrast, List, Paraphrase, Classify, Divide, Summarise, How is... different than, How is... the same as |
| **Inferential Comprehension**The reader uses what is explicit in the text and combines this with their experiences and intuition to make conjectures and hypotheses. Prior knowledge plays an integral role. | **uses skills of predicting, inferring**Pretend, Suppose, Could, How would, What might have happenedif, If we assume…what might, What would be the consequences if, What are the implications of…? |
| **Evaluation** The reader responds to the text by thinking evaluatively and making a judgement. This can range from judgements about if an event really happened to judgements about worth and acceptability. | **uses skills of evaluation and judgement**Should, In your opinion, Do you agree, Do you like …, Do you believe, Would you have, Is it right that…?  |
| **Appreciation** The reader responds by combining their knowledge of text with an emotional and aesthetic sensitivity. This might be a response to the language/imagery of the text or considering if they can identify with a character or incident. | **uses skills of linking emotional response with aspects of the text**Do you know anyone like, What did you think when, What would you do if you were, Did you (dis)like, Why did you (dis)like…? |