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UGP1A 2022 – 23

***Information for schools and students***

7th November 2022 – 18th November 2022

Early Reading Placement

Professional Practice Handbook



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# Introduction

This document contains information which is specific to Primary UGP1A placement which has a focus on the teaching and learning of early reading. The document is intended to support both students and placement schools and should be read by both prior to the commencement of the placement and then referred back to throughout the student’s time in school.

|  |  |  |
| --- | --- | --- |
| **Key Contacts Name** | **Position** | **Contact** |

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Contact** |
| Ros Steward | UG1 Year Leader | 0117 328 4129 [ros.steward@uwe.ac.uk](mailto:ros.steward@uwe.ac.uk) |
| Alistair Law | Primary Phase Partnership Manager | 0117 328 1802  [alistair.law@uwe.ac.uk](mailto:alistair.law@uwe.ac.uk) |
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# UGP1A Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name & student number: |  |
| Name of school: |  |
| Class/year group: |  |
| School email address: |  |
| School address: |  |
| Headteacher: |  |
| Class mentor name: |  |
| Class mentor contact details: |  |
| Senior mentor name: |  |
| Senior mentor contact details: |  |
| UWE tutor name: |  |
| UWE tutor contact details: |  |
| Safeguarding lead: |  |
| Date of safeguarding training: |  |
| Date of PREVENT training: |  |

# Record of Attendance for UGP1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) |
| Week 1 |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |

**In the case of absence**

If absent from school, trainees are required to contact the school ***each day*** of the absence, in line with school policy. They must then email [ITEAbsences@uwe.ac.uk](mailto:ITEAbsences@uwe.ac.uk) copying in [alistair.Law@uwe.ac.uk](mailto:alistair.Law@uwe.ac.uk), and [jane.carter@uwe.ac.uk](mailto:jane.carter@uwe.ac.uk).

**IT IS IMPERATIVE THAT BOTH SCHOOLS AND UWE KNOW IF YOU ARE NOT IN SCHOOL.**

# Placement Introduction & Aim

**Introductory overview**

There is no more important element of learning to become a teacher than becoming a teacher of reading. Being a reader is one of the single most significant indicators of future academic and economic success as well as influences future health and well-being.

Early reading has been a focus of government policy for some years now and in July 2021 the Department for Education introduced detailed guidance on how early reading should be taught. The reading framework: teaching the foundations of literacy (2021) is one of your compulsory readings for your assignment.

The teaching of letter sound correspondences (phonics) has been a particular focus with Systematic Synthetic Phonics (SSP) being the prescribed approach. Again, in 2021 the Dfe set out core criteria for SSP programmes <https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#essential-core-criteria> and has used this to validate SSP programmes. Schools must use a validated SSP programme.

Understanding how children develop as readers and what teachers and parents/carers do to support this, is the foundation of becoming a successful teacher.

**Placement** **Intent**

The placement is designed to enable all students in their first year of training to observe effective teaching of early reading. This effective practice includes: the development of spoken language and talk; the importance of stories and reading aloud as part of the literate environment; the significant role that the range of diverse home literacy practices play and the teaching of systematic and synthetic phonics. Students will have the opportunity to apply university-based learning to the planning and teaching of these key areas and to link the research evidence, theory and practice. The placement secures the start of the student journey as a teacher of reading.

**Implementation**

The placement takes place following comprehensive university-based training in the relevant subject and pedagogical knowledge. The placement is therefore an opportunity to observe teaching and with the support of the teacher, to deconstruct what has been observed and to use this to have a ‘first go’ at planning for SSP; supporting the development of talk in the classroom; prompting reading for pleasure by reading to and with children and supporting the class teacher in whatever way is appropriate. Informal formative feedback from peers and the class teacher will support this process. The student will be able to identify strengths and areas for development in preparation for a longer school-based placement towards the end of the first year where students have the opportunity to teach longer sequences of lessons.

**Impact**

By the end of the placement students will be able to plan and teach short sequence of SSP lessons; be secure in their understanding of how early reading is developed in the Foundation Stage (including through the role of language development and with ideas of how the family home literacy practices are supported) and be able to provide practical examples of how reading for pleasure is supported. Impact will be assessed through the written assignment students complete and students’ main placement grade.

**Aim**

**To secure and understanding of the teaching and learning of early reading including SSP through:**

1. **Observing and deconstruction how expert teachers teach early reading including:**

* The creation of a literate learning environment that provides opportunities for language development
* The sharing of books with children across the curriculum including reading aloud for pleasure and purpose
* The development of children’s early concepts of print
* The teaching of systematic synthetic phonics (SSP)

1. **Teaching a sequence (two or more) of early reading SSP lessons** to a group and/or the whole class by the end of the second week of the placement
2. **Reading aloud to a group or the whole class** regularly through the two weeks
3. **Reading one to one with children** to support early independent reading
4. **Independently identifying:**

* How early child development is supported by the Foundation Stage curriculum which provides a wide range of integrated skills, knowledge and attitudes
* How the school’s SSP programme meets the core criteria set out by the Dfe
* How the school supports, promotes and develops reading for pleasure
* A range of children’s literature that can expand and extend their knowledge

# Implementation for Teachers

**Organisation and guidance for teachers**

Students will arrive in school on the first morning at 8.30 unless the school wishes the students to arrive earlier or later. Students are expected to leave school when the class teacher is happy for the student to leave having, within reason, helped with any preparation for the following day.

In most classes students are placed in pairs. If you wish to split students between two parallel Foundation Stage classes please feel free to do this.

**Teachers**

**Over the first week of the placement please ensure students have:**

* Observed a number of SSP lessons in the class
* Observed the teacher or other adult reading aloud to the class
* Observed how the teaching and continuous provision in the foundation stage supports the development of spoken language
* Had the opportunity to read aloud to a group of children or the whole class
* Read one to one with a number of children (this could be children in Year 1 if this is more appropriate and/or helpful)
* Supported a group of children with SSP and early reading activities
* Had the opportunity to look at your planning for SSP, the resources you use and where appropriate, a chance to read the SSP programmes manual or guidance (if used)
* Had the opportunity to talk with you about your teaching – deconstructing what you do and why.

**In the second week of the placement please ensure students have:**

* Taught at least two SSP lessons in a sequence
* Read aloud to the class regularly
* Read one to one with a number of children
* Engaged with groups of children formally and informally in order to develop children’s language and vocabulary
* Found out about how your school promotes and supports reading for pleasure.

**Where possible provide some direction and guidance** on the planning of the first SSP lesson. This can be with a group or the whole class.

**Students can use the school’s planning proforma for SSP**. Where appropriate provide brief, informal feedback on the plan and the teaching (this does not need to be written or formal as this is the students very first placement).

**You may ask students to plan and teach as a pair or individually** – either approach is fine.

**If you are able, it would be useful for your student to observe SSP teaching in other classes** as well as your own e.g. a parallel class or in a Year 2 class

**Some students may be confident with the required tasks** and teachers can suggest these students may want to take on further teaching tasks and opportunities. Other students will be less confident but they are still required to complete the basic tasks outlined**. It is the student’s responsibility to complete the tasks.**

**Students are expected to be professional** on this first school placement and this includes: their presentation in terms of their dress and appearance; punctuality; a positive attitude at all times; professional engagement with the children and with any other adults in the classroom and school.

**Students are not expected to** engage with parents or assess children as they will not, at this stage be suitably qualified to do so.

**Please brief students on the school’s safeguarding procedures**

**Any problems or concerns about students** should be reported to the UWE partnership office in the first instance or contact Dan Northover at [Dan.Northover@uwe.ac.uk](mailto:Dan.Northover@uwe.ac.uk) or Jane Carter [jane.carter@uwe.ac.uk](mailto:jane.carter@uwe.ac.uk) if they are related to the English reading component.

# Implementation for Students

**Organisation and guidance for students**

**General expectations:**

* You are expected to arrive at school on time each day of the placement
* Bring your DBS form, number and date with you on the first day
* Dress professionally – the school may provide you with further guidance on appropriate dress if this is required by the school
* Behave professionally to all children and adults you encounter during the school day – in the Foundation Stage there is often a team of adults that support learning. Ensure you make yourself a part of this team under the direction of the class teacher and any teaching assistants.
* Be available to support with tidying the classroom at the end of the school day and preparing the class for the learning on the following day under the direction of the class teacher.
* Most students have been placed in schools as a pair. Ensure that you behave professionally e.g. when observing, do not discuss the lesson during the teaching.

**Over the first week (and into the second week) of the placement please ensure you complete these tasks:**

1. Make notes of the lessons observed. You can use the observation schedule at the end of this handbook to guide your observations. These notes can provide examples that can be used in your assessed essay
2. Keep a note of the books you see used in the classroom. Add them to your ‘Goodreads’ pages.
3. Consider the range and diversity of the books in the classroom
4. If possible, look at your teacher’s planning and in particular the planning for SSP teaching and linked activities and opportunities
5. Become familiar with the SSP scheme the school uses and the resources used to support teaching and learning.
6. Use the essential core criteria to help you assess the core elements of the school’s programme <https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#essential-core-criteria>
7. Read aloud to a group or class. You should bring books with you. Borrow books from the UWE children’s collection. You can borrow up to 25 books when you are on placement!
8. Read one to one with children as directed by your teacher. Your role is to support the child as they begin to read independently. You are enabling the child to practise the skills they are learning and supporting the development of positive attitudes to reading.
9. Find out how the reading scheme books are organised. Books are likely to be phonically decodable books at this stage. Make sure you understand the difference between these books and any other ways the school organises reading scheme books.
10. Engage with children as much as possible. Under the direction of the class teacher you may be asked to support groups, reading one to one, engage in children’s play – extending language and support learning dialogue. Be proactive where possible but remember your teacher is the expert and he or she will have a particular approach they want you to follow.
11. Use pages 10 to 23 of the Education Endowment Foundation Guidance (Improving Literacy in KS1, 2020)<https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf> (this is one of your essential assignment readings) to identify high quality interactions with children in the classroom and to help you interpret your early reading and SSP observations in the classroom.

**In the second week of the placement please ensure you complete these tasks:**

1. Plan and teach at least two SSP lessons in a sequence. This may be with a small group or the whole class as directed by the class teacher. **Plan using the school’s planning proforma.**
2. Read aloud every day to groups, the class or individuals as directed by the class teacher. As you read, think about the vocabulary of what you read. Make sure you introduce children to new vocabulary explicitly and incidentally.
3. Read one to one with children. Find ways to talk about the book the child is reading including making connections with the child’s experiences and interests. Try out different ways of asking questions. Make a note of your questions that elicit a more detailed or lengthy response from the child and those that enabled you to have a discussion/dialogue.
4. Continue the first week’s activities and tasks.

**Any problems or concerns about students** should be reported to the UWE partnership office in the first instance or contact Dan Northover at [Dan.Northover@uwe.ac.uk](mailto:Dan.Northover@uwe.ac.uk) or Jane Carter [jane.carter@uwe.ac.uk](mailto:jane.carter@uwe.ac.uk) if they are related to the English reading component.

**Weekly Overview & Expectations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Student Responsibility | Student Teacher Focus | Mentor Observation / Support | Tasks to be completed (see list above – use Appendices) |
| Week 1 (17)  w/c 7th Nov  Week 2 (18)  w/c 14th Nov | Observe mentor teacher (assist mentor as requested) | Observe:   * Classroom management (rules, procedures, transitions, cues) * Lesson planning and setting of objectives * Strategies used by mentor * Assessment & evaluation procedures * Focus on Early Reading | Daily debrief, use student reflections to guide any discussion  Ask specific questions to determine student understanding | **Introduction to school**  **Practice Induction checklist**  **Week 1 English Tasks as outlined above:**  Task 1  Task 2  Task 3  Task 4  Task 5  Task 6  Task 7  Task 8  Task 9  Task 10  Task 11  **Week 2 English Tasks as outlined above:**  Task 12  Task 13  Task 14  Task 15  **Conduct complete observations of other subject lessons** |

# UGP1 Professional Practice Induction Checklist

|  |  |
| --- | --- |
| **Each of the following should be addressed by the first week of the block placement.** | **Initial and date** |
| Send an introductory email to the school office. Follow-up communications to identify typical school day / week and attendance expectations. |  |
| The trainee has ensured that the school has received their DBS number. |  |
| The trainee has ensured that the school has seen their Safeguarding Certificate (share any reflections from UWE training) |  |
| The trainee has shared their access plan with the Senior Mentor and Mentor (if applicable). |  |
| The trainee has received a copy of the school’s induction guidance for new members of staff / trainees (if available). |  |
| The trainee has met with the senior mentor or class mentor, who have an understanding of the Professional Practice handbook and tasks. |  |
| The trainee knows the Health and Safety policy and practices for their school e.g. safeguarding, child protection, fire drill, sick child… |  |
| **During first week of block school placement** | |
| The trainee has an agreed timetable for their active contribution to classroom learning based on the English Placement Tasks. |  |
| The trainee knows and understands key school policies for teaching, learning and pastoral care, such as, behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee is using the correct UWE Observation Forms (Appendix 1 & 2) |  |
| Attendance at staff meetings, training days, parents’ evenings and other professional training events have been shared and agreed as appropriate. |  |
| At the end of the school day the trainee is discussing elements of the day with the class mentor and assisting as required (tidying and preparation) |  |

# Appendix 1: Observation form for students to use when observing teaching phonics

|  |  |
| --- | --- |
| **Student name:** | |
| **Date:** | **Age group observed:** |
| **Planning: questions for discussion**   * Are the lesson objectives and purpose clear and appropriate? * How are the lesson objectives clearly matched to children’s needs? * How are individual children’s needs met? * How do the teaching and activities outlined match the learning objective? | **Comments and notes:** |
| **Lesson observation.**  **General**   * Can you identify a clear sequence of teaching and learning e.g. revise, teach, practice and review (be aware that different SSP schemes may have a different sequence for teaching)? * Is the teacher clear about the aim of each part of the lesson – what is being taught, practised or assessed, why and what are children learning? * Do the activities clearly address the aims of each part of the lesson? * Identify active and engaging teaching and learning strategies. How are children encouraged to be active participants in their learning?   **Revise**   * How are previously taught phonemes revisited? * How does the teacher ensure they are assessing children’s prior learning in the revise part of the lesson? * How are children given the opportunity to articulate the phonemes independently? * Are children supported with further teaching **if they cannot recall** taught graphemes?   **Teach**   * In Phase 2 and 3, how does the teaching follow the sequence ‘hear it, say it, read it’. Check the articulation of the phoneme being taught’? * How does the teacher ensure children articulate phonemes correctly? * How does the teacher ensure children have lots of opportunity to **read** a new grapheme? * How are children taught to blend in Phase 2?   **Practise**   * How are children given the opportunity to read the new grapheme? * How are children given the opportunity to practise blending to read and segmenting to spell with the taught phoneme? * Are words to read appropriate i.e. have children been taught all of the graphemes in the words at the phonics phase they are working within? * How does the teacher make the link between decoding and comprehension?   **Apply**   * How are children given the opportunity to apply learning through purposeful reading and writing activities i.e. make a note of the reading children do in the lesson to apply their learning? * How do activities promote all four interdependent strands of language: speaking, listening, reading and writing |  |
| **Other comments** | |

# Appendix 2: Observation form for students to use when observing teaching other subjects

Unstructured observation as a participant

Start with your observation without a specific agenda, other than to be part of the lesson and get involved with the learning. Before the lesson, ask the teacher what they want you to do (e.g.support an individual or a group of pupils in the class).

Record field notes immediately after the lesson with the table below.

|  |  |
| --- | --- |
| **What is/was your role in the lesson?** | |
|  | |
| **What did the learners you observed do in the lesson?** | |
|  | |
| **Where was the learning?** | |
| **Physical?** | **Social-Emotional?** |
| **Language and Communication?** | **Cognitive?** |
| **What did you learn?** | |
|  | |
| **What questions do you have that you could ask the class teacher, early years educator or teaching assistant?** | |
|  | |