

# London District East SCITT Phonics and Reading

## Intent

The LDE SCITT Primary Curriculum ensures that trainees learn to teach early reading using systematic synthetic phonics, as outlined in the ITT core content framework, and that trainees are not taught to teach competing approaches to early reading. Trainees are taught the importance of providing pupils with enough structured practice to secure fluency in reading. The LDE SCITT Secondary Curriculum ensures that trainees learn the importance of literacy and oracy across the curriculum. Trainees are taught about the role of literacy in learning and how to develop a range of strategies to develop pupils' literacy in all subjects.

## Implementation-Primary

<b>Autumn 1</b>	<b>Spring 1</b>
<p>Trainees undertake an audit in phonics subject knowledge and an English Audit</p> <p>Trainees observe expert colleagues teach phonics</p> <p>Trainees receive CBT on Phonics and Early Reading</p> <p>Trainees receive CBT on KS2 Reading (revisit phonics and early reading)</p> <p>Trainees undertake an Intensive Practice Placement in EYFS and Phonics &amp; Early Reading</p> <p>Trainees are observed teaching phonics and given feedback</p> <p>Trainees discuss their CBT training and Intensive Practice Placement with their mentors, how they can apply this and plan deliberate practice.</p> <p>Where possible, trainees are observed teaching phonics in their main placement and receive feedback with targets</p>	<p>Where possible, trainees are observed teaching phonics in their second placement and receive feedback with targets</p> <p>Trainees Complete Self-Study NASBTT Course 'Reading and Phonics'</p>
<b>Autumn 2</b>	<b>Spring 2</b>
<p>Trainees receive CBT on Writing (revisit phonics and early reading)</p> <p>Trainees discuss their CBT training with their mentors, how they can apply this and plan deliberate practice.</p> <p>Trainees update their audit in phonics subject knowledge</p> <p>Where possible, trainees are observed teaching phonics in their main placement and receive feedback with targets</p> <p>Trainees complete a research task and receive written feedback- <i>How does phonics and early reading in KS1 have an impact in KS2?</i></p>	<p>Trainees update their audit in phonics subject knowledge</p> <p>Where possible, trainees are observed teaching phonics in their main placement and receive feedback with targets</p> <p>Key Readings from the CCF during CBT- <i>Rose - Independent review of the teaching of early reading - 2006</i> <i>Shanahan - National reading panel report – 2005</i></p> <p>Trainees discuss their CBT training with their mentors, how they can apply this and plan deliberate practice.</p>

## Implementation- Secondary

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Trainees visit a Primary School- focus on subject specialism and the importance of literacy and oracy</p> <p>Trainees undertake an English Audit and identify any gaps</p> <p>Trainees complete Self-Study NASBTT Course 'Active Reading'</p> <p>Key Reading during Self-Study</p> <p><a href="https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school">https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a></p>	<p>Key Readings (including from the CCF) during Self-Study</p> <p><i>Rose - Independent review of the teaching of early reading - 2006</i></p> <p><i>Shanahan - National reading panel report – 2005</i></p> <p>Trainees complete Self-Study NASBTT Course 'Academic Literacy'</p> <p>Trainees retake the English Audit if gaps were identified</p>	<p>Trainees receive CBT on Literacy and Oracy across the Curriculum</p> <p>Trainees discuss their CBT training with their mentors, how they can apply this and plan deliberate practice.</p> <p>Trainees are observed teaching their subject with a focus on literacy and oracy and given feedback</p>

## Impact

- knowledge and skills set out in the reading and phonics curriculum are demonstrated in teaching and learning
- consistent approach to the teaching of phonics and reading enables pupils to become confident, fluent readers and increasingly accurate spellers, which in turn, unlocks doors to the rest of the curriculum allowing pupils to flourish in all areas.
- trainees meet the Teacher Standards linked to early reading and literacy and are ready for the demands of teaching.

## Evidence-Based

Our phonics and reading curriculum is informed by current and pertinent research, drawing from the CCF research base, EEF, Ofsted.

The sequence and structure of the phonics and reading curriculum is based on what we know about how people learn and understandings of the science of learning. It is important to embed learning by revisiting prior knowledge and learning.