



EARLY CAREER FRAMEWORK

SESSION OUTLINE | CLINIC 6

TITLE	TIMING
Early Literacy 1 – Synthetic phonics, reading fluency and comprehension 1.6; 3.9; 3.10 1d; 3c; 3d; 3f; 3m; 3n; 3o; 3p; 3q; 5h	1.5 hours (90 minutes)

OUTCOMES
<ul style="list-style-type: none">> To understand that all subjects benefit from improving pupils' literacy skills.> To learn that synthetic phonics is evidence-based.> To know that phonics is understanding the relationship between letters and sounds.> To understand fluency comes with overlearning and supports reading comprehension.> To know that reading comprehension of texts is improved by vocabulary and concept knowledge (building schemas).> To learn that reading for pleasure can be promoted using high quality texts and other strategies.> To reflect on and share implications on their teaching and on their own development.

THE BIGGER PICTURE

This is the sixth Clinic. Clinics will occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasised in this session including logistics, norms and processes.

Before this session takes place, teachers should have:

- Had exposure to key knowledge from ITT Core Content Framework on several literacy sub-standards:
 - 3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
 - 3.10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- Had input on the science of learning and the five habits of planning.
- School input as needed.

Self-study materials that might be helpful context and provide exemplification include:

- B11: Pairs and groups.
- I7: Practice, challenge & success.
- I10: Questioning.
- S7: Developing pupils' literacy.

This session reiterates the programme's need to revisit content in numerous instances and numerous contexts. Likewise, it also emphasises the need to contextualise the learning in the teacher's school context and appropriate subject/phase.

The expectation is that, depending on these needs, teachers will be supported to have further conversations with school colleagues to truly ensure that they develop the requisite understanding to meet the needs of all learners in their context. Specifically, early years/primary teachers might be teaching early literacy regularly and need a depth of understanding that is different from those that might have very fluent readers.

That said, it is still important that secondary teachers have a fundamental understanding of what systematic synthetic phonics is, how it works and where they might receive additional support from their mentor and school if needed.

SUGGESTED THREAD AND ACTIVITIES

0-5 minutes: Welcome and recap Twilights

You might use this time to introduce yourself, welcome teachers, provide relevant recap on previously taught content and appropriately set up the norms for the call.

5-15 minutes: Developing early literacy skills

- 1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

This time can be used to ensure buy-in from teachers of all subjects and phases who might require some support in seeing why the content of this session is relevant to them. Give the following reasons, amongst others as to why all teachers need to know about how early literacy skills develop:

- Early Careers Framework requirement.
- All subjects benefit from improved literacy skills, which is exemplified on pages 6-9 of this EEF report [here](#).
- Adaptable techniques for older pupils.
- Consistency in approach across phases.
- Improves understanding of supporting pupils with SEN, EAL and disadvantaged pupils.

15-40 minutes: Learning the meaning of the alphabet

- 3.9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehensions; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

Deliver a carefully sequenced and coherent curriculum, by:

- 3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).

Develop pupils' literacy, by:

- 3m. Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.

This section could introduce teachers to how younger pupils develop early literacy skills for reading and spelling. Then the balanced approach to reading could be presented to teachers. This is exemplified in this EEF report on page 10 [here](#).

Following this, you could look at the evidence supporting the use of systematic synthetic phonics in schools to teach letter-sound relationships, which you can find detailed in this EEF report on page 13 [here](#) and on pages 10-11 [here](#).

You may also wish to introduce teachers to technical terms such as phonemes, graphemes, letters and the two key processes, as well as blending for reading and segmenting for spelling, which you can find exemplified on pages 58-62 in this DFE document [here](#).

You might wish to share with teachers, if relevant, the phonics schemes and interventions currently used in your school. Additionally, you could cover strategies such as using the etymology and morphology of words to help older pupils to remember and spell subject specific vocabulary, which is exemplified on page 11 of this EEF report [here](#).

Finally, you could finish this section by covering how to teach pupils to read and spell irregular, high frequency words, such as 'the'.

40-55 minutes: Becoming a fluent reader

Communicate a belief in the academic potential of all pupils, by:

- 1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

Develop pupils' literacy, by:

- 3n. Supporting younger pupils to become fluent readers and to write fluently and legibly.
- 3q. Promoting reading for pleasure (e.g. by using a range of whole-class reading approaches and regularly reading high quality texts to children).

Meet individual needs without creating unnecessary workload, by:

- 5h. Making use of well-designed resources (e.g. textbooks).

Some of this section should include how to support teachers to understand that fluency is developed by overlearning and practising reading, so that working memory is free for comprehension and not just decoding. The importance of overlearning is explained on page 18 [here](#) and on page 10 of this EEF report [here](#).

You could share with teachers the reading schemes used to develop fluency in your school, if relevant. Explain the importance of supporting and engaging parents to help their children to read fluently, which is exemplified on page 18 of this EEF report [here](#).

You could also share examples of high-quality texts with teachers and consider how we can develop pupils' intrinsic motivation to read.

55-80 minutes: Developing reading comprehension

Develop pupils' literacy, by:

- 3p. Modelling reading comprehension by asking questions, making predictions, and summarising when reading.

This section might consider the reciprocal link between oral language skills and reading comprehension, exemplified on page 8 of this EEF report [here](#).

You could share with teachers frameworks appropriate to the phase they work in, which can be used for developing pupils' comprehension skills and involve modelling how expert readers comprehend texts. These are exemplified for older pupils on page 14 of this EEF report [here](#) and for younger pupils on page 11 of this EEF report [here](#).

80-90 minutes: Check for understanding, action planning and next steps

This section is to provide teachers with time for reflection, quizzing, action steps and updates on the next components on the programme.

ECF 'LEARN THAT..' COVERED

- 1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 3.9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehensions; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- 3.10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

ECF 'LEARN HOW TO...' COVERED

Communicate a belief in the academic potential of all pupils, by:

- 1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

Deliver a carefully sequenced and coherent curriculum, by:

- 3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- 3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).

Support pupils to build increasingly complex mental models, by:

- 3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.

Develop pupils' literacy, by:

- 3m. Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.
- 3n. Supporting younger pupils to become fluent readers and to write fluently and legibly.
- 3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high utility and high frequency vocabulary in what is taught.
- 3p. Modelling reading comprehension by asking questions, making predictions, and summarising when reading.
- 3q. Promoting reading for pleasure (e.g. by using a range of whole-class reading approaches and regularly reading high quality texts to children).

Meet individual needs without creating unnecessary workload, by:

- 5h. Making use of well-designed resources (e.g. textbooks).

SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	<ul style="list-style-type: none"> – Example phonics materials. – Powerpoint/presentation materials. – Vocabulary materials. – Examples of high quality texts.
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> – Facilitators should prepare resources, exemplifications and gather materials for the session. – Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly. – Facilitators should familiarise themselves how the session connects to previously taught/covered content.