Ambition Institute

EARLY CAREER FRAMEWORK
SESSION OUTLINE | CLINIC 11

TITLE	TIMING
Early Literacy 2- Focuses on speaking and listening, writing and the role they play for all learners. **1.6, 1d, 3.9, 3.10, 3m, 3n, 3o, 3r, 3s, 5h, 4.7**	1.5 hours (90 minutes)

OUTCOMES

> To learn that synthetic phonics is evidence-based.

> To understand that phonics is understanding the relationship between letters and sounds.

> To learn that spelling involves segmenting words, reading involves blending.

> To understand that handwriting fluency is developed through overlearning by frequent short doses of practice.

> To learn that handwriting bad habits are difficult to unlearn, so careful monitoring is required.

> To learn that oral language skills support the development of reading and writing skills.

> To practice modelling, planning, drafting and editing different forms of writing (relevant to the subject and phase).

> To reflect on and share implications on their teaching and on their own development.

THE BIGGER PICTURE

This is the eleventh Clinic. Clinics will occur roughly once every 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 places, 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 Science of Learning and the 5 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
> I11-Classroom talk
> 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 pupils with fluent reading, writing and oral language skills. That said, it is still important that secondary teachers have a fundamental understanding of how early literacy skills are developed and where they might receive additional support from their mentor and school if needed.

SUGGESTED THREAD AND ACTIVITIES

0-5 minutes: Welcome and recap Clinics

You might use this time to introduce yourself, welcome teachers, provide relevant recap on previously taught content (especially the clinic on developing early literacy skills with a focus on systematic synthetic phonics and reading) and appropriately set up the norms for the call.

5-10 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 ensuring 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:
1. Early Careers Framework requirement
2. All subjects benefit from improved literacy skills, which is exemplified on pages 6-9 of this EEF report **here**.
3. Adaptable techniques for older pupils
4. Consistency in approach across phases
5. Improves understanding of supporting pupils with SEN, EAL and disadvantaged pupils

10-30 minutes: Learning the meaning of the alphabet to spell

> 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.

Meet individual needs without creating unnecessary workload, by:
> 5h. Making use of well-designed resources (e.g. textbooks).

This section could provide an opportunity for teachers to revisit some material from a previous clinic looking at developing early literacy skills for reading but this time with a focus on spelling. Therefore, it might recap 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 recap teachers' understanding of technical terms. For example, phonemes, graphemes, letters and the two key processes; 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**. Additionally, it could cover how pupils also need to be taught irregular, high frequency words to develop sight vocab for spelling and reading.

30-45 minutes: Handwriting

Develop pupils' literacy, by:
> 3n. Supporting younger pupils to become fluent readers and to write fluently and legibly.

Meet individual needs without creating unnecessary workload, by:
> 5h. Making use of well-designed resources (e.g. textbooks).

This section might begin by introducing teachers briefly to the development of fine motor control for very young children in their first steps towards writing. For example, describing the development of handling writing tools and mark making from page 70 of this DFE report **here** and on page 11 **here**. Then it is intended to include a look at how phonic schemes teach letter formation along-side reading and spelling but that handwriting also needs to be taught separately. For example, this is exemplified on page 30 of this Ofsted report **here**. Some of this section should include how to support participants to understand that fluency is developed by overlearning and practising handwriting, so that working memory is free for generating ideas for writing which is explained on page 18 **here**. Explain the importance of frequent, small doses of handwriting practice, rather than long repetitive sessions to develop fluency in writing. Additionally, highlight that bad habits can be difficult to un-learn and so careful monitoring is required to encourage pupils to produce letters accurately and efficiently. For example, discussing the product versus the process of handwriting, using the example on page 15 **here**.

45-60 minutes: Oral language and writing

Develop pupils' literacy, by:
> 3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high utility and high frequency vocabulary in what is taught.
> 3r. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).
> 4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.

This section might start by introducing the importance of supporting pupils' oral language skills to improve their early writing, as discussed on page 14 of this EEF report **here** and page 8 of this EEF report **here**. You may wish to suggest ways of achieving this, as exemplified on page 8 of this EEF report **here**. The mutual influence of reading and writing skills on each other could also be discussed within this section. To conclude, a look at how teachers prioritise and effectively teach Tier 2 and 3 vocabulary could be examined, possibly emphasising the importance of this for pupils from disadvantaged backgrounds, as exemplified on page 8 of this EEF report **here** and on pages 12-13 in this EEF report **here**.

60-80 minutes: Modelling different forms of writing

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:
> 3s. Teaching different forms of writing by modelling, planning, drafting and editing.

This final section could explain and exemplify how to teach different forms of writing by modelling, planning, drafting and editing, so that pupils are able to plan and monitor their own writing. Exemplification of these strategies for younger pupils can be found on page 12 of this EEF report **here** and for older pupils on page 14 of this EEF report **here**. You could provide exemplification of this gathered from experienced colleagues for different subjects and phases. You may want to consider the role of using 'worked examples' to support novices by reducing the cognitive load on their working memory and the gradual withdrawal of such support, as they master these skills, as discussed in this research **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 discipline.

> 4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.

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.
> 3r. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).
> 3s. Teaching different forms of writing by modelling, planning, drafting and editing.

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, ideally from similar phase(s)
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	– Example phonics materials. – Powerpoint/presentation materials. – Vocabulary materials. – High quality texts examples. – Worked examples of different writing forms, relevant to different subjects and phases.
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	– 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.