**Your teaching of Systematic Synthetic Phonics record**

*To be placed in section A of the PDP*

It is important that as a trainee teacher, you gain experience and understanding of teaching Systematic Synthetic Phonics. Please use this document to record your learning and experience of teaching of Systematic Synthetic Phonics during the programme.

For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching intervention or catch up groups and how your SCITT taught curriculum sessions on reading and working with expert colleagues in your school have impacted your practice and pupils learning.

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| KEY STAGE 1 | |
| Experience of: | **Trainee learning and teaching development** |
| Direct teaching of Phonics (the expectation from the ‘Reading Framework’ DfE 2021, is that direct teaching takes place every day for all pupils from the start of Reception year) |  |
| Understanding how speech, language and communication needs are developed in pupils |  |
| Understanding how pupils’ comprehension skills are developed |  |
| Understanding the importance of the link between Systematic Synthetic Phonics and decodable books |  |
| Understanding of the alphabetic code |  |
| Understanding the principles underlying a programme of Systematic Synthetic Phonics |  |
| Teaching letter formation |  |
| Applying the ‘review-teach-practise-apply’ model to phonics |  |
| Working with the CTM to inform parents about how the Systematic Synthetic Phonics programme is taught |  |
| Working with specialist expertise in Systematic Synthetic Phonics |  |
| Understanding the link between the teaching of Systematic Synthetic Phonics and developing fluency |  |

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| KEY STAGE 2 | |
| Experience of: | **Trainee learning and teaching development** |
| Direct teaching of Phonics (the expectation from the ‘Reading Framework’ is that direct teaching takes place every day for all pupils from the start of Reception year) |  |
| Understanding how speech, language and communication needs are developed in pupils |  |
| Understanding the importance of the link between Systematic Synthetic Phonics and decodable books |  |
| Understanding of the alphabetic code |  |
| Understanding the principles underlying a programme of Systematic Synthetic Phonics |  |
| Teaching letter formation |  |
| Applying the ‘review-teach-practise-apply’ model to phonics |  |
| Working with the CTM to inform parents about how the Systematic Synthetic Phonics programme is taught |  |
| Working with specialist expertise in Systematic Synthetic Phonics |  |
| Understanding the link between the teaching of Systematic Synthetic Phonics and developing fluency |  |