**GUIDANCE FOR ASSESSING TS 3.4 “if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics”**

* Progress against 3.4 is measurable regardless of the Key Stage being taught on placement. RPTs, mentors and supervising tutors can use this guidance to support the creation of an evidence base, and to identify where RPTs’ opportunities for the teaching of early reading may need explicit planning.

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| **KEY STAGE** | **POTENTIAL ELEMENTS OF EVIDENCE WHICH CAN BE TAKEN INTO ACCOUNT THROUGHOUT THE COURSE OF THE TRAINING YEAR** | **EXEMPLAR FOR AN RPT EXCEEDING EXPECTATIONS BY THE END OF THE TRAINING YEAR** |
| **1** | * The classroom environment is oriented towards reading for pleasure * The teaching of reading includes shared, guided and independent reading * The RPT is able to plan successfully for discrete phonics lessons using a systematic, synthetic phonics approach to the learning of letter-sound correspondences * The RPT is able to articulate phonemes correctly * The RPT is able to plan engaging phonics lessons that are multi-sensory * The RPT understands how to teach the reading of common exception (tricky) words * The RPT is able to teach reading comprehension successfully through shared and guided reading activities and/or through other routes such as role play * The RPT is able to assess progress and keep records that take account of children’s progress in both word reading and reading comprehension. * The RPT is able to plan for the work of Teaching Assistants in either whole class phonics lessons or targeted interventions for individuals and groups | The RPT demonstrates very good subject knowledge for the teaching of early reading through well-planned phonics lessons and the confidence with which they create multisensory activities delivered with correct phoneme articulation. They are able to monitor children’s progress and adapt their planning to consolidate children’s letter-sound knowledge where needed; this includes planning for the TA to teach ‘catch up’ phonics with small groups. The RPT successfully integrates the teaching of word reading and comprehension in their engaging shared and guided reading sessions. |
| **2**  Most pupils will need an emphasis on developing reading fluency, but some pupils will still need a focus on more basic skills, such as decoding and phonemic awareness. All aspects of reading development can be described as ‘early’ when applied to the primary age group. | * The classroom environment is oriented towards reading for pleasure and targeting the needs of reluctant readers * The teaching of reading includes shared, guided and independent reading * The RPT is able to articulate phonemes correctly * The RPT draws on children’s phonic and spelling knowledge to decode or spell unknown words and new vocabulary * The RPT is able to plan and deliver interventions for children not making age-expected progress in reading using a systematic, synthetic phonics approach to the learning of letter-sound correspondences (for groups of children or individuals) * The RPT is able to teach reading comprehension successfully through shared and guided reading activities and/or through other routes such as role play * The RPT is able to assess progress in reading and keep records that take account of progress in both word-reading and reading comprehension. * The RPT is able to plan for the work of Teaching Assistants in either whole class phonics lessons or targeted reading interventions for individuals and groups | The RPT has successfully developed the word-reading skills of the whole class through their attention to decoding difficult vocabulary by drawing on both phonics and spelling knowledge. With some support they have successfully planned and delivered a reading intervention for one group who needed an additional focus on decoding skills; this included directing the TA to support the group during other classroom activities. The RPT’s teaching of reading comprehension has been very creative and through this they have encouraged children who were formerly reluctant readers to engage with and enjoy reading. |

**GUIDANCE FOR ASSESSING TS 3.5 “if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies”**

This refers to all teaching of mathematics throughout the primary school, not just in the early years foundation stage

It refers to ‘appropriate teaching strategies’

Support for assessing these can be found in the mathematics Good Practice Guide. Key points include:

How RPTs make use of concrete and pictorial representations

Accurate use of mathematical vocabulary and talk

Clear modelling and explanation of procedures and concepts

Well-chosen examples

Coherent and sequenced teaching, with enough time for age-appropriate purposeful practice

Integration of problem solving and reasoning

Use of real-time assessment to identify and address errors and misconceptions