

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
USING POST-16 PHONICS APPROACHES WITH ENGLISH,
MATHS & VOCATIONAL LEARNERS**

Education Training Collective

Education Training Collective (2020) *Final Report on the OTLA
Phase 6 (English) Project - Using Post-16 Phonics Approaches with
English, Maths & Vocational Learners*. London: ETF.

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This resource was produced as part of Phase 6 of the Outstanding Teaching, Learning and Assessment (English) programme which was funded by the Education and Training Foundation. To learn more about the programme and this project read the summary booklet <https://www.excellencegateway.org.uk/content/etf3157>

The programme was delivered by -



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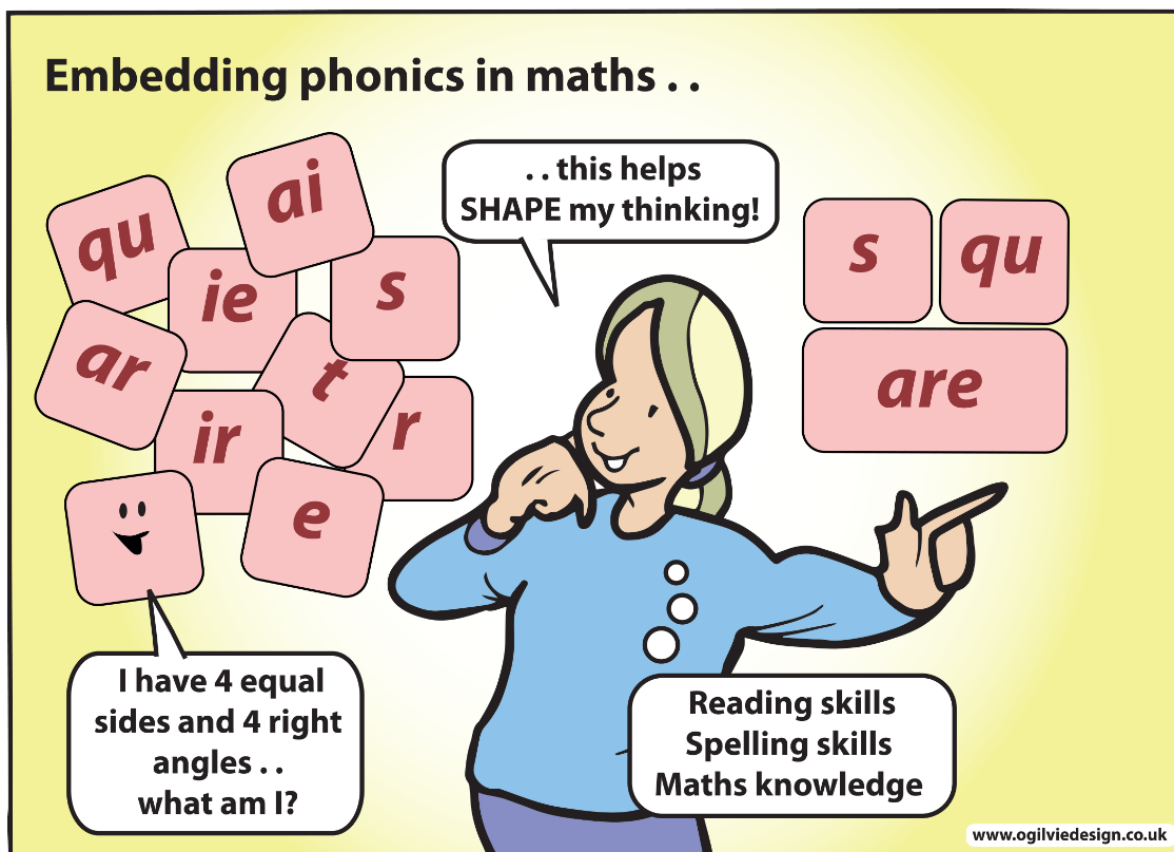


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Final Report - Using Post-16 Phonics Approaches with English, Maths & Vocational Learners

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The college's 2017 Ofsted Report (Ofsted, 2017b) stated *"too many learners fail to gain qualifications ...the achievement of apprentices remains too low"*. A more recent Ofsted monitoring visit of June 2018 reported improvements in Maths and English, but that there was *"still significant room for further improvement to ensure that learners do make sufficient progress"* (Ofsted, 2018).

This project enabled the college to continue to build on the progress already made and additionally meet the requirements of the revised Functional Skills English Curriculum (DfE, 2018) which specifies using phonics to teach learners at Entry level.

Summary

The project had dual aims of meeting the requirements of the revised Functional Skills English Curriculum (DfE, 2018) in supporting project members as they implemented curriculum changes and of enhancing learners' literacy skills. These were to be achieved through:

1. Introducing phonics-based activities into teaching sessions;
2. Monitoring and reviewing the impact of the phonics-based activities on learning;
3. Promoting the strategies through creating a virtual learning platform.

Professional development sessions enabled us to gain knowledge and understanding of phonics-based approaches. Following these we worked with learners, using the activities from the *Post -16 Phonics Approaches: A Toolkit* (ETF, 2019), introducing and monitoring their effectiveness. As a team we reflected on the activities undertaken, gathered learner feedback and met regularly to review progress and plan future actions.

As a result of the project we have grown in confidence and feel better able to support learners through a phonics-based approach. A significant number of learners have improved their spelling skills and enhanced their reading and writing practices.

Rationale

The organisation was involved in the Phonics Pilot (2018-19) and it, therefore, seemed appropriate to continue work in this area to further develop staff skills, knowledge and understanding and enhance the opportunities for our learners. The project enabled us to work with a wider range of staff, including Learning Support Assistants, as a recent merger meant working with teaching staff and learners in different venues. The benefit of this was that resources and expertise could be further shared and disseminated.

Approach

The project followed an Action Research model (McNiff, 2017) as we reviewed the situation at the beginning of the project, deciding that further improvements needed to be made in both supporting learners' spelling skills and our own practice in use of phonics-based approaches. Following this further training was put into place for the English teaching team and Learning Support Assistants (LSAs), as we saw LSA contribution as essential to the success of the project. This built on an earlier project which had encouraged collaborative working between teaching staff and LSAs (McPartland, 2019).

Phonics-based activities were gradually introduced into teaching sessions, with participants reflecting on their impact through completing reflective Action Research Diaries (Appendix 1), discussing the impact of the changes in regularly held team meetings (Appendix 2) and gaining learner feedback through discussion and the use of 'exit tickets' (Appendix 3). Additionally, learners' work was monitored for evidence of improvement.

The activities included working with learners to break words down into syllables through saying words aloud. Although staff were initially apprehensive learners would resist this, they generally engaged well and found it useful to break down difficult words into smaller chunks. The next task was to spell the word on mini whiteboards to enable learners to identify which parts of the words they could spell. This increased their confidence and motivation as they became aware that they did have skills and work only needed to be done on a limited area. Learners would previously have given up before this approach was adopted. Using mini white

boards meant that they could quickly address errors without ‘spoiling’ their workbooks, which many hated.

Sequencing strategies using Basic Code and Basic Code Plus enabled learners to match graphemes and sounds in word building which proved very popular and beneficial, as did the use of sticky note grapheme tiles which further supported word building.

Lastly we evaluated the impact of the project through a whole team meeting and action planned for the next stages to ensure the good work continued.

Professional learning: Evidence of changes in teaching, learning and assessment practices

One teacher described being on a “learning journey, where I want to know more...”. This sums up the crux of the project in reinvigorating teaching staff, providing them with opportunities to explore and develop their practice and consider their work with learners, and each other, in introducing and developing creative approaches. The project also provided opportunities to reflect on practice which are often limited in everyday practice.

A final evaluation event brought the team together to consider the impact of their work on both learners’ progress and their own practice. Amongst the key findings was that staff confidence in use of phonics-based approaches had grown and the team, though initially a little sceptical of approaches were, in the main, enthusiastic about their use, believing they have been beneficial for their learners. Several reported changing their teaching approaches, using new methods to support learners to improve spelling and working more collaboratively with peers and learners.

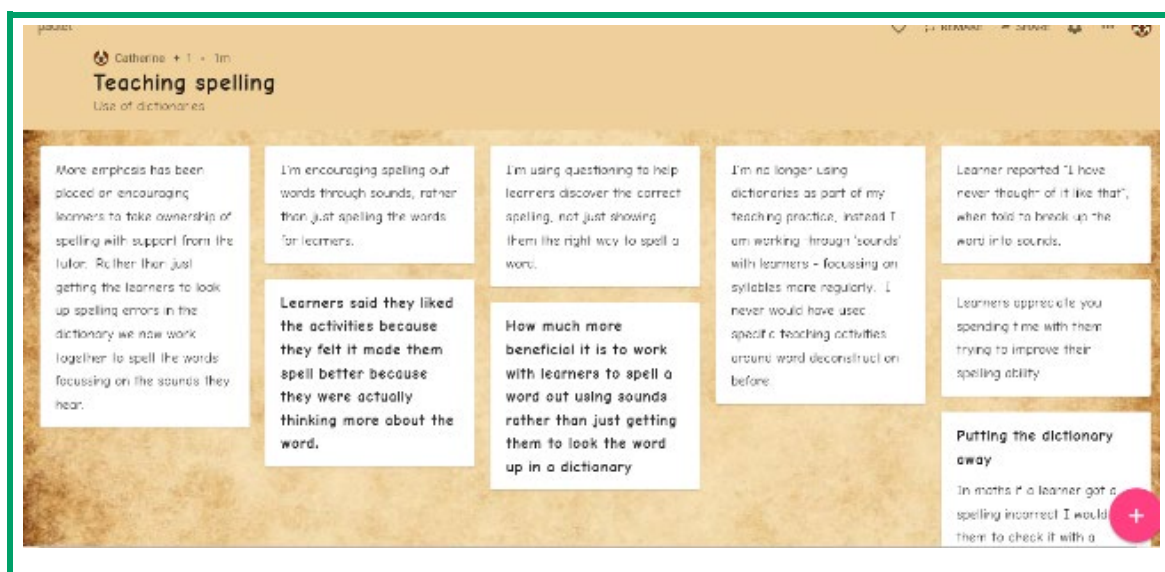


Figure 10a-1: Teaching Spelling Padlet

Amongst these changes were less reliance on using dictionaries to support spelling, but rather encouraging and supporting learners to figure out a spelling by supporting

them in deconstructing words into syllables and sounds. This, teaching staff felt, aided retention and encouraged learners to develop their thinking skills, increase their concentration and move towards becoming more independent and confident learners as the comments in the Padlet indicate (Figure 10a-1).

The team used more interactive ways of teaching spelling such as the sticky note tiles to work with learners to identify spelling patterns. They readily identified these activities can be built into sessions as either a starter, plenary or intervention activity if required and that this was of far more benefit than whole sessions being devoted to teaching spelling (Appendix 4).

In some ways the project changed perceptions of learners and their abilities. “I have noticed with what I would previously called ‘lazy learners’, they are more willing to try and spell a word-improved motivation/confidence” (Appendix 5). This seems to indicate changes in both the teacher concerned and the learner.

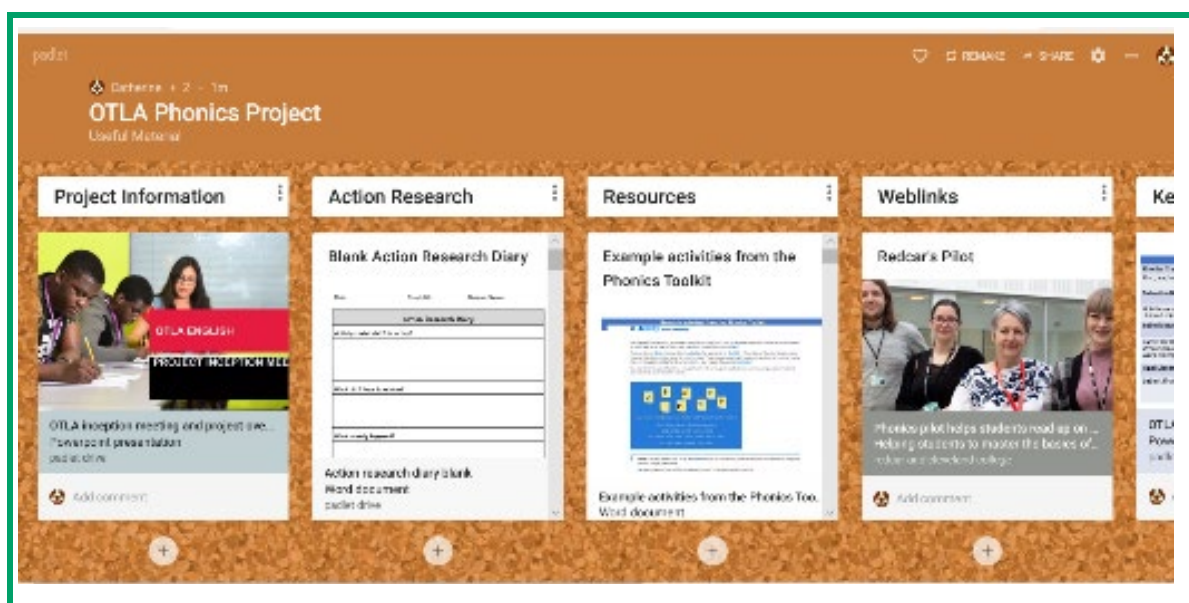


Figure 10a-2: OTLA Phonics Project Padlet

Evidence of improved collaboration and changes in organisational practices

As the organisation operates on a number of venues it was critical to bring staff together to develop ownership of the project and create a sense of identity leading to more collaborative working and improved practice. This was facilitated through joint training and meetings.

It was difficult to find time and space for shared meetings as frequently as we would have liked due to timetabling and distance issues, but teams on different sites communicated via email and a shared Padlet (Figure 10a-2) where resources, reflective diaries, project updates, meeting minutes etc were stored and shared.

Teams within centres began to work more collaboratively, sharing resources and teaching ideas with project progress being a regular item on meeting agendas. Two members of the team in particular, one teaching English and the other both maths

and English, worked closely together to ensure learning was transferred between the subject areas.

As a result of the project the organisation invited the project mentor to lead a CPD session (Appendix 6) for vocational tutors whose learners were struggling with spelling complex terminology. This was extremely successful and vocational staff have begun to use the approaches with their learners. They have been supported in this by the project's LSAs who work with both English and vocational staff.

Team members who work on teacher and LSA training courses have introduced their learners to the principles of phonics-based approaches, enriching their experience and introducing them to a new field of learning.

Further work, however, is needed to ensure effective collaboration; joint planning, meetings and resource sharing are frequently difficult to manage in the frenetic working environment team members are engaged in. Nevertheless, the team have made progress with channels of communication being more overt than previously.

Evidence of improvement in learners' achievements, retention and progression

Initially there was some staff apprehension about how learners would react to the activities, but they have generally responded well to the changed practices and engaged in the activities used. Staff have reported an increase in learners' confidence and engagement in teaching sessions.

Although it is too early to measure impact accurately in terms of achievement, there have been some early successes with two staff members reporting improvements in pass rates for the 'reading exam' with one learner gaining 96%. Significant improvements have also been evidenced in Functional Skills maths learners' spelling of mathematical terms (Appendix 7).

Many activities used were new to learners and amongst the comments received were: *"I never would have thought of it like that"* as one learner stated when asked to break up a word into sounds. Other learners liked the activities because they felt they made them able to 'spell better' as they were thinking more about the word and gaining confidence from spelling most of the word correctly. They were able to apply their learning in English sessions to other subjects. An excellent example of this is Dale who had learned the basic principles in English sessions then used them in his maths classes (Appendix 8).

Not all learners readily engaged, however, and there were sometimes mixed responses as indicated in feedback from a vocational group (Appendix 9). Overall, though project members have reported improvements in their learners' work with the main benefit being growth in confidence and willingness to 'have a go' at spelling words they would previously have avoided. Even parents have commented on their children's growth in confidence which has been very pleasing.

Learning from this project

Teaching staff and LSAs have reported a number of significant changes to their practice which include:

- Standing back and allowing learners time to try and work out spellings by sounding out the word and discussing the spelling. Previously learners would have been given the answer or instructed to look the word up in a dictionary.
- Being adaptable by using naturally occurring opportunities to use phonics-based activities to meet learners' needs as they arise.
- Embedding phonics activities into sessions as starter or plenary activities. The team agreed it was vital to carry out the activities regularly in small chunks to reinforce learning, rather than have whole sessions devoted to phonics.
- That phonics-based approaches can be used across the curriculum. An example of this is using phonics to enable learners to spell mathematical terms (Appendix 7). Project members have also supported vocational staff encouraging the use of word breakdown for spelling complicated vocational terminology.
- It takes time, but it is time worth spending, to support students to use the phonics-based approaches. For some it helped to demystify spelling and gave them vital tools to improve their work (Appendix 10).

Project participants are keen to continue with the work begun and freely admit that the work needs to be on-going to firmly embed it into practice and rigorously evaluate its impact. Staff should be given further opportunities to develop their practice in the use of phonics-based approaches.

Many of the learners we work with have met with difficulties in their educational lives and lack confidence in their abilities. They, therefore, are often demotivated and have a fear of making 'mistakes' which makes them reluctant to commit to learning. Although the number of learners involved in the project is relatively small, it is possible to see significant changes in their work and approach to learning now.

Appendix 1 – Action Research Diary

Action Research Diary
Activity
<p>Learners took part in 3 different activities:</p> <p><u>Activity 1</u></p> <p>The first activity was a spelling test of various words (e.g. ‘totally’, ‘establishment’, and ‘pronunciation’). Learners then had to self-assess the words they had correctly spelt, and give themselves a score.</p> <p>I then introduced the idea of breaking words down into syllables- and learners practised doing this with guidance from myself. Learners then re-scored themselves by taking the words they had misspelt, and counting how many syllables in that word they had spelt correctly.</p> <p><u>Activity 2</u></p> <p>Learners then took part in an activity whereby they had to look for sounds in words. We focused on the ‘ea’ sound, and looked at how there are various ways this is pronounced in words. Learners were given the words ‘break’, ‘bread’, and ‘beach’, and had to follow the rules to add words which had the same sound using ‘ea’.</p> <p><u>Activity 3</u></p> <p>The third activity was a consolidation task, whereby learners were given complex words to spell, using the skills they acquired in the first activity (splitting words into syllables) to help them reach the correct spelling.</p>
What did I hope to achieve?
<p>I hoped for learners to break words down into syllables, and understand how by breaking words down into smaller chunks, spelling more complex words isn’t as daunting as they first perceive it to be.</p> <p>For the ‘follow the rule’ activity, I hoped for learners to be able to correctly identify their own errors in spellings, and to be able to apply the ‘ea’ rules for different sounds to words they were already familiar with.</p>
What actually happened?
<p>Learners were very engaged in the 3 activities. During the first activity, learners became familiar with the idea of breaking words down into syllables. When they marked their original spelling test, learners were somewhat disappointed when they had misspelt words. Upon self-assessment with the syllable activity, learners</p>

were then much more motivated when they had only misspelt 1 or 2 syllables of a word.

In the second activity ('follow the rule'), learners correctly identified the different sounds that 'ea' words can make. Learners then thought much deeper about other words which followed the same rule, and they also corrected themselves when they made errors. The most common errors occurred in the 'break' rule, where learners put words such as 'make' and 'take'. Learners then identified the errors, and could explain that they were incorrect because those words did not have 'ea' in them.

During the third activity, learners seemed much more confident in attempting the complex spellings. Learners were proactively sounding out the words using syllables, and then attempting them. Again, learners assessed their own spellings, and were asked to tally up their scores based on how many syllables they spelt correctly, rather than whole words. Learners then remarked on how even when they misspelt a word, it was only by one syllable.

Did it have the effect I hoped for?

I was extremely happy with how the learners responded to the tasks, and learners were fully engaged throughout. I was particularly pleased with how learners seemed much more motivated when they realised that the majority of complex words they could spell- and they were ordinarily only misspelling one syllable.

I was also very happy to see learners sounding out words using their syllables in order to spell words correctly, and approaching spellings using an effective technique.

The 'follow the rule' activity was also very effective in encouraging students to identify their own errors, and being perceptive to rules in spelling. Learners also supported each other with this, and there was some light competition in the room to see who could get the most words- which was lovely to see.

How did you use the Toolkit Activity, did you amend or develop the activity in any way?

I used the 'one-to-many/alternatives for reading' grapheme activity from the Toolkit (page 59, box C) as a basis for activity 2. Learners had to think of all of the words they could think of which followed the grapheme rule for each 'ea' word.

What did learner/s think? (Use their comments and feedback).

Please see attached (below).

What next? (will you adapt the activity for future sessions?)

In future, I will expand on the activity by using other examples of graphemes from the Toolkit ('ai', 'ou', etc.), and will continue to encourage learners to follow rules to help them with spellings.

Learner feedback/evidence

<u>Remain</u> , ✓	-le-main /2
<u>Totally</u> , ✓	-TO-tal-ly /3
<u>Fantastic</u> , ✓	-fan-tas-tic /3
<u>establishment</u> , ✓	-es-tab-lish-ment /4
<u>Pronunciation</u> , X	-Pro-nun-ci- a -tion /5
thorough <u>thorough</u> , ✓	-thor-ough /2
<u>Manicurist</u> , ✓	-Man-i-cu-r-ist /3

Hy-ge-nic, Re-cit-e, Pro-cess-OR
Mark-e-ting, Pes-tal-ant, Mea-sure-ment.

Spelling Test.

Remain ✓	Ré main ✓
Totally ✓	tó tál lí ✓
Fantastic ✓	fán tás tic ✓
Establishment ✓	Estab lish mént ✓
Pronunciation ✓	Pró nunci ation ✓
Thorough Thorough ✓	thór ough ✓
Manacwíst. X	Manicurist ✓
	Mun áciú ist ✓

Boach Bread Bheak

Reach Dead Steak

~~Sweach~~ Lead ~~Make~~

Beak

Hyt ¹ ~~gh~~ ² ~~n~~ ³ ic ✓

Maht ² ~~ek~~ ³ íng ✓

Pro ¹ ~~cess~~ ² ~~sh~~ ³ ✓

Re ¹ ~~st~~ ² ~~ow~~ ³ ~~ne~~ x

Re ¹ ~~cl~~ ² ~~li~~ ³ e x

Me ² ~~as~~ ³ ~~ur~~ ⁴ ~~me~~ ⁵ ~~nt~~ ✓

Following the
rules of spelling

The Beach, Bread, Break
task would help in
the ~~future~~ future because
words look the same
but don't look the same.

I liked the
godown the
rules
section ☺

I also liked
the spelling
part



Breaking complex words
int symbols.

The difficult one will
help alot. so will
the second idea.
The first one will not.

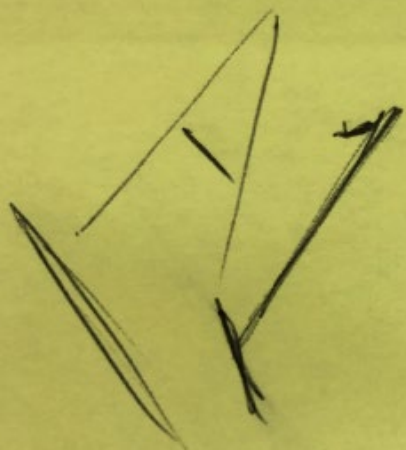
~~to do it~~
breaking spellings
down with
help from
the suture

Writing out Big
words in syllables.
Because I think
about sounds in
words.

The sounds
were very easy
to figure out
and learn

Breaking complex words
int symbols.

I thought
the spelling
was very
effective
and syllable marking
helped



Checking my
spellings
as I write
them is
something
that helps
me.

Action Research Diary

Activity

I completed a 1:1 spelling activity with an entry level 3 learner as a starter activity in a one-hour session. I put two columns on the board and asked the learner to copy them into her book. The column headings were ei and ie. I told the learner we would be doing a spelling test using words that have the same sound in them. I read each word aloud and asked her to write the spelling under the heading she thought it belonged. The words I used were Receive, Either, Believe, Achieve, Piece, Thief, Grief and Perceive.

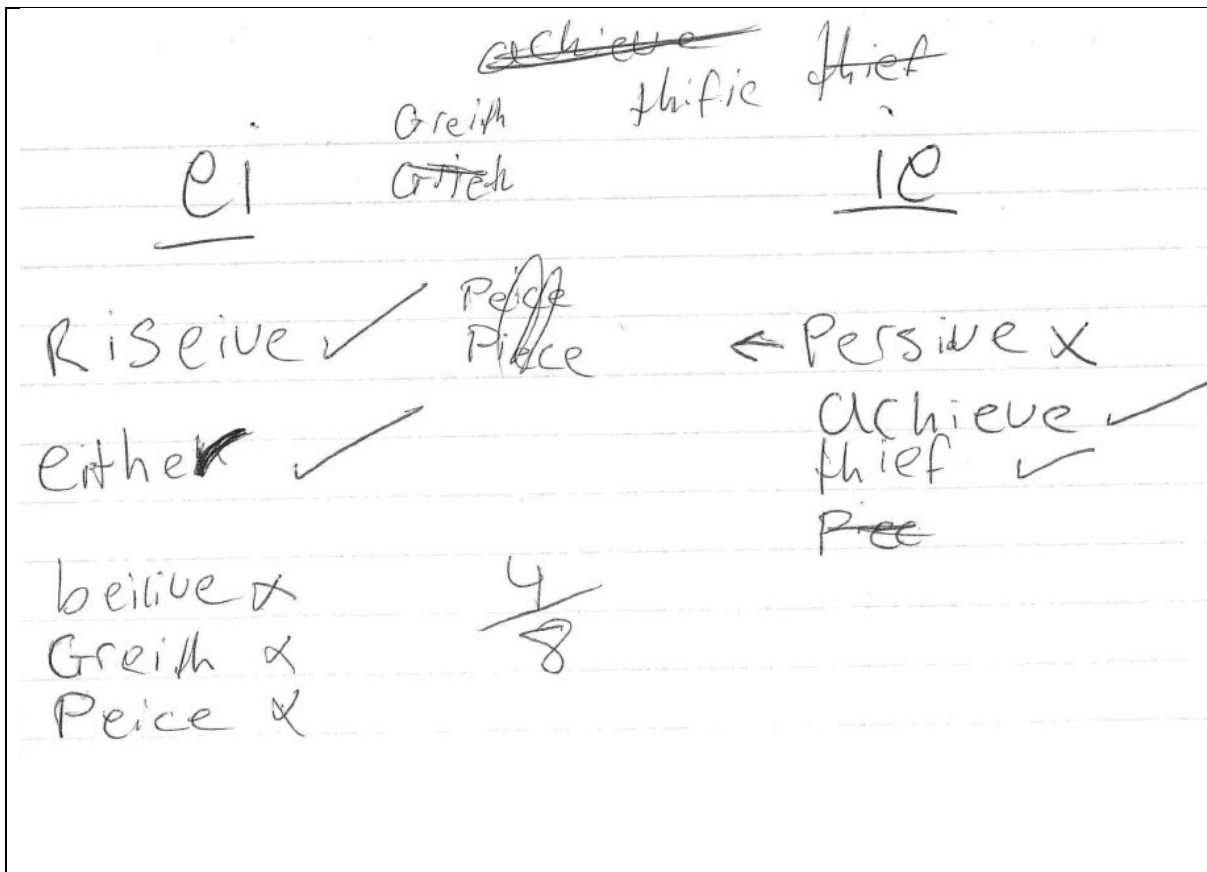
What did I hope to achieve?

I hoped that for any words the learner failed to spell correctly, the learner would be able to identify the correct grapheme (either ei or ie) in each word, and then be able to build on this to spell the full word correctly.

What actually happened?

I told the learner we would be doing a spelling test where all of the words have the same sound. She said straight away that she did not like doing spelling tests. Before writing any spellings, I asked the learner to read the sound on the board first to ensure she knew what the sound was, which she said correctly. The learner did not understand the meaning of some of the words I read out, such as perceive. We had a discussion on the meaning of this word part way through the task, which I felt did disrupt the task slightly. The learner completed the task and spelled 3/8 words correctly. The learner wrote 4 out of the 8 words in the correct column. The learner spelt the word receive: riseive. I told her that although the spelling was not completely correct, she had put it under the correct heading and I praised her for spelling the hardest part of the word correctly.

Here are the answers given by the learner for this task:



Did it have the effect I hoped for?

Although the learner only spelled 3 out of the 8 words correctly, it really helped to be able to praise the learner on having one more spelling under the correct heading. I was also able to show her that for the word 'piece' she had the correct sound but just the wrong 'ei' spelling. This felt like a much more positive way to end the task than a usual spelling task, as I was able to show her that she was closer to spelling some words correctly than she first thought.

What did learner/s think? (Use their comments and feedback).

I asked the learner to write some brief feedback straight after the task (see below). The learner said that she was 'chuffed' to have been able to spell the word 'either' and that it helped to have part of the words already there.

Exit Slip	
3	Things I Learned Today ... I learnt how to spell either
2	Things I Found Interesting ... finding different things like the satisfies SPEAKS
1	Question I Still Have ... NO

What next? (will you adapt the activity for future sessions?)

I will definitely try this task again using different sounds such as 'ee' and 'ea' and 'cion' and 'tion'. One of the words I gave the learner was slightly too complex and we had to discuss the meaning of the word during the task, which may have confused her slightly and another learner could easily disengage from the task after that. Next time I will aim to use simpler words that she is more likely to understand are more commonly used, and build up to using more complex words.

Instead of doing the task as a starter task, I could also incorporate a spelling task into a main task, where the meanings of the words have already been discussed prior to completing the spelling test.

In future, I will aim to refer to similar tasks as a spelling task as opposed to a spelling test, as this terminology seemed to alarm the learner from the beginning.

Any other comments?

I felt this was a much more structured way to do a spelling task as it was broken down into 3 parts, Firstly, could she say the sound correctly? Secondly, could she put the words under the correct heading? Thirdly, could she spell the words correctly?

Appendix 2 – Sample meeting agenda

OTLA English Project


Agenda (Redcar)

Date: 18.11.19

1. Welcome
2. Apologies
3. Review of actions undertaken and impact on learning
4. Next stages/actions
5. Writing Workshop in York (12.12.19)
6. Padlet
7. January Review date
8. Tricia's article in Intuition Mag.
9. Date of next meeting
- 10.AOB
 - a. Phonics Webinar
 - b. Consent form

Appendix 3 – Example Exit Tickets

321 Exit Ticket Template	
3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...




In today's work I will...

.....


.....

.....


Review - At the end of the lesson:



.....



.....



.....

Key

INK – I Now Know

WWW – What went well

EBI – Even Better if

Appendix 4 – Changes to Teaching Approaches

“I use questioning now (for learners) to find the correct spelling, not just showing them the right way”

“Being aware that spelling phonics should be taught continually and not just in set tasks...investing more time in developing spellings and spelling strategies is important”

“More emphasis has been placed on encouraging learners to take ownership of spelling with the support of the tutor. Rather than just getting the learners to look up spelling errors in the dictionary we now work together to spell the words focussing on the sounds they hear”.

“I’m working through ‘sounds’ with learners and focus on syllables more regularly. I never would have used these specific teaching activities around word deconstruction before”.

“When learners got spellings incorrect in maths, I would ask them to look up the spelling in a dictionary, often they would get it incorrect again the week after. Now I get a whiteboard out and ask them to think about the word, break it up, how many syllables does it have? What sounds can you hear? And then get them to spell the word”.

Appendix 5 – Reflections from Evaluation Event January 2020

padlet

Catherine + 5 • 7d

What's stuck with you?

Key Issues from the project

REMAKE SHARE

Catherine 7d

Put the dictionary away

In maths if a learner got a spelling incorrect I would ask them to check it with a dictionary. The week after the learner would get the same spelling incorrect. Now we use whiteboards, we explore the word, look at syllables and sounds. This has improved spellings as learners have a deeper understanding of the word

Add comment

Anonymous 17d

I would like to have more confidence in explaining why patterns are the way they are

Add comment

Anonymous 17d

I am interested to see if I can take this knowledge and apply it to GCSE

Add comment

Anonymous 17d

Learners appreciate you spending time with them trying to improve their spelling ability.

Add comment

Anonymous 17d

It's difficult to see the impact of the phonics tasks I've done with whole groups and I've felt more confident and seen more of a positive impact when delivering the tasks with small groups or 1:1

Add comment

Anonymous 17d

Not all learners feel the same about activities but some clearly feel a lot more confident when they are able to deconstruct words and identify that there is only a small part they're not getting right

Anonymous 17d

I haven't used a dictionary in my teaching so far this academic year

Add comment

Anonymous 17d

I am interested to see if I can take this knowledge and apply it to GCSE

Anonymous 17d

Learners appreciate you spending time with them trying to improve their spelling ability.

It is difficult to focus on individual learners and what they need in main stream, mixed ability classes

Add comment

Anonymous 17d

Being able to or starting to understand phonics itself was very apprehensive being involved in this project

+

Appendix 6 - Feedback from Vocational Teachers on Phonics CPD

<https://padlet.com/cpmcpartlanduk/sessionfeedback>

The screenshot shows a Padlet board with the following feedback notes:

- Anonymous 26d:** It's me
- Anonymous 26d:** Creating a glossary of terminology. Using puzzle pieces as an activity to help them spell in small groups for peer support
- Anonymous 26d:** Understanding of how to simplify the spelling of individually difficult words.
- Anonymous 26d:** Help my learners with new words
- Anonymous 26d:** I am going to use the syllable method to help my learners to spell long words that may initially appear complicated. This will be great for an extension activity or start to the lesson. Sarah Hood
- Anonymous 26d:** Going to use this with my learners for spelling activities for infections and diseases in there next lesson to help with exams
Emma
- Anonymous 26d:** Excellent interactive session making me think differently about spelling. I will take this into the classroom to help develop learners terminology by using the puzzles.
- Anonymous 26d:** Result of session I can use a range of strategies with my students and to help them support children's learning.
- Anonymous 26d:** Use the strategies taught to encourage students to break down technical terms using puzzle pieces
Sandra Holmes
- Anonymous 26d:** Use the word puzzles as a starter activity for words that may be a problem in the upcoming lesson
- Anonymous 26d:** Use puzzle activity
- Anonymous 26d:** Enjoyed session lots of strategies to support spelling
- Anonymous 26d:** How to split up words
- Anonymous 26d:** Informative and
- Anonymous 26d:** Build up words with post it notes
- Anonymous 26d:** A great way to learn how to break down words, and the use of listening to words and to think about syllables contained in them. It's important not to think spelling all comes all down to Phonics and sounds, it is about people remembering the way that some words are spelt. Students need to know this as well so that they don't lose confidence when not spelling words correctly. A great starter activity for introducing new words w students might not know

Appendix 7 (Case study) - Using phonics-based approaches in maths

This teacher taught English at Redcar College when she participated in the initial pilot training for the Post-16 Phonics approaches. When the OTLA English project came around, she was teaching maths and decided to use the approach with her Entry Level Foundation course learners who struggled to remember common shapes, their names and how to spell them.

The learners were given pre- and post- tests.

Using grapheme cards to spell and understand mathematical terms.

Context: A group of four learners attending a college-based Foundations in Learning course, learning the meaning and spelling of mathematical terms in preparation for a Functional Skills examination.

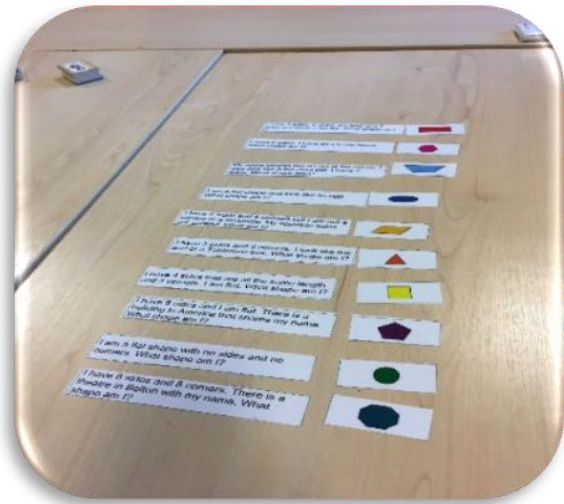
a) Sounding out the syllables



b) Learners begin to read out and match definitions to mathematical terms with support from teacher and LSA.



c) The completed activity



d) Learners use grapheme tiles and white boards to spell out key words as a group, discussing with teacher



- e) The completed activity, learners add words to white boards and maths glossary.



The result of changing her approach to teaching shapes was significant. After the spelling lessons, learners not only remembered how to spell the terms but were able to recall names quickly and accurately.

See below for common errors before the intervention and two months later.

21/1/20 FANTASTIC Learn 6/6
Correct



This 2D shape is a square.

It has 4 corners.

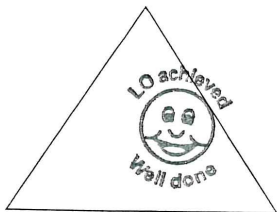
It has 4 sides.



This 2D shape is a circle.

It has 0 corners.

It has 0 sides.



This 2D shape is a Triangle.

It has 3 corners.

It has 3 sides.



This 2D shape is a rectangle.

It has 4 corners.

It has 4 sides.



This 2D shape is a pentagon.

It has 5 corners.

It has 5 sides.









This 2D shape is a Hexagon.

It has 6 corners.


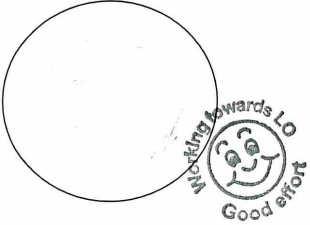




It has 6 sides.

Fantastic Kirsty 5/6 Spellings Correct

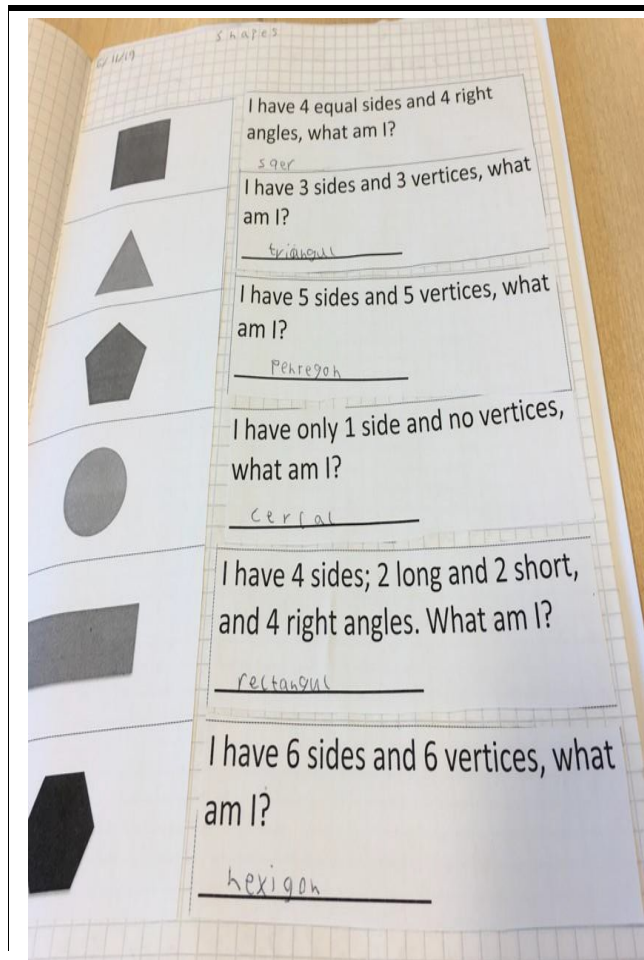
	<p>This 2D shape is a <u>square</u>.</p> <p>It has <u>4</u> corners.</p> <p>It has <u>4</u> sides.</p>
	<p>This 2D shape is a <u>circle</u>.</p> <p>It has <u>0</u> corners.</p> <p>It has <u>0</u> sides.</p>
	<p>This 2D shape is a <u>triangle</u>.</p> <p>It has <u>3</u> corners.</p> <p>It has <u>3</u> sides.</p>
	<p>This 2D shape is a <u>rectangle</u>.</p> <p>It has <u>4</u> corners.</p> <p>It has <u>4</u> sides.</p>
	<p>This 2D shape is a <u>pentagon</u>.</p> <p>It has <u>5</u> corners.</p> <p>It has <u>5</u> sides.</p>
	<p>This 2D shape is a <u>hexagon</u>.</p> <p>It has <u>6</u> corners.</p> <p>It has <u>6</u> sides.</p>

21/1/20

4/6 Correct Amazing Phonics
Work Aaron.

	<p>This 2D shape is a <u>square</u>.</p> <p>It has <u>4</u> corners.</p> <p>It has <u>4</u> sides.</p>
	<p>This 2D shape is a <u>circle</u>.</p> <p>It has <u>0</u> corners.</p> <p>It has <u>1</u> sides.</p>
	<p>This 2D shape is a <u>Triangle</u>.</p> <p>It has <u>3</u> corners.</p> <p>It has <u>3</u> sides.</p>
	<p>This 2D shape is a <u>rectangle</u>.</p> <p>It has <u>4</u> corners.</p> <p>It has <u>4</u> sides.</p>
	<p>This 2D shape is a <u>pentagon</u>.</p> <p>It has <u>5</u> corners.</p> <p>It has <u>5</u> sides.</p>
	<p>This 2D shape is a <u>hexagon</u>.</p> <p>It has <u>6</u> corners.</p> <p>It has <u>6</u> sides.</p>

Common errors before the phonics intervention



sqer

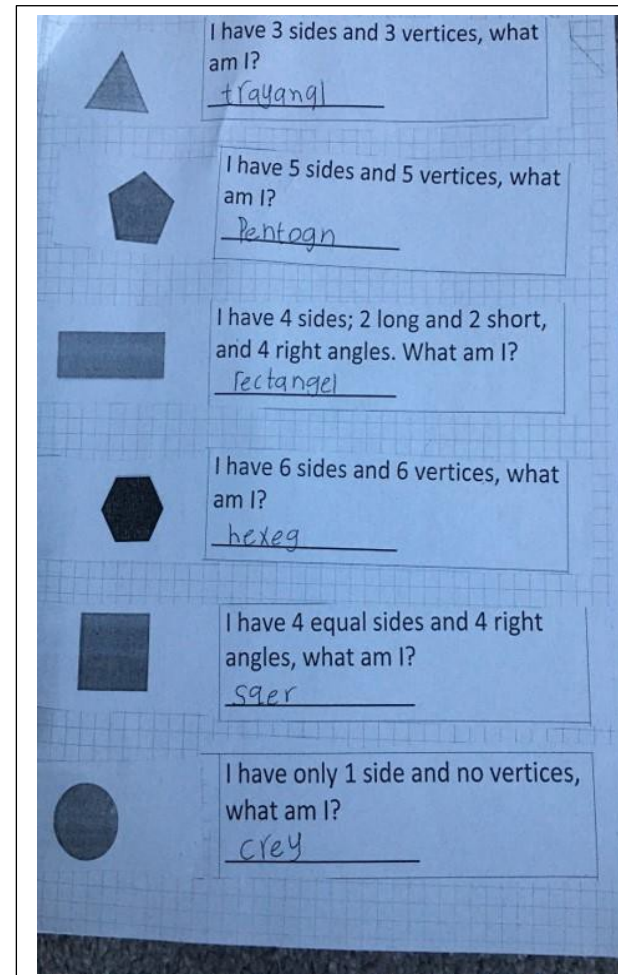
triangill

penregon

cercal

rectangul

hexigon



trayangl

pentogn

rectangel

hexeg

sqer

crey

The BIG picture?

Learners are exploring the different properties of different 2D shapes and identifying the names of these shapes and how to spell them accurately.

The 5 minute Lesson Plan

...print and scribble your way to Outstanding!

Appendix 10

Objectives

*All should be able to identify common 2D shapes and recognise their different properties. *Most should be able to identify how many syllables are needed to spell the 2D shapes *Some will be able to spell the 2D shapes correctly using the phonics tiles.

Engagement?

Match card activity
shape match card activity, including phonics tiles and whiteboards for spellings.

Stickability!

Identifying the syllables of each word and understanding what specific sounds are used to spell the 2D shapes.

Differentiation

Stretch task for more confident spellers, they will explore new shapes such as parallelogram, trapezium, octagon and oval. They will also be able to identify the properties of these shapes.

Level 4

Level 3

Level 7

Level 6



Square, circle, rectangle, pentagon, hexagon, triangle, parallelogram, oval, octagon, trapezium, syllables, angle, blending, graphemes.

along the way...

A f L

Whiteboards to check prior knowledge on syllables. Completion of the match card starter and identifying the properties of the 2D shapes. Reading the clue cards out correctly and using the phonics tiles to spell the 2D shapes correctly.



Teacher Led or Student Led?

Recap prior knowledge of syllables. The tutor will say out loud the 2D shapes and students will write on their whiteboards how many syllables each word has.



Learning Episodes

Teacher Led or Student Led?

Match card activity student led in pairs or small groups. Each student will read out loud a clue card and will try and match the correct picture shape to the clue card. Students will work together to discuss the properties of each 2D shape.

Teacher Led or Student Led?

Students will then use the phonics tiles to try and spell these key shapes accurately. Once they think they have the correct tiles in place they will say out loud the sounds and practice blending them together to make the word. They can then discuss if any changes need to be made.

Teacher Led or Student Led?

More able learners can explore new key words/shapes and try to spell the 4 new shapes of the day correctly (parallelogram, trapezium, octagon and oval). Once completed the students will write the new 10 2D shapes in their spelling books.

The Education Training Collective

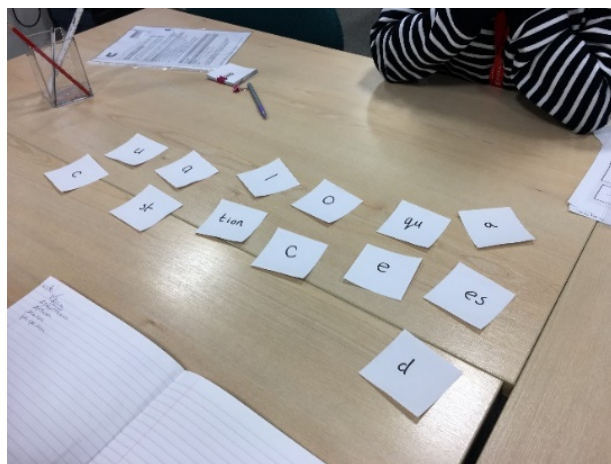
Appendix 8 (Case Study) - Foundation Level Learner's Progress



Dale¹ is a 17-year-old attending a Foundation Learning Programme designed to meet the needs of students who are not yet ready for a full-time programme within a particular vocational area or are unclear of their next steps. Students work towards an NOCN Entry Level qualification in Employment, Training and Personal Development.

He has a chequered history of low school attendance, underachievement and low motivation. As part of his course he is also taking maths and English qualifications which he studies in a small group supported by a Learning Support Assistant (LSA). He is keen to do well on his course, but often becomes frustrated when he cannot easily achieve or follow the concepts discussed in teaching sessions.

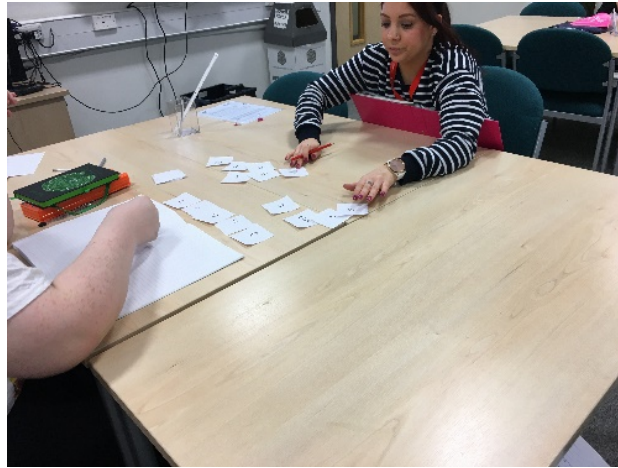
Since the project began his maths and English tutors have been using phonics-based approaches to help him with his English, in particular spelling, skills as he struggles with these.



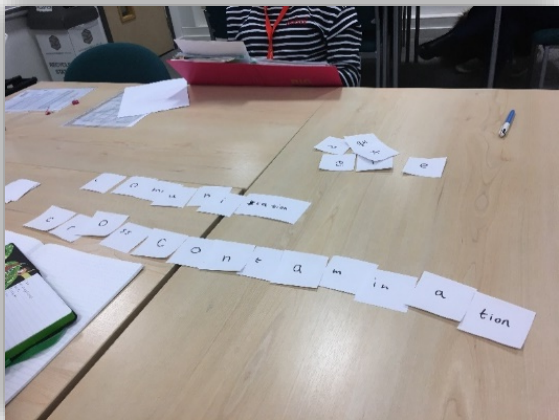
English is now his favourite subject, although he was often frustrated by his lack of progress at the beginning of the academic year. His enthusiasm for learning is demonstrated in the photos and video enclosed.

¹ A pseudonym has been used.

Working on the activity with his English Teacher



Success: Dale correctly spells out cross contamination to the delight of himself and his teacher



Appendix 9 – Learner feedback on phonics-based approaches

https://padlet.com/leanne_hill/k2nfcy5ho1p

The image shows a screenshot of a Padlet board. The board has a dark orange header with the text 'padlet' on the left and icons for 'REMAKE', 'SHARE', and other functions on the right. Below the header, the board is titled 'Phonics activities' with the subtitle 'Be empowered to spell'. The board is set by 'leanne_hill' and is 2 months old. The main content of the board consists of five white rectangular notes with black text, arranged vertically. The notes contain learner feedback on phonics activities. A pink circular button with a white plus sign is visible in the bottom right corner of the board.

padlet

leanne_hill · 2mo

Phonics activities

Be empowered to spell

It helped me seeing I only had a part of the word wrong, I'm going to concentrate on that now

It didn't make me feel better getting certain parts of the word right because I always want to get the whole thing right

I found it hard because I couldn't hear the separate words

I didn't like putting words into columns as it was confusing to think of the sounds

I liked the activity with 3 different sounds of ea because it was easy to think of words

Appendix 10 – Using phonics-based approaches in English

Tutor/teacher/lecturer/assessor	Date	Level
Rebecca Maynard	16/01/2020	Entry Level 3
Subject	Position in sequence/module (refer to scheme of work)	
Spelling Skills	Session <u>17</u> of <u>32</u>	
Learning intentions – aim/s of the session	Key issues that relate to this group/session. Further information can be found on the group profile. Include learning support if applicable.	
The aim of today's session is to focus on individual spelling skills using phonics.		
Measurable objectives	This is a high needs group and only has 5 learners due to this. Learners in this group need consistency and routine but have become confident with phonics, as we have been working on individual spelling skills for a few weeks now.	
<ul style="list-style-type: none"> • Identify syllables in words • Identify the sounds within a word to help spell the word • Complete a phonics activity using grapheme cards to spell words that end in 'tion' • Reflect on progress by completing an exit ticket at the end of the session. 	The learners are working well in their English sessions and have been part of the OTLA phonics project, which includes using phonics at a post 16 level to help with their spelling.	
Implementation	Impact – how will you check learning and understanding	
Introduction – rationale, re-cap or review	Check in point 1- can learners spell any of the words that end in 'tion' that have been planned for today's session. If learners can spell these words, I will give them a different word with the ending.	

<p>Learners have been struggling finding the correct ending for words. This activity will focus on the 'tion' ending to help them in their writing module.</p> <p>The planned words are:</p> <p>Education</p> <p>Station</p> <p>Location</p> <p>Action</p> <p>Question</p> <p>Learners have previously complete phonics activities in other sessions as well as learning the alphabet, consonants and vowel and syllables.</p>	<p>Check in point 2 – can learners identify how many syllables are in the word?</p> <p>Check in point 3 – can learners identify the first sound they hear in the word?</p> <p>Check in point 4 – can learners find the sound using the grapheme cards provided?</p> <p>Check in point 5 – are learners able to identify the correct ending?</p> <p>This should be continued for the rest of the sounds in the word until the learners have correctly spelt out the words using the grapheme cards.</p>
<p>Content – learning activities including differentiation, stretch & challenge and extension</p> <p>Learners will work at their own pace on this activity with the tutor or an LSA.</p>	<p>Misconceptions and mistakes are fine and learners should have full autonomy on this task – when you review the task with the learners it is then that you can discuss any errors and point them in the right direction.</p>
<p>Conclusion/review – have they achieved the objectives?</p> <p>There is a plenary activity to check that the objectives have been achieved with an exit ticket.</p> <p>Learners have been using exit tickets in previous class to review their own learning so this is normal procedure for these learners.</p>	