

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
POST-16 PHONICS APPROACHES AND NEURO DIVERSE/LDD
LEARNERS: BUILDING AN APPETITE FOR SPELLING**

Myerscough College

Myerscough College (2020) *Final Report on the OTLA Phase 6 (English) Project - Post-16 Phonics Approaches and Neuro Diverse/LDD learners: Building an appetite for spelling*. London: ETF.

© The Education and Training Foundation
(2020)

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 -



CLAIRE COLLINS
consultancy



Contents

Final Report - Post-16 Phonics Approaches and Neuro Diverse/LDD learners:	
Building an appetite for spelling	4
Appendix 1 - Scheme of Work: Phonics Project-Spelling challenge	10
Appendix 2 – Data Gather / Assessment Resources	15
Appendix 3 – Class resources	28
Appendix 5 – Teacher Reflections	62
Appendix 6 – Case Studies	68

Final Report - Post-16 Phonics Approaches and Neuro Diverse/LDD learners: Building an appetite for spelling

Myerscough College



This project aimed to implement a Post-16 Phonics approach for a cohort of post-16 learners with Neuro diverse or LDD needs, by building a positive learning environment in order to increase appetite for spelling. A 5-week spelling challenge was devised focusing on improving mindset and appetite for spelling.

Summary

Myerscough College and University Centre is one of the leading land-based and sports-specialist institutions in the UK. It also has a flourishing Foundation Learning area with over 180 students with Neuro Diverse, Learning Difficulty or Disability (LDD) needs and Social, Emotional and Mental Health needs.

From an initial analysis and observation of the learners that would be involved, it was clear that there were gaps in phonics knowledge. It was decided therefore that the approach taken would need to include tasks that enabled the gaps to be visible and identified and the sessions to have sufficient flexibility to attempt to fill those gaps, ensuring a solid foundation for post-16+ activities to be trialled.

A 5-week spelling challenge was devised focusing on improving mindset and appetite for spelling with a potential aim to improve capability. Each session would

use an initial task to help drive out gaps in phoneme/grapheme correspondences and enable knowledge build, if required before post-16+ tasks would be introduced. An initial data gather identified capability and mindset towards spelling, which was then re-taken at the end.

The key stakeholders in the project were Shelley Nicholson (Foundation Learning English teacher) and four support staff, who were supporting students in the classes included in the project cohort.

Rationale

Post-16 Phonics was designed for older learners who come to spelling with knowledge of life and prior experience of language. However, learners with Neuro Diverse and LDD issues have not always had this prior knowledge and understanding or have gaps in their basic code as a result. These gaps can range from single letter phoneme knowledge and simple phoneme/grapheme correspondences to basic code plus and complex phoneme/grapheme correspondences. However, the emphasis needed to be based on the Post-16 Phonics premise that where possible, we focus on the learners' oral knowledge and work with graphemes in the context of the whole word and not through isolated phonic sounds.

With this in mind, the project aimed to test the success of a Post-16 Phonics approach with neuro-diverse learners and identify the best way to take this forward for optimum learning and the potential for increased capability for this type of learner. This would include phonics knowledge-building activities when required, and post-16 activities identified from the Post-16 Phonics toolkit.

The project also looked at ways to promote a more positive mindset towards spelling and whether this would create a greater appetite and confidence in attempting to spell and thus aid and improve capability.

Approach

As the project focused on both developing capability and mindset it was important to set up a positive learning environment, where attempts to spell were praised and staff used positive language and reinforcement, encouraging students to do the same.

A total of four classes and 50 students took part.

Key assumptions about the approach included:

- Repetition of tasks/processes each week taking place to support both memory retention and ensure learners identified the link in the tasks they were doing, as it built on their prior learning week on week.
- Differentiated tasks would be available for differing learner levels and stretch and challenge.
- Learners would reflect each week and note down their thoughts and mindset in relation to the session and/or spelling.

The project approach was a five-week reflective learning programme that focused on spelling ability and the use of words in context, utilising Post-16 Phonics tasks.

Each week consisted of:

- Letter or digraph of the week
- An activity from the Post-16 Phonics toolkit (Figure 10c-1)
- Reflection on the lesson

In addition:

- Week 1 included an initial data gather (capability and mindset) – see Figure 10c-2, whilst
- Week 5 included an end data capture (as above).

For more detailed information please see:

- Appendix 1 – Phonics Scheme of Work (SoW)
- Appendix 2 – Data gather and assessment resources
- Appendix 3 – Session Resources

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

Professional values and attributes

The key professional learning outcome was the greater need for a flexible approach to phonics, ensuring learner need was met to ensure progression. This requires increased confidence from teacher and support staff to adapt their approach if current practice isn't achieving the required outcome whilst maintaining the positive learning environment and an atmosphere where it is acceptable to make mistakes.

Professional knowledge and understanding

Working collaboratively with support colleagues emphasised the need for up-to-date knowledge and practice of the phonics arena and the appetite to share the knowledge in a 360-degree approach with the sharing knowledge with support and vice versa. Obtaining up-to-date phonics knowledge of both initial (Department of Education & Skills, 2007) and Post-16 Phonics approaches (UCL IoE and ccConsultancy for the Education & Training Foundation, 2019) ensured understanding of how phonics knowledge is built in the primary sector and how that differs from the Post-16 Phonics toolkit. The Project drew on these sources to help fill any learner gaps in phonics knowledge with appropriate practices for the cohort. Whilst the premise of teaching the words and not isolated graphemes was the preferred method, isolated phonic sounds had to be used to ensure understanding.

Professional skills

Developing the combination of a positive learning environment and a reflective approach established an action research set. This was successful as thoughts and data gathered on a weekly basis from all sources (teacher/support/student) informed the following week's plan and highlighted any adapted practices (teaching/learning/assessment) required.

Evidence of improved collaboration and changes in organisational practices

The increased collaboration between teacher and support staff enabled a positive environment to be built that helped students to progress or improve their mindset towards spelling. The consistency of support allowed clearer relationships to be built and increased value in all staff views and purpose in sessions. Improved confidence about the role of support staff in the session had a positive impact on the attitude and appetite of the students.

As a result, the following key factors will be implemented:

1. Scheme of work will be updated for the area cohort to include:
 - Initial assessment of spelling ability, to ascertain phonic gaps, with adaptability in the teaching/support styles
 - Reflective approach to learning and assessment embedded in the process, with a view to gathering:
 - Views from students, support staff and teachers on the learning approach to ensure expectations are met and all are valued as having a contribution towards the practice in the classroom.
 - Both student and staff mindset towards assessment that allow innovative approaches to be identified.

NB: This practice would work best with consistency of support in the class to ensure relationship build and confidence in all parties.

2. Mindset shift to a natural positive learning environment to ensure this is the baseline expected at all times. This is to include sharing thinking on positive language and approach, to ensure inclusivity of all in the classroom environment and a positive learner environment by building an attitude that it is ok to make mistakes, as we can learn from them.

Evidence of improvement in learners' achievements, retention and progression

Teacher perspective

The teacher perceived a large improvement in appetite towards spelling. The learners became keener, as the weeks progressed, to attempt to spell words. They actively prepared to participate by asking what the letter of the week was, or for wipe-boards and pens, so they were ready. Learners who initially refused to try became more readily involved and started writing words on the wipe-boards. This was because of the positive learning environment and attitude of all staff involved, as the emphasis was on trying rather than spelling a word correctly first time. Also, repetition of spelling practice improved students' confidence and aided retention though required flexibility of approach and phonics knowledge, from staff, to ensure understanding. So improved spelling, however minimal, was a by-product.

See Appendix 5 for the teacher's reflection and diary.

Support staff perspective

All four support staff who were involved supported the teacher view and noted observation of an improvement of the students' confidence, mindset and appetite towards spelling.

In addition, support staff felt that they were able to allow these students more independence to complete the work themselves as the weeks progressed, as prior knowledge was being retained and used.

See Appendix 4 for responses from the Support staff reflective journals.

Student perspective

Overall reflective feedback from students who participated was very positive and all responded that they felt more confident about trying to spell. For a closer inspection of improvement three students were selected as case studies (Appendix 6).

Findings

Findings showed that students with prior knowledge of basic phonics were better able to take on board Post-16 Phonics and progress. The project identified those with gaps in basic phonics code and allowed practices and approaches to be amended to allow all students to have the option for progression.

In addition, using a reflective approach encompassing all involved (students, support staff, teacher) enabled a greater buy-in from all parties as it increased value in the learning environment and an improved mindset towards spelling.

Learning from this project

- There is benefit to allocating time to really focus on improving spelling ability with Neuro Diverse LDD learners. Given time constraints in lessons, these learners often end up copying the words spelt for them so this allowed the freedom to spell for themselves. Support staff reiterated the value as they saw the improvement, in both confidence and ability, outside the English classroom.
- Implementing a reflective practice was beneficial in the classroom by enabling greater buy-in to the tasks and activities of all involved, as they felt they were influencing what happened next. As all parties were invited to reflect and give feedback, the way forward was developed with a clearer idea of what is required to meet learner needs. Post project, a clearer idea of the reflective focus is understood and some areas of reflection would change to ensure that.
- Place more value on the knowledge and experience of support staff and give them a greater say in the classroom environment. This helps with reflection of what went well as support staff are working more closely with the learners and get a clearer picture of the effectiveness of the tasks and activities. Their participation also ensured a positive and effective learning environment.

The letter of the week activity showed repetition of tasks does have a positive impact. It ensured that learners knew what to expect and enabled any initial apprehension about spelling to be overcome through task familiarity. It also made learners think about vocabulary and prompted them to try to spell the words. This drew on their knowledge of phoneme/grapheme correspondences and helped to identify any gaps. As we analysed the board as a class, no learner felt singled out, and as the positive environment was embedded over time, learners were increasingly happy to talk through spelling mistakes. This allowed for flexible teaching to fill gaps in phoneme and/or grapheme knowledge. It also enabled peer learning because of the differences in verbal vocabulary of learners, so it stretched and challenged other learners to spell words they weren't able to verbalise themselves. It also opened up other opportunities for English teaching, such as use of capital letters and using words in context.

Appendix 1 - Scheme of Work: Phonics Project-Spelling challenge

Session	Topic	Session Breakdown (* to indicate if knowledge build (*KB) or post 16+ (*P16) phonics task	Objectives	Success criteria	Teaching hours
1	Introduction to the challenge Initial Data capture	<ol style="list-style-type: none"> 1. (*KB) Board challenge focusing on a letter of the week. This was the letter 'e' and used to encourage vocabulary, as learners were encouraged to write the words they knew that <u>started</u> with this letter. This encouraged learners to think about their verbal vocabulary and also encouraged an increased appetite to attempt spelling thus allowing the positive learning environment to be invoked and encouraged. 2. Mind-set star completed to assess initial thoughts and appetite of students towards spelling. 3. A spelling assessment based on the expected style for functional skills using the words set for the relevant functional skills level (E1-E3). This is to gather the initial capability level of students and give the foundation for progression. 4. An initial reflection on thoughts and appetite towards spelling. 	<p>By the end of the session, learners will have:</p> <ul style="list-style-type: none"> • Completed the mind-set star and page 1/week one of the reflective diary • Demonstrated their spelling ability by completing the assessment <p>KB knowledge build = task/s that would identify any gaps in phoneme/grapheme correspondences and allow those to be worked on by the individual or class, as required.</p>	<ul style="list-style-type: none"> • Buy in of students to the challenge • Positive language being used in the classroom • Successful interaction with the initial task and willingness to put words on the board • Completion of the initial data gather tasks. 	1

Session	Topic	Session Breakdown (* to indicate if knowledge build (*KB) or post 16+ (*P16) phonics task	Objectives	Success criteria	Teaching hours
2	Syllable knowledge and building	<p>1. (*KB) Board challenge focusing on a letter of the week, the letter 'f'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. (*KB or recap depending on group) Syllable knowledge: Interactive teach to encourage students to identify the number of syllables in a word and thus break down the components to aid spelling.</p> <p>3. (*P16) Syllable task: Differentiated task to identify the number of syllables in <u>words</u>, with a stretch and challenge task to come up with their own <u>words</u> based on an expected number of syllables. (Extension task: For E2 and above to use the words in context and produce sentences)</p> <p>4. Weekly reflection based on the session.</p>	<p>By the end of the session, learners will have:</p> <ul style="list-style-type: none"> • Demonstrated their knowledge of syllables • Spelt at least one multi-syllable word on their wipe-board • Identified the syllable content for at least 3 words • Completed week two of their reflective journal 	<ul style="list-style-type: none"> • Participation in the learning tasks involved. • Learners using positive language regarding the environment and spelling • Identifying words and focusing on vocabulary they know and learn from peers rather. • Attempting to spell words without fear of being wrong. 	1

Session	Topic	Session Breakdown (* to indicate if knowledge build (*KB) or post 16+ (*P16) phonics task	Objectives	Success criteria	Teaching hours
3	Syllable combining and word endings.	<p>1. (*KB) Board challenge focusing on a letter of the week, the letter 'g'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. (+P16) Syllable combining: Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected start with the letter of the week for familiarity and at least one should be selected from the board. This is introduced orally and then worked through in writing on the board. NB: Extension: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. (KB/*P16) Word endings: Interactive session looking at words identified in the board challenge and how we could change their usage by adding different endings.</p> <p>4. (*P16) Word Endings task: Differentiated task to consider which endings could be added to words. (Extension task: For E1 verbal discussion about using the words in context. For E2 and above to use the words in context and produce sentences)</p> <p>5. Mind-set star completed to assess current thoughts and appetite of students towards spelling.</p> <p>6. Weekly reflection based on the session. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> • Demonstrate your spelling ability by completing the syllable combining task and endings task • Spell at least one word using post it notes • Complete a mind-set star and week three of your reflective journal 	<ul style="list-style-type: none"> • Spelling mistakes made and accepted, then used as a point for class learning. • Actively identifying words and offering responses to spellings for tasks 1-3. • Active and willing participation in all the learning tasks involved. • Applying words they have spelt in context (verbally/written) • Attempting to spell words without fear of being wrong. 	1

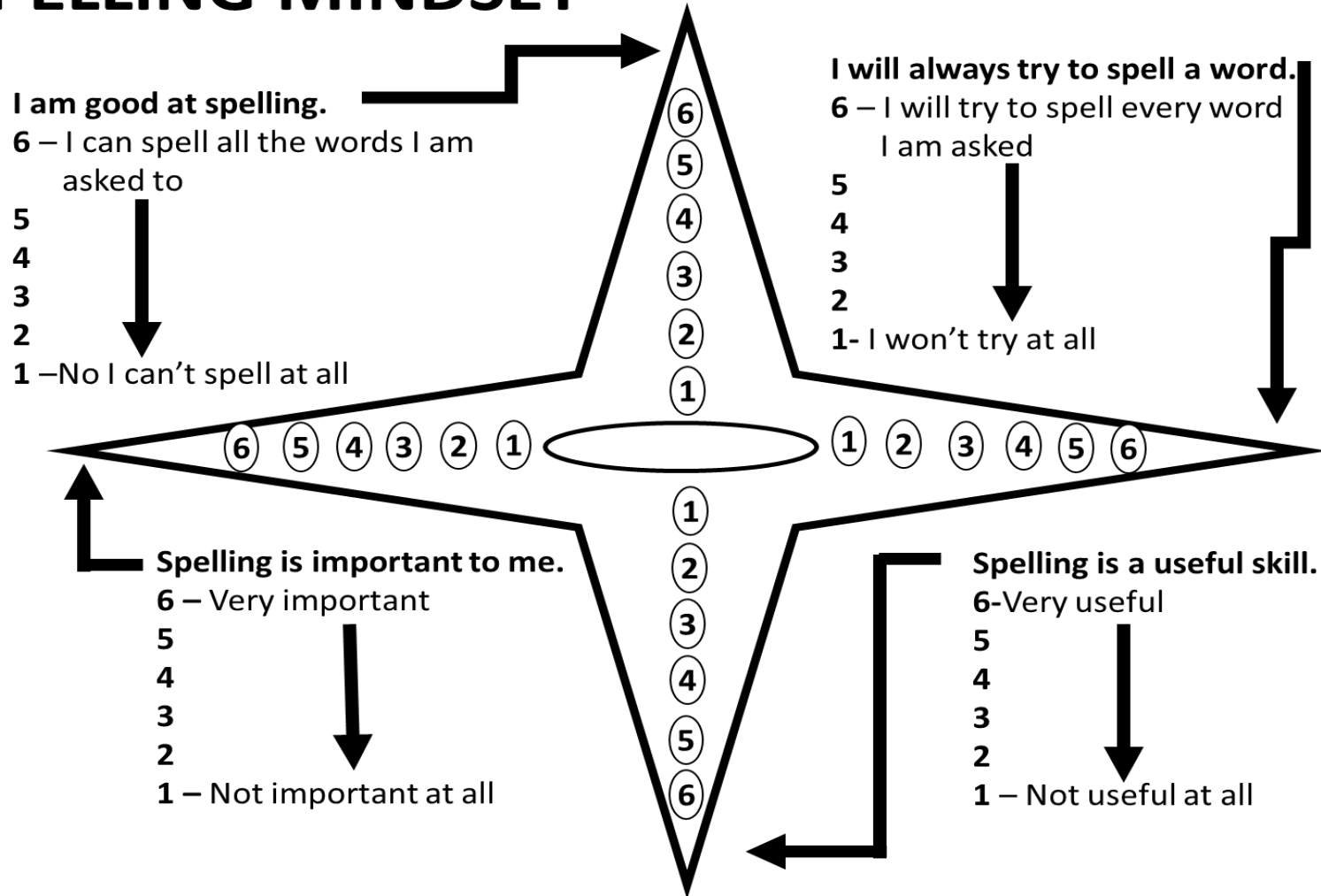
Session	Topic	Session Breakdown (* to indicate if knowledge build (*KB) or post 16+ (*P16) phonics task	Objectives	Success criteria	Teaching hours
4	Syllable combining and word stretching or sorting	<p>1. (*KB) Board challenge focusing on a digraph of the week, 'ch'. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>2. (+P16) Syllable combining: Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected start with the digraph of the week (ch) for familiarity and at least one should be selected from the board. This is introduced orally and then worked through in writing on the board. NB: Extension 1: Add different endings to the word, where relevant, to consolidate previous weeks task. 2: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. Differentiated exercise:</p> <p>For E1/E2 students- Word stretching using post it notes to build word links. (Resources: pre written post its) NB: Extension: Ask learners to use the words in context, written where possible.</p> <p>For E3 – word sorting using post it's and grouping words under the different phonic sounds for 'ea'. NB: Extension: Ask learners to use the words in context, written where possible.</p> <p>4. Weekly reflection based on the session. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> • Demonstrate your spelling ability by completing correctly 2 syllable combining words and adding endings • Spell at least one word using post it notes • Sorting at least 3 words to the correct grapheme sound • Complete week four of your reflective journal 	<ul style="list-style-type: none"> • Spelling mistakes made and accepted, then used as a point for class learning. • Actively identifying words and offering responses to spellings for tasks 1-3. • Active and willing participation in all the learning tasks involved. • Applying words they have spelt in context (verbally/written) • Attempting to spell words without fear of being wrong. 	1

Session	Topic	Session Breakdown (* to indicate if knowledge build (*KB) or post 16+ (*P16) phonics task	Objectives	Success criteria	Teaching hours
5	Syllable combining and end data capture	<p>1. (*KB) Board challenge focusing on a digraph of the week. This is a repeated task to improve confidence level through repetition of action. (See Week 1)</p> <p>However, this week the digraph is 'th' for E1/2 and can be at the beginning or end of the word. For E3 the digraph is 'ea' and this could be anywhere in the word.</p> <p>2. (+P16) Syllable combining: Group spelling challenge using wipe boards and differentiated words. Group are given a word and encouraged to identify the number of syllables and attempt to spell it. Words selected include the digraphs ('th' for E1/2 and 'ea' for E3) for familiarity and at least one should be selected from the board. This is introduced orally and then worked through in writing on the board. NB: Extension 1: Add different endings to the word, where relevant. 2: Ask learners to use the word in context. (Orally and in writing, where appropriate)</p> <p>3. A re-take of the initial spelling assessment based on the expected style for functional skills using the words set for the relevant functional skills level (E1-E3). This is to gather the current/end capability level of students and allow assessment of progress.</p> <p>4. Mind-set star completed to assess current thoughts and end appetite of students towards spelling.</p> <p>5. Weekly reflection based on the session. (Ask to complete in break if run out of time)</p> <p>6. Final reflection based on thoughts on spelling and confidence levels. (Ask to complete in break if run out of time)</p>	<ul style="list-style-type: none"> • Apply your spelling knowledge to correctly complete 2 syllable combining words and add endings • Demonstrate your spelling ability by completing the task • Complete the mind-set star and the final page of the reflective diary 	<ul style="list-style-type: none"> • Spelling mistakes made and accepted, then used as a point for class learning. • Actively identifying words and offering responses to spellings for tasks 1-3. • Active and willing participation in all the learning tasks involved. • Applying words they have spelt in context (verbally/written) • Attempting to spell words without fear of being wrong. • Completion of the end data gather tasks. 	1

Appendix 2 – Data Gather / Assessment Resources

1. Mind-set Star

SPELLING MINDSET



2a. Reflective Diary (E1-E2 learners)

REFLECTIVE



I think about how I can improve.

REFLECTIVE JOURNAL



SPELLING

NAME: _____



REFLECTIVE JOURNAL



INITIAL

Date:

I think spelling is... (easy/hard and why?)

What could make spelling easier?



REFLECTIVE JOURNAL



FINAL

Date:

I think spelling is....

Do you feel more confident trying to spell words?
Why?



REFLECTIVE JOURNAL



DATE:

In class today I...

It went....

I felt....

Next time I will...



REFLECTIVE JOURNAL



DATE:

In class today I...

It went....

I felt....

Next time I will...

2b. Reflective Diary (E3 learners)

REFLECTIVE



I think about how I can improve.

REFLECTIVE JOURNAL



SPELLING

NAME: _____



REFLECTIVE JOURNAL



INITIAL

Date:

I think spelling is... (easy/hard and why?)

Will you try to spell a word if you don't know it? Why or why not?

What could make spelling easier?



REFLECTIVE JOURNAL



FINAL

Date:

I think spelling is...

Do you have strategies you can use to try and spell a word? What are they?

Do you feel more confident trying to spell words? Why?



REFLECTIVE JOURNAL



DATE:

What did I do in today's lesson? Think spelling!

How did it go?

How did I feel about it?

What can I do differently next time?



REFLECTIVE JOURNAL



DATE:

What did I do in today's lesson? Think spelling!

How did it go?

How did I feel about it?

What can I do differently next time?

3a. Initial / Summative assessment (E1-learners)

NAME: _____

Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

What is his name?

his
hiss
hiz

1. _____ me a question?

assk
ask
asc

2. It is a nice _____.

dai
day
dae

3. My sister is _____ years old.

for
forr
four

4. The hill is very _____.

high
hi
hih

5. I have _____ sweets?

many
meny
mani

6. His family is _____ .

por
poor
porr

7. I _____ he is brave.

think
fink
thinc

8. _____ time is it?

wat
watt
what

3b. Initial / Summative assessment (E2-learners)

NAME: _____

Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

That's my favourite subject.

subject
subbjekt
subject
subjeckt

1. This is my _____.

adres
address
adress
adres

2. I _____ a fish.

court
cort
caught
corte

3. My brother is _____ years old.

forteen
forrteen
fourteen
fortean

4. The washing _____ is broken.

macheen
mashine
machine
masheen

5. What _____ does he play?

posishun
pozitian
position
porsition

6. I _____ I will clean my room.

promise
promiss
promis
promizz

7. Check your _____ is correct.

centence
sentence
sentens
centense

8. I have one _____ in my tea.

suga
shuga
sugar
shugar

9. I _____ he was older.

thort
forgt
thought
fort

10. The _____ was very happy.

wooman
woman
wuman
womn

3c. Initial / Summative assessment (E3-learners)

NAME: _____

Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

I go to college on Mondays.

colage
college
colaj
collage

1. I really _____ my teacher.

appreciate
apreciate
apreesiate
appreesiat

2. I want to join the _____.

comitee
committee
commity
comeety

3. Can I borrow your _____?

dicshunery
diktionery
dikshunary
dictionary

4. I would _____ him as clever.

discribe
descrybe
describe
deskribe

5. Your _____ is very important.

education
eduekation
educashun
edukashon

6. What _____ does he play?

posishun
pozitian
position
porsition

7. I hope we _____ for the cup.

qwalifie
kwalify
qualefie
qualify

8. I am hoping to _____ a present.

reseeve
recieve
receive
reeseive

9. I have one _____ in my coffee.

suga
shuga
sugar
shugar

10. I hit my _____ with a hammer.

fumb
thum
fumm
thumb

Appendix 3 – Class resources

1. Week 2-Differentiated Syllables task (based on Post 16+ Syllables task)

SYLLABLES E1

1. Put the words into the correct column, based on the number of syllables in each word.

WORDS	1 Syllable	2 Syllables	3 Syllables
can			
hello			
many			
together			
Monday			

2. Now come up with your own words based on the number of syllables showing.

SYLLABLES	WORDS
1	
1	
2	
2	
3	

SYLLABLES E2

1. Put the words into the correct column, based on the number of syllables in each word.

WORDS	1 Syllable	2 Syllables	3 Syllables	4 Syllables
letter				
everything				
guide				
probably				
idea				
musical				

2. Now come up with your own words based on the number of syllables showing.

SYLLABLES	WORDS
1	
1	
2	
2	
3	
4	

SYLLABLES E3

1. Put the words into the correct column, based on the number of syllables in each word.

WORDS	1 Syllable	2 Syllables	3 Syllables	4 Syllables	5 Syllables
bargain					
position					
qualification					
experience					
cough					
community					
therefore					

2. Now come up with your own words based on the number of syllables showing.

SYLLABLES	WORDS
1	
2	
2	
3	
3	
4	
5	

2. Week 3-Differentiated Word Endings task (based on Post 16+ Endings task)

WORD ENDINGS

See the word endings in the box below.



1. Look at the words below, which endings can you add to each word to make a new word?

E.g. rain = rained or raining

aim			
fill			
heat			
play			
sign			
wash			

2. Are there any other endings you can add to the word/s to make a new word?

3. Can you think of any other words that you can add any of these endings too?

4. Pick a word and write a sentence using it, then pick another.

(This can be the original word or the word with its new ending.)

Entry 1

WORD ENDINGS

1. Read the word endings in the box below.

ed	ing
er	ment

2. Use the words below, and decide which endings you add to each word to make a new word? E.g. rain = **rained** or **raining**

allow			
dress			
employ			
form			
lock			
ring			

2. Are there any other endings you can add to the word/s to make a new word?

3. Can you think of any other words that you can add any of these endings too?

4. For each word, write a sentence using it correctly.

(This can be the original word or the word with its new ending.)

Entry 2

WORD ENDINGS

1. Read the word endings in the box below.

ed	ing	er
ly	ment	

2. Use the words below, and decide which endings you add to each word to make a new word? E.g. rain = **rained** or **raining**

board			
employ			
encourage			
mournful			
order			
proof			
utter			

2. Are there any other endings you can add to the word/s to make a new word?

3. Can you think of any other words that you can add any of these endings too?

4. For each word, write a sentence using it correctly.

(This can be the original word or the word with its new ending.)

3. Week 4 - Word Stretching task E1/2 (based on Post 16+ Word stretching task)



Stretching
Words

Let's do this...


WORD STRETCHING

Write these letters on a post it and see how many words you can make.

d t s t n e i s

 If you found at least 1 word-well done!! 

4. Word Sorting E3 (based on Post 16+ Word sorting task)





Let's do this...

WORD SORTING

Look at the words on the post its, which one does the **ea** (grapheme) sound like?

beach bread break

Match them under the word with the same sound.

 If you matched at least 1 word-well done!! 

Appendix 4 – Support Staff Reflective Diaries

REFLECTIVE JOURNAL		REFLECTIVE JOURNAL	
INITIAL	Date: 13.11.19		
<p>Are you aware of phonics and phonic strategies to use in the classroom with students?</p> <p>YES / NO</p> <p>What strategies have you used or are aware of?</p> <p>Supported students with phonics using letters and sounds. Attended training on phonics and strategies previously, knowledge of graphemes, phonemes, etc.</p>		<p>How confident do you feel about supporting students to improve their spelling and mind-set towards spelling and why?</p> <p>Spelling:</p> <p>I'm quite confident as have previous experience, enjoy words, spelling and English Language.</p> <p>Spelling Mind-set:</p> <p>more aware. Hope to encourage them to improve their spelling and feel more confident about it, learning different strategies.</p>	
<p>Have you heard of post 16+ phonics?</p> <p>YES / NO</p> <p>If so, what is your understanding of it?</p>		<p>What could help you feel more confident about using phonics and phonics strategies when supporting students?</p> <p>More information on strategies for post 16 students.</p>	



REFLECTIVE JOURNAL



DATE:

13.11.19

What task was undertaken?

Spelling task.

**What did you do to support the student/s?
(Note the different ways and any changes in your support)**

Bleaded words sounding art
to break word down for students
to hear.
Some students needed words writing
on whiteboards.

What did you like about the task? Your support?

Enjoyed encouraging students to
try and hear sounds and achieve
words as best as they can.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

No frustrations.

**What would you differently next time?
(The task and/or your support)**

Possible use of sound mats.
Word book to increase vocabulary
and spellings.



REFLECTIVE JOURNAL



DATE:

20-11-19

What task was undertaken?

Syllables

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Showed them how to clap out the syllables in words together, and encouraged them to write down words on white boards, listening to letter sounds to build words.

What did you like about the task? Your support?

Supporting them to hear words and sounds, breaking words down to spell them. Give positive feedback. Encourage students to participate.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

No frustrations.

What would you differently next time?
(The task and/or your support)

Ongoing practice!



REFLECTIVE JOURNAL



DATE:

27.11.19

What task was undertaken?

word endings.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Discussed word endings given by tutor to add to words and their meanings. for example -ed -ing -ment. Supported them to complete worksheet. worksheets differentiated for some students.

What did you like about the task? Your support?

Enjoyed supporting them in their understanding and completion of worksheet.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Some find it harder to understand meanings of words and needed help to read them.

What would you differently next time?
(The task and/or your support)

Maybe another session to practise further.
Spent more time with individual students



REFLECTIVE JOURNAL



DATE:

4.12.19

What task was undertaken?

word sorting - different sound for 'ea'. Sorted post it notes into the different sounds depending on word. wrote 3 sentences.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

encouraged students to read out the words to hear the different sounds, then sort into 3 different groups. worked in pairs. Some needed more support than others.

What did you like about the task? Your support?

observing students trying to sound and say the words with more confidence, helping them to hear the different sounds and completion of task.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Thought the task was good, visual, involved students and worked together in pairs, so no frustrations.

What would you differently next time?
(The task and/or your support)

maybe to repeat as individuals, and continued practise.



REFLECTIVE JOURNAL



DATE:

4.12.19

What task was undertaken?

ch words,
word extension
word stretching with post it notes.

**What did you do to support the student/s?
(Note the different ways and any changes in your support)**

Supported students with thinking of words beginning with 'ch'. Then tutor selected some for word extension - ed-ing-er. Supported students in writing out words on post it notes, also verbally saying them in sentences.

What did you like about the task? Your support?

Noticed some students had remembered process from previous weeks, so were able to complete task more independently.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Possibly allowing more time for the task for some students.

**What would you differently next time?
(The task and/or your support)**

Maybe more discussion on meanings, past, present, future tense, when adding extensions.



REFLECTIVE JOURNAL



DATE:

11.12.18

What task was undertaken?

Redid spelling test that they did at the start, and another unseen one.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Read out some of the sentences, depending on need of students. Encouraged them to keep on task.

What did you like about the task? Your support?

I felt some students were able to complete the spelling test more accurately and with greater understanding.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Some students needed more time, and some more challenging words.

What would you differently next time?
(The task and/or your support)

To repeat tests frequently on sounds and spellings.



REFLECTIVE JOURNAL



FINAL

Date: 11.12.19.

During the project, what phonic strategies, if any, have you had to use in the classroom to ensure students understand what they are being asked to do? Try to help students focus on sounds in a word, blending and breaking words down, and how they can incorporate How has this impacted? it into their vocabulary. Helps to build confidence and learn skills to increase their knowledge.

Which post 16+ phonics task did you think was most effective?

using visual techniques, with post it notes, whiteboards, to word sort for different sound but same spelling. Why? eg 'ea'.

Students were able to say words and see how they were written, grouping them. Worked in pairs so encouraged communication.



REFLECTIVE JOURNAL



Has your confidence grown in supporting students to improve their spelling and mind-set towards spelling, if so how?

Spelling:

Confidence has grown in using different strategies to the needs of students.

Spelling Mind-set:

Students more positive about trying to spell words and having a go, increase in confidence.

Moving forward, what could help you to improve your phonic strategies when supporting students?

To continue to incorporate phonics into lessons? keep up to date personally with phonic strategies and support to students.

2. Reflective Diary – Support Staff 2

REFLECTIVE JOURNAL		REFLECTIVE JOURNAL	
INITIAL	Date: 13/11/19		
<p>Are you aware of phonics and phonic strategies to use in the classroom with students?</p> <p>YES / NO</p> <p>What strategies have you used or are aware of?</p> <p>Yes, but these have been var with key stage 1 children - starting with short vowel sounds and consonant sounds then moving to practise two / three letter blends.</p>		<p>How confident do you feel about supporting students to improve their spelling and mind-set towards spelling and why?</p> <p>Spelling: I feel confident but do feel not enough time is spent helping students to improve these skills.</p> <p>Spelling Mind-set: I'm looking forward to ^{helping to} change their mind set towards spelling & supporting them with strategies to help them to become more confident writers/spellers.</p>	
<p>Have you heard of post 16+ phonics?</p> <p>YES / NO</p> <p>If so, what is your understanding of it?</p> <p>No understanding of it but assume similarities of above</p>		<p>What could help you feel more confident about using phonics and phonics strategies when supporting students?</p> <ul style="list-style-type: none"> - a bigger incite into strategies to help post 16 & adults ^{adults} yp ^{yp} with learning difficulties. - a weekly session on phonics so that the students gain a firmer understanding. 	



REFLECTIVE JOURNAL



DATE: 13/11/19

What task was undertaken?

Spelling Challenge

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Sounding out words - breaking them into syllables.
- Supporting and encouraging students to complete a spelling challenge to assess their phonic knowledge and their confidence around this.

What did you like about the task? Your support?

The students enjoyed the tasks set and these were set to meet their needs. The tutor talked about spelling and remained positive throughout. The students were reminded that it was ok to make mistakes and not be able to spell a word.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

A lot of the students lacked confidence around spelling, and weren't willing to complete some of the tasks.

What would you differently next time?
(The task and/or your support)

Nothing



REFLECTIVE JOURNAL



DATE: 20/11/19

What task was undertaken?

Learned about syllables - different sounds within a word.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Support students to break down
and different words
Counting syllables within a word
Building their phonic knowledge

What did you like about the task? Your support?

The task was varied and kept the students interested.
The atmosphere is always very positive within the classroom



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

More time needs to be spent for the spelling challenge to have real impact.

What would you do differently next time?
(The task and/or your support)



REFLECTIVE JOURNAL



DATE:

4/12/19

What task was undertaken?

word extension - suffixes
word sketching - post its

What did you do to support the student/s?

(Note the different ways and any changes in your support)

Supported students to think of words
beginning with 'ch'

Looked at word extension - suffixes ed-
ing - er.

Helped to build sentences with the words.

What did you like about the task? Your support?

fun - less writing using post its - interactive
relevant - using the words within sentences



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

dialects - one young man's accent was
southern so altered how some words
were pronounced

What would you differently next time?
(The task and/or your support)

Maybe some work on tenses.



REFLECTIVE JOURNAL



DATE: 11/12/19.

What task was undertaken?

Word sorting - looking at the different sounds for 'ea'. Using post it notes sorted them into 3 different sounds.

What did you do to support the student/s? (Note the different ways and any changes in your support)

Encouraged the students to read out the different words containing 'ea' and to listen to the different sounds

What did you like about the task? Your support?

The students confidence has grown over the past 4 weeks and many students who were unwilling to engage initially are now enthusiastic about English and wanting to improve their knowledge.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

More time needs to be dedicated to this subject

Spelling is critical in communication and has a direct impact on employment opportunities.

What would you differently next time? (The task and/or your support)



REFLECTIVE JOURNAL



FINAL

Date: 11/12/19

During the project, what phonic strategies, if any, have you had to use in the classroom to ensure students understand what they are being asked to do?

Breaking words down into syllables and sometimes into short vowel /consonant sounds

How has this impacted? practising two / three letter blends. Looking at suffixes - word endings
e word stretching

Which post 16+ phonics task did you think was most effective?

I think they are all effective and should all be used to compliment each other. One strategy will not suit all students.
Why?



REFLECTIVE JOURNAL



Has your confidence grown in supporting students to improve their spelling and mind-set towards spelling, if so how?

Spelling:

Yes, finding out what the student knows and then building on this knowledge

Spelling Mind-set:

I have enjoyed seeing students become much more confident over the past 4 weeks. Their knowledge has increased and they are more willing to "have a go."

Moving forward, what could help you to improve your phonic strategies when supporting students?

Further training

3. Reflective Diary – Support Staff 3

REFLECTIVE JOURNAL

INITIAL **Date:** 13/11/19.

Are you aware of phonics and phonic strategies to use in the classroom with students?

YES / NO

What strategies have you used or are aware of?

I'm not sure of what they are called but I know about sounding out words and splitting words into syllables.

Have you heard of post 16+ phonics?

YES / NO

If so, what is your understanding of it?

REFLECTIVE JOURNAL

How confident do you feel about supporting students to improve their spelling and mind-set towards spelling and why?

Spelling: I feel quite confident but think that students in FE do not have enough time to work on their spelling/phonics.

Spelling Mind-set: I am confident with my own spelling and enjoy motivating students and improving their confidence in learning.

What could help you feel more confident about using phonics and phonic strategies when supporting students?

- Learning more about different strategies
- Doing more phonics work in class with students.
- Learning about differentiating phonic tasks for different student abilities.



REFLECTIVE JOURNAL



DATE:

13/11/19.

What task was undertaken?

Spelling Task
Spelling Challenge

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Sounding out words
- encourage students to complete Spelling challenge to the best of their abilities.
- Broke down task instructions to aid understanding.

What did you like about the task? Your support?

- There was a good variety of tasks to keep the students interested.
- The tasks were introduced by the tutor in a very positive way to motivate the students.
- The students responded well to support.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

- Some students were not very confident about their spelling abilities and did not do the tasks as well as they could have done.
- Some students needed more support and it was difficult to give everyone enough time to complete the tasks fully.

What would you differently next time?
(The task and/or your support)

- I now understand more about the different students and the support they require so will be able to adapt my strategies accordingly.
- I will try to work with the same group of students in each class so I can provide the support they require, as I know them better.



REFLECTIVE JOURNAL



DATE:

20/11/19.

What task was undertaken?

Syllables - breaking words up to be able to spell them more easily.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Used actions (clapping, robot etc) to break words into syllables.
- Repeated task instructions.
- Prompted students to stay on task

What did you like about the task? Your support?

- Everyone enjoyed getting involved in the actions (clapping, robot)
- Students were getting more confident with spelling words when they were broken into syllables.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

- I did not get to work with the same students as the week before due to less support staff being in the room and therefore it was difficult to provide them with the strategies they required, straightaway.

What would you differently next time?
(The task and/or your support)

- I now know even more students in the group and understand more about their spelling abilities and will be able to be more confident with the support provided.



REFLECTIVE JOURNAL



DATE:

27/11/19

What task was undertaken?

Endings.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Sounding out words
- Encouraged students to participate in putting words on the board.
- Encouraged students to think about suffixes on words.

What did you like about the task? Your support?

- Students were engaged with their learning.
- Students were starting to use more words in their writing.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

- There were some students still struggling to read the words and therefore this made spelling more difficult for them.

What would you differently next time?
(The task and/or your support)

- Try to spend more time with students who were struggling with reading the words.



REFLECTIVE JOURNAL



DATE:

4/12/19.

What task was undertaken?

ch words
stretching words.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Sounding out words.
- Encouraging students to split words into syllables.
- Prompted students to complete tasks to the best of their ability.

What did you like about the task? Your support?

- I could see that the students were progressing with their spelling abilities.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

- I felt that some tasks had to be rushed due to lack of time in the lesson. eg the reflective journal at the end of the lesson

What would you differently next time?
(The task and/or your support)

- I would make sure there was enough time provided at the end of the lesson to complete the journals



REFLECTIVE JOURNAL



DATE: 11/12/19.

What task was undertaken?

Spelling Task (Spelling Challenge (final))

What did you do to support the student/s?
(Note the different ways and any changes in your support)

- Sounding out words
- Repeated task instructions
- Prompted students to stay on task
- Praising students on their efforts.

What did you like about the task? Your support?

- I could see students sounding out words more easily
- Students were more confident with their spellings.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

- I think there could have been a lot more improvements if the sessions continued for more weeks.
- I feel that the students may lose their new skills if they do not practice them regularly.

What would you do differently next time?
(The task and/or your support)

- Nothing.



REFLECTIVE JOURNAL



FINAL

Date: 11/12/19.

During the project, what phonic strategies, if any, have you had to use in the classroom to ensure students understand what they are being asked to do?

Sounding out words
Stretching words
Breaking words into syllables.

How has this impacted?

Some students used these strategies when spelling words and were able to spell more words at the end of the project.

Which post 16+ phonics task did you think was most effective?

Sounding out and breaking words into syllables.

Why?

The students really engaged in using actions to break the words down



REFLECTIVE JOURNAL



Has your confidence grown in supporting students to improve their spelling and mind-set towards spelling, if so how?

Spelling: Yes, I sometimes felt that going back to basics was not the right approach but it does work for students at this level.



Spelling Mind-set:

I am now a lot more confident in using strategies and I think this confidence is

Moving forward, what could help you to improve your phonic strategies when supporting students?

- I would like to learn about more formal phonic strategies.
- I could do some research on proven successful methods.
- Sharing of best practice ^{between} with English tutors and support staff.

4. Reflective Diary – Support Staff 4

REFLECTIVE JOURNAL 		REFLECTIVE JOURNAL 	
INITIAL	Date: 20/11/19	<p>How confident do you feel about supporting students to improve their spelling and mind-set towards spelling and why?</p> <p>Spelling:</p> <p>O.K in a classroom setting within a structured lesson.</p> <p>Spelling Mind-set:</p> <p>O.K with encouraging the student and supporting them with their confidence to have a go.</p>	
<p>Are you aware of phonics and phonic strategies to use in the classroom with students?</p> <p>YES / NO</p> <p>What strategies have you used or are aware of?</p> <p>Only to spell out the word using phonics whilst reading a text.</p>		<p>What could help you feel more confident about using phonics and phonics strategies when supporting students?</p> <p>Being taught the right strategies to use especially when supporting S.G.W students.</p> <p>Being able to adapt them to the different levels of support.</p>	
<p>Have you heard of post 16+ phonics?</p> <p>YES / NO</p> <p>If so, what is your understanding of it?</p> <p>To teach phonics in a way that accounts for their maturity and past experiences.</p>			

**DATE:**

20/11/19

What task was undertaken?

Learning Syllables
 Breaking down the word into
 syllables, making it easier to spell

**What did you do to support the student/s?
 (Note the different ways and any changes in your support)**

Firstly we clapped out
 the words counting how
 many syllables, when the student
 was used so that we even
 tried humming over.

What did you like about the task? Your support?

I liked that the student was
 happy to join in and that they
 found that clapping out the
 word they were able to count
 out the syllables.

**What frustrated you about the task? Your support?**

Student lacking confidence
 to have ago at what they
 think and not to rely on being
 told the correct spelling.

**What would you differently next time?
 (The task and/or your support)**

Encourage a bit more
 independence



REFLECTIVE JOURNAL



DATE:

27/11/19

What task was undertaken?

word endings

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Assisted the student
with sounding out the words.
encouraging the students
to have a go.

What did you like about the task? Your support?

I liked that the student had
a white board so they could
write out the word and then
add the different endings to see
if they made a new word, giving the

student control.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Some students are still
in the mindset, that they
need to spell it correctly
first time, relying on support
to get the word right.

What would you differently next time?
(The task and/or your support)

Encourage the students to
have more confidence in
themselves.



REFLECTIVE JOURNAL



DATE:

4/12/19

What task was undertaken?

CH words

Stretching words

What did you do to support the student/s?
(Note the different ways and any changes in your support)

Reminded students of the skills that they have gained to work out the spellings starting with breaking the words into syllables.

What did you like about the task? Your support?

I like how the lessons are linked, how students are using and extending their knowledge learnt in previous lessons.
I liked how students were given letters on cards to have around to spell words.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

More time was needed for some students to experiment with the letter cards

What would you differently next time?
(The task and/or your support)

Give the students more time to play around with the letters, learning by experimenting with the letters.



REFLECTIVE JOURNAL



DATE:

11/12/19

What task was undertaken?

Spelling Challenge
The words.

What did you do to support the student/s?
(Note the different ways and any changes in your support)

I gave encouragement
I felt that the students
needed less support, and
were able to do the task
independently

What did you like about the task? Your support?

I liked how it showed
that the students have
gained skills in their
spelling abilities and greater
confidence.



REFLECTIVE JOURNAL



What frustrated you about the task? Your support?

Some students were able to
complete the task quicker than
others. Less able students needed
more time to think about the
spellings and time to make and
think about their mistakes
One student would become upset
if unable to keep up.

What would you differently next time?
(The task and/or your support)

Allow more time for students
to think about their answers
Split the group into their
abilities, lessen the pressure
on certain students.



REFLECTIVE JOURNAL



FINAL

Date: 11/12/19

During the project, what phonic strategies, if any, have you had to use in the classroom to ensure students understand what they are being asked to do?

Reminding students to start with breaking the word into syllable first to spell the word.
How has this impacted?

It has given the student the tools to work out the spellings and to have a go.

Which post 16+ phonics task did you think was most effective?

I found the syllables task the most effective, as it gave the student a good basis to use when trying to spell any word.
Why?

It enabled the student to have greater independence in spelling out the words.



REFLECTIVE JOURNAL



Has your confidence grown in supporting students to improve their spelling and mind-set towards spelling, if so how?

Spelling: I have a little more confidence to step back and allow students to have a go.

Spelling Mind-set:

It is ok to have a go, thinking that you can't spell is a massive barrier to having a go.

Moving forward, what could help you to improve your phonic strategies when supporting students?

Attending training to learn more strategies and ways to support SEN students.

Appendix 5 – Teacher Reflections



REFLECTIVE JOURNAL



TEACHER

NAME: Shelley Nicholson

**INITIAL****Date: 13.11.19**

What are your initial expectations for the phonics project?

1. I am hoping that the outcomes will give me a clearer steer on how to take phonics forward for this type of learners.
2. An answer as to whether post 16+ phonics is correct for this type of learner and that the strategies work and are beneficial to the progress and growth of these learners.
3. Some level of progression for all the learners involved, in either capability or mind-set /appetite for spelling.

What strategies are you planning to use and why?

I'm planning to use a number of strategies and tasks taken from the Post 16+ phonics handbook, and approach the learning and recap with a questioning approach to gauge what understanding they have currently. From this I intend to be flexible and knowledge build (KB) if needs be. However, I am expecting that there will be gaps in phonic knowledge, particularly with the lower level (E1) learners, so I may have to add in more knowledge build or adapt my methods for this. I intend to start the challenge with a task they have done before, which is a board challenge vocabulary builder, so there is familiarity.



How confident do you feel about leading on phonics learning and guiding students to improve their spelling and mind-set towards spelling and why?

Spelling:

I'm feeling apprehensive about the Post 16+ phonics tasks and approach re words not sounds, as it's new and I'm still learning. Also, if I will be able to fill any gaps in phonic knowledge and enable progression.

Spelling Mind-set:

I feel quite confident re mind-set. The support staff and I have discussed the approach to this and feel between us we can achieve a positive learning environment thus enabling all to improve their mindset and appetite.

What could help you feel more confident about using phonics and phonics strategies when teaching students?

More research into both Post 16+ and Letters and sounds (Primary curric approach) so I can have more flexibility in my approach.

Speak to staff with more phonics knowledge and knowledge share.

**SESSION DATE:**

13.11.19

Expectations:

I'm hoping the learners will buy in to the challenge and they readily participate in the task and the initial data gather. Also, that the board challenge will feel familiar and will help them to accept that we are focusing on spelling.

Reflection:

All 4 sessions went relatively well. There were a number of learners that didn't want to engage as it was spelling, however we (support staff and myself) gently encouraged them to try.

The board challenge worked well as a knowledge builder as it met Post 16+ as it focused on words not sounds however it identified the gaps in learner knowledge.

The mind-set star was difficult to complete for the learners as I felt a number were putting what they thought we wanted to see. This was the same in the reflective diaries so we encouraged them to be truthful and put how they really felt. This seemed to work as some did put down thoughts that showed all was not great in their thinking at the moment.

**SESSION DATE:**

20.11.19

Expectations:

This lesson I was introducing a post 16+ task looking at syllables, however I need to first ascertain knowledge of syllables. I'm expecting all will know what a syllable is.

Reflection:

Very few learners were able to work out syllables so I had to teach the knowledge. However I then had to change tactics and incorporate the clapping method for syllables as the learners were not able to break the words down verbally and say how many syllables there were. I tried to introduce other ways of breaking that I felt were more appropriate to a post 16 learner e.g. humming the word, however this didn't work.

Once the clapping method was introduced the learners were fine with syllabic breakdown and worked well with the P16 syllable task.

Next week I need to make sure I have tactics up my sleeve in case this happens again with other knowledge areas.

**SESSION DATE:**

27.11.19

Expectations:

I'm hoping the learners will have retained the syllable knowledge from last week so they can get involved in syllable combining and endings tasks.

I'm hoping there is a change in mind-set when the stars are completed and there will be some travel on the confidence in their spelling abilities.

Reflection:

The board challenge went well and learners are asking or looking for pens and boards to participate. However when we started the syllable combining task, most learners could not remember what a syllable was until I clapped. So need to make sure there is something I can do for each task /knowledge build to ensure they can recall the learning.

The spelling combining went well in all sessions as I used it in two ways, one to practice spelling and share knowledge of the words but also to improve the learning environment by showing it's ok if they didn't spell all the word correctly it was about trying and praising the syllabic [parts that they did get right.

Word ending/suffixes went really well as we worked on it orally as a group to start with and the support staff were involved in coming up with words and thinking about endings, so it created a action learning set.

**SESSION DATE:**

04.12.19

Expectations:

In this lesson I differentiated between the E1/2 groups and the E3 group as I was introducing a more difficult concept. I am expecting the lower level session to go ok and there to be retention from last week. However, I was more nervous about the E3 lesson as we were looking at digraph ea and the different phonemes it has.

Reflection:

Learner retention was good in all sessions, however still needed to clap regarding syllables for the E1 and some of the E2s, so they could recall what they were doing.

Word stretching worked really well as the learners enjoyed working with the post it notes and ordering them. (P16+ task so that's good).

The word sorting task went better than I hoped as the E3s grasped the concept of the different phone for the same grapheme. It was very noisy as they were all saying the words aloud however it was a fun session that was clarified with them using the words in context.

I will definitely use both of these tasks with learners as they both worked really well.



REFLECTIVE JOURNAL



SESSION DATE:

11.12.19

Expectations:

I'm nervous about this lesson as after we have practiced spelling with the syllable combining it was the end data gather to see if the approaches had created progression. RE: Mind-set: I have visibly seen the appetite improve and learners are asking prior to the lesson what the letter/s will be on the board.

Reflection:

All 4 sessions went really well at the start, the learners are engaged and actively participating in the board challenge and the syllable combining. Their memory retention was good today as I didn't have to remind anyone what syllables were or suffixes they immediately clapped and got on with it.

The spelling task assessment was met with no objection and all learners just accepted it and undertook it without comment. None of us helped the learners so they could be independent, except for certain learners whose reading ability isn't strong enough. I was happy with the approach taken and the learner involvement.

**FINAL****Date: 11.12.19**

Did the project meet your initial expectations?

Yes for all 3 of my initial expectations.

Explain how?

1. I am clearer about phonics practices in the classroom and feel I have more flexibility in approach. Through the project I have realised that there will be phonics knowledge differentiation and I will have to add in knowledge build where possible to fill in gaps.
2. Yes, post 16+ phonics works with these learners, particularly if they are higher level (E3), however this might include practices that are more relevant to initial phonics learners e.g. clapping syllables because it need to be straightforward for some learners.
3. All learners involved progressed in some way, not always a huge progression but some movement and all became more confident in their own spelling abilities.

Which post 16+ phonics task did you think was most effective ?

Syllable combining: the building of words by breaking down the sounds.

Why?

Learners engaged well with this, once they understood the concept and how it relates to spelling words. They saw the benefit of breaking the word down and approaching thje spelling through each syllable.



Has your confidence grown in teaching students to improve their spelling and mind-set towards spelling, if so how?

Spelling:

Yes, massively. I feel quite competent in including spelling tasks (post 16+) into my classes and have done so more readily in all my classes, mainstream and ND/LDD classes. I feel far more confident at being flexible in my approach and being able to come up with ways to build gaps in phonics knowledge e.g. building knowledge of phoneme/grapheme correspondences

Spelling Mind-set:

I feel like it has consolidated the practices I use to build confidence and that I and the support staff are using the right approach to building confidence and appetite.

Moving forward, what could help you to improve your phonic strategies when teaching students?

I think continued upskill in phonics practices, utilising the post 16+ toolkit and looking at improving basic code for phonics.

Building my own toolkit for strategies to use in the classroom, including resources to support it.

Appendix 6 – Case Studies

Case Study 1: 21-year-old male with a genetic disorder and significant learning difficulties – Working towards Entry Level 1 Functional skills

Reflective thoughts

The learner's key thought at the initial stage was he could not spell as he just copies words others write down for him, albeit from him communicating the words verbally. As a result, the learner was encouraged to write and attempt to spell independently. The learner's final reflective comment, when discussed with him, was that spelling was good but hurt his hand, because he wasn't used to using it as much. Most importantly, he felt more confident in spelling for himself.

<p>REFLECTIVE JOURNAL</p> <p>SPELLING</p> <p>NAME: Case Study 1</p>	<p>REFLECTIVE JOURNAL</p> <p>INITIAL: _____ Date: 30/1/10</p> <p>I think spelling is... (easy/hard and why?) hard bec dde I can't spell. Just copy words written on me.</p> <p>What could make spelling easier? Practice more.</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 30/1/10</p> <p>In class today I... o/b ny Spelling</p> <p>It went... well</p> <p>I felt...</p> <p>Next time I will...</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 31/1/10</p> <p>In class today I... copying</p> <p>It went... well</p> <p>I felt... Good</p> <p>Next time I will...</p>
---	--	--	---

<p>REFLECTIVE JOURNAL</p> <p>DATE: 04/2/10</p> <p>In class today I... copy words and paste on them</p> <p>It went... well</p> <p>I felt... good</p> <p>Next time I will... write more</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 11/2/10</p> <p>In class today I... writing</p> <p>It went... well</p> <p>I felt... good</p> <p>Next time I will... try hard</p>	<p>REFLECTIVE JOURNAL</p> <p>FINAL Date:</p> <p>I think spelling is... good hard</p> <p>Do you feel more confident trying to spell words? Why? Yes</p>
---	--	--

Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 3 words out of 10, with some support from a member of staff. Completing the same assessment at the end of the project, this learner correctly selected 3 words out of 10 (2 of which were different words to the initial assessment), however this was completed independently, showing an improvement in his capability, particularly to work unaided.

Initial data (Initial assessment) – 13.11.19

13.11.19

SPELLING CHALLENGE – INITIAL 1

NAME: Case Study 1 - Initial Assessment

Choose the correct word to complete each sentence.
Write the word in the gap.

The first one has been done for you.

Example:
What is his name? his
hiss
hiz

1. ask me a question? ✓ assk
ask
asc

2. It is a nice boy. ? dai
day
dae

3. My sister is te years old. ✗ for
forr
four

4. The hill is very nigh. ✓ high
hi
hih

SPELLING CHALLENGE – INITIAL 1

5. I have mani sweets. ✗ many
meny
mani

6. His family is porr. ✗ por
poor
porr

7. I thin he is brave. ? think
fink
thinc

8. what time is it? ✓ wat
watt
what

(3/8 sw)

End data (Retake of initial assessment) – 11.12.19

11.12.19

SPELLING CHALLENGE – INITIAL 1

NAME: Case Study 1 - (END ASSESSMENT)

Choose the correct word to complete each sentence.
Write the word in the gap.

The first one has been done for you.

Example:
What is his name? his
hiss
hiz

1. ask me a question? ✓ assk
ask
asc

2. It is a nice boy. ✗ dai
day
dae

3. My sister is tom years old. ✗ for
forr
four

4. The hill is very hi. ✗ high
hi
hih

SPELLING CHALLENGE – INITIAL 1

5. I have many sweets. ✗ many
meny
mani

6. His family is poor. ✓ por
poor
porr

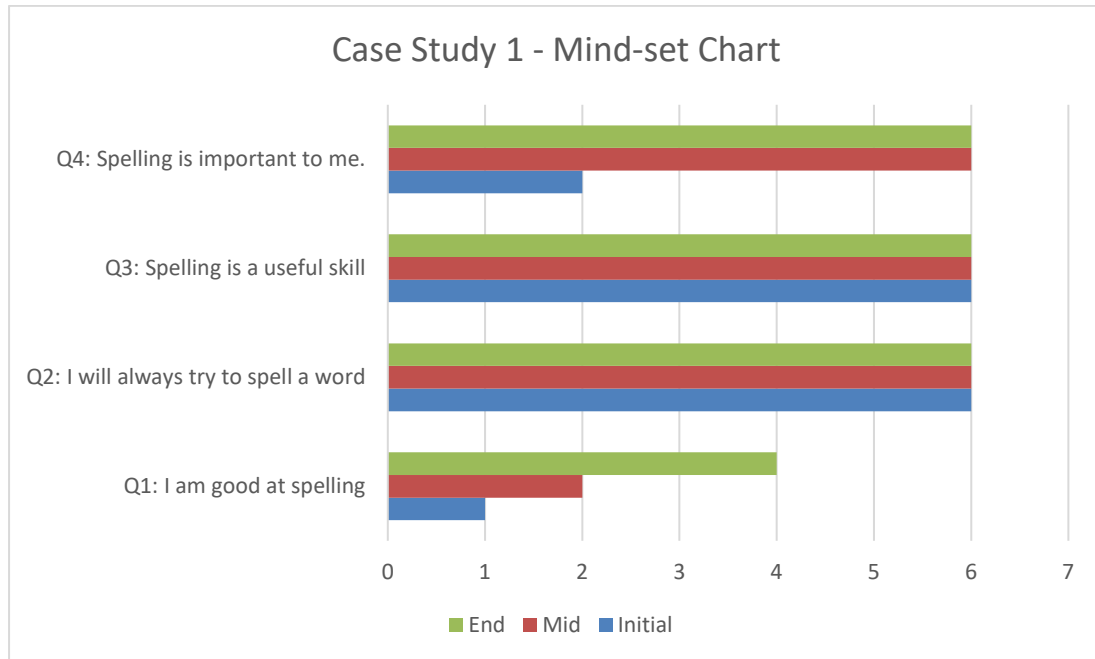
7. I think he is brave. ✓ think
fink
thinc

8. what time is it? ✗ wat
watt
what

(3/8 sw)

Mind-set mapping

This learner started out with a positive mind-set towards spelling however he didn't feel it was important to him. This is supported by his reflective view that he didn't spell he just copied. However, as he was allowed to write and spell himself, the importance he attached to spelling increased. In addition, his confidence improved in his own ability to spell as he was undertaking the work independently.



Teacher/Support staff comments

This learner has very poor fine motor skills and as a result he often doesn't get the time needed to work independently. So, it was important to let him try this.


In addition, there were significant gaps in his phoneme/grapheme correspondences due in no little part to his limited verbal communicative ability, however he responded well to working on those gaps and looking at words that applied those gaps.

Whilst the improvements weren't substantial, it was all his own work. The confidence he had as a result of being given the opportunity was tremendous and his appetite to try was impressive. In sessions, he was very keen to be involved and always asked for a wipe-board and pen so he could participate.

Case study 2: 20-year-old female with Cerebral Palsy - working towards Entry Level 2 Functional skills.

Reflective thoughts

The learner's key thought at the initial stage was she finds it easy and hard but using whiteboards or electronic equipment, e.g. I-pads, helps with writing. Due to tiredness after working hard in the lesson, the learner had the rest of her reflective comments scribed for her. However, her final comment was she thinks spelling is important and she feels more confident about trying to spell.

<h1>REFLECTIVE JOURNAL</h1>  <h2>SPELLING</h2> <p>NAME: Case Study 2A</p>	<p>REFLECTIVE JOURNAL</p> <p>INITIAL Date: 13.11.19</p> <p>I think spelling is... (easy/hard and why?) Easy sometimes but I also find it hard</p> <p>What could make spelling easier? Use whiteboard Psp. stuff I pad</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 20.11.19</p> <p>In class today I... SPENT words being written and learnt about syllables</p> <p>It went... O.K.</p> <p>I felt... like I had learnt something</p> <p>Next time I will... hope to learn more about something different</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE:</p> <p>In class today I... learnt about word endings spelling</p> <p>It went... well</p> <p>I felt... O.K.</p> <p>Next time I will... work faster</p>
---	--	---	--

<p>REFLECTIVE JOURNAL</p> <p>DATE: 4/12/19</p> <p>In class today I... Made words from letters Did the letters CH on board word endings</p> <p>It went... good.</p> <p>I felt... O.K.</p> <p>Next time I will... Try to make more words and write my sentences.</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: 11/12/19</p> <p>In class today I... did th words and endings spelling challenge</p> <p>It went... O.K.</p> <p>I felt... good.</p> <p>Next time I will... try and put more words on the board as I could only think of 3.</p>	<p>REFLECTIVE JOURNAL</p> <p>FINAL Date: 11/12/19</p> <p>I think spelling is... Important</p> <p>Do you feel more confident trying to spell words? Why? Yes</p>
--	---	---

Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 4 words out of 10. Completing the same assessment at the end of the project, this learner correctly selected 6 words out of 10. This was particularly good as the final assessment was completed independently.

Initial data (Initial assessment) – 13.11.19

SPELLING CHALLENGE – INITIAL 2

NAME: Case Study 2: Initial Assessment

Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

That's my favourite subject.

Subject
subbjekt
subjekt
subject

- This is my address.
address
address
address
adres
- I caught a fish.
court
cort
caught
corte
- My brother is fourteen years old.
forteen
forrteen
fourteen
fortean
- The washing machine is broken.
macheen
maschine
machine
masheen

13.11.19

SPELLING CHALLENGE – INITIAL 2

- What position does he play?
posishun
pozitian
position
porstion
- I promise I will clean my room.
promise
promiss
promis
promizz
- Check your sentence is correct.
centence
sentence
sentence
centense
- I have one sugar in my tea.
suga
shuga
sugar
shugar
- I thought he was older.
thort
forht
thought
fort
- The woman was very happy.
wooman
woman
wuman
womn

End data (Retake of initial assessment) – 11.12.19

SPELLING CHALLENGE – INITIAL 2

NAME: Case Study 2: Final Assessment

Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

That's my favourite subject.

Subject
subbjekt
subjekt
subject

- This is my address.
address
address
address
adres
- I caught a fish.
court
cort
caught
corte
- My brother is fourteen years old.
forteen
forrteen
fourteen
fortean
- The washing machine is broken.
macheen
maschine
machine
masheen

11.12.19

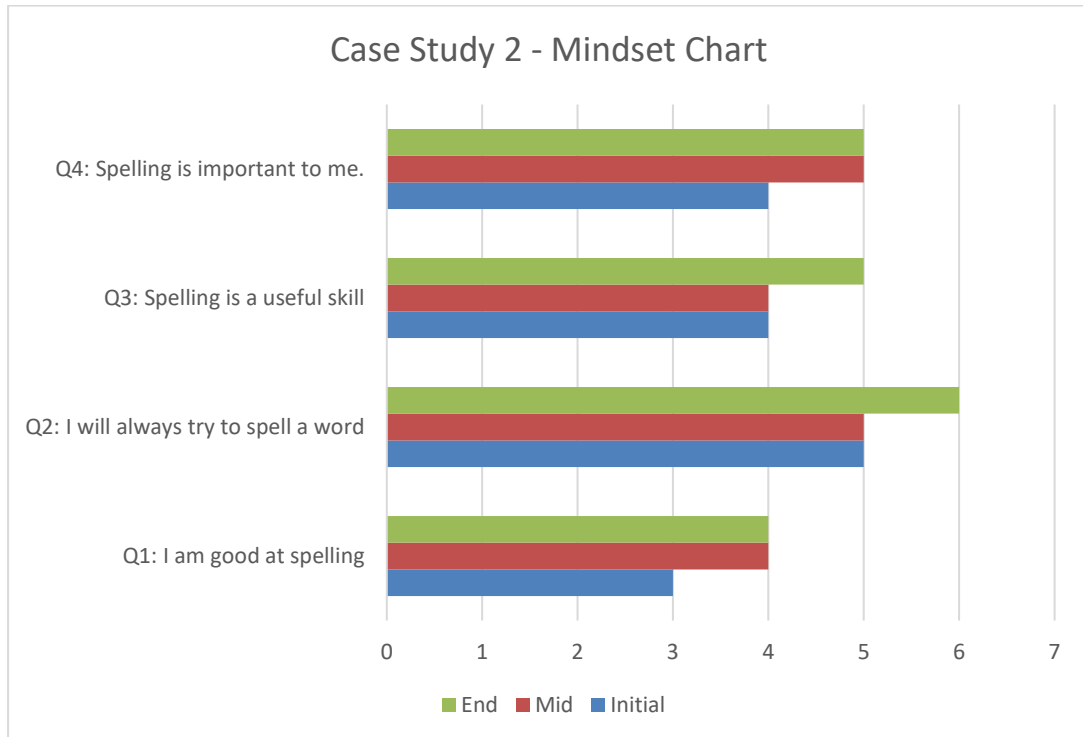
SPELLING CHALLENGE – INITIAL 2

- What position does he play?
posishun
pozitian
position
porstion
- I promise I will clean my room.
promise
promiss
promis
promizz
- Check your sentence is correct.
centence
sentence
sentens
centense
- I have one sugar in my tea.
suga
shuga
sugar
shugar
- I thought he was older.
thort
forht
thought
fort
- The woman was very happy.
wooman
woman
wuman
womn

6/10

Mind-set mapping

Again, this learner scored better as time went on. She was quite confident in her own ability, which increased further as the project progressed. Whilst her appetite to spell was good throughout, by the end her appetite was at the highest level, confirming that the positive learning environment had worked for her.



Teacher/Support staff comments


Despite this learner having limited to moderate communicative ability her phoneme/grapheme correspondences were good, so limited work was required to bridge gaps in knowledge such as more complex graphemes that had similar phonemic sound e.g. sh/ch.

This learner gets tired very easily from trying to write but was eager to attempt to do this for herself. The learner proposed that she work on the spelling aspect herself but had members of staff scribe her reflective diary. This is typical of her independent nature and appetite to learn and as a result she made good progress throughout.

Case study 3: 23-year-old male with general development delay a genetic disorder and significant learning difficulties - working towards Entry Level 2 Functional skills (SR)

Reflective thoughts

The learner's key thoughts at the initial stage was that big words are hard to spell and he needs more help to do so. In discussion, this meant he wanted staff to help him more with forming the words. His final reflective comments stated spelling was good and he felt more confident trying to spell words himself.

<p>REFLECTIVE JOURNAL</p>  <p>SPELLING</p> <p>NAME: <u>Case Study 3</u></p>	<p>REFLECTIVE JOURNAL</p> <p>INITIAL Date: <u>13-11-19</u></p> <p>I think spelling is... (easy/hard and why?)</p> <p>hard big words are to spell.</p> <p>What could make spelling easier?</p> <p>more help</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: <u>20-11-19</u></p> <p>In class today I...</p> <p>I did syllables</p> <p>It went...</p> <p>I felt...</p> <p>Next time I will...</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: <u>27-11-19</u></p> <p>In class today I... did syllables</p> <p>It went... good</p> <p>I felt... well good</p> <p>Next time I will...</p>
	<p>REFLECTIVE JOURNAL</p> <p>DATE: <u>4-12-19</u></p> <p>In class today I...</p> <p>did</p> <p>It went...</p> <p>good</p> <p>I felt...</p> <p>good</p> <p>Next time I will...</p> <p>do better</p>	<p>REFLECTIVE JOURNAL</p> <p>DATE: <u>11-12-19</u></p> <p>In class today I...</p> <p>spelling challenge</p> <p>It went...</p> <p>ok</p> <p>I felt...</p> <p>good</p> <p>Next time I will...</p> <p>do better</p>	<p>REFLECTIVE JOURNAL</p> <p>FINAL Date: <u>11-1-20</u></p> <p>I think spelling is...</p> <p>good</p> <p>Do you feel more confident trying to spell words? Why?</p> <p>yes</p>

Spelling capability

In the first attempt at the assessment, at the start of the project, this learner correctly selected 2 words out of 10, however he only attempted 4 of the questions and refused to do anymore. Completing the same assessment at the end of the project, he answered all the questions and correctly selected 6 words out of 10. Of the 4 questions he answered initially, on this attempt he got 3 of them correct. On closer analysis, he could have scored two higher as he missed letters from the word but looking at the options, he could only be spelling the correct words.

Initial data (Initial assessment) – 13.11.19

SPELLING CHALLENGE – INITIAL 2

NAME: CASE STUDY 3 - FINAL INITIAL

Choose the correct word to complete each sentence.
Write the word in the gap.
The first one has been done for you.

Example:
That's my favourite subject.

Subject
subjekt
subject
subject

1. This is my address. ✓

address
address
address
adres

2. I caught a fish. ✓

court
cort
caught
corte

3. My brother is forteen years old. ✗

~~forteen~~
forteen
fourteen
fortean

4. The washing masheen is broken. ✗

macheen
maschine
machine
masheen

SPELLING CHALLENGE – INITIAL 2

5. What _____ does he play? posishun
pozitian
position
porstion

6. I _____ I will clean my room. promise
promiss
promis
promizz

7. Check your _____ is correct. centence
sentence
sentence
centense

8. I have one _____ in my tea. suga
shuga
sugar
shugar

9. I _____ he was older. thort
forht
thought
fort

10. The _____ was very happy. wooman
woman
wuman
womn

Refused to do this side 2/10

End data (Retake of initial assessment – 11.12.19)

SPELLING CHALLENGE – INITIAL 2

NAME: CASE STUDY 3 - FINAL INITIAL

Choose the correct word to complete each sentence.
Write the word in the gap.
The first one has been done for you.

Example:
That's my favourite subject.

Subject
subjekt
subject
subject

1. This is my address. ✓

address
address
address
adres

2. I caught a fish. ✓

court
cort
caught
corte

3. My brother is fourteen years old. ✗

fourteen
forteen
fourteen
fortean

4. The washing machine is broken. ✓

macheen
maschine
machine
masheen

SPELLING CHALLENGE – INITIAL 2

5. What position does he play? ✓ posishun
pozitian
position
porstion

6. I promise I will clean my room. ✓ promise
promiss
promis
promizz

7. Check your sentence is correct. ✓ centence
sentence
sentens
centense

8. I have one sugar in my tea. ✓ suga
shuga
sugar
shugar

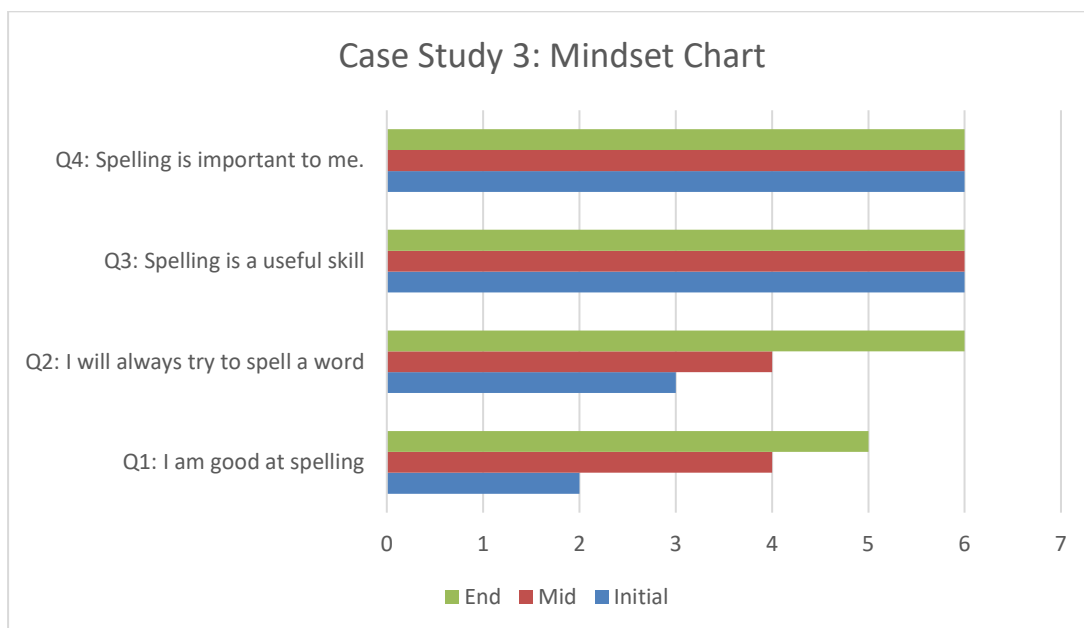
9. I thought he was older. ✓ thort
forht
thought
fort

10. The woman was very happy. ✓ wooman
woman
wuman
womn

6/10

Mind-set mapping

This learner showed they understood the usefulness and importance of spelling but was negative and under-confident about their own ability. Whilst their confidence in their own ability to spell improved, their appetite towards spelling improved massively, showing that the positive learning environment had worked in this case.



Teacher/Support staff comments

At the start, this learner, from observation, commented in a way he thought we wanted to hear e.g. he would verbally agree to do what was asked. However, we realised he was quite anxious about spelling when he refused to complete the spelling assessment. His understanding was good and he had very good phoneme/grapheme correspondences, however his anxiety and lack of confidence in his spelling ability impacted greatly on his spelling success. Working with the staff available and with lots of positive reinforcement, his confidence grew in his own ability to try and by the end he was actively asking to do more spelling tasks and attempting to spell without requiring encouragement, increasing his spelling success.