



**Ambition
Institute**

Early Career Training Programme

ECT Conference 3

Introduction

Welcome to Conference 3 on the Early Career Training Programme. This workbook will accompany the facilitated session and help you build on your learning from your orientation.

Session aims

- > Understand the responsibility of all teachers to identify and create meaningful opportunities to embed literacy and numeracy across the curriculum.
- > Recognise the importance of literacy and numeracy in supporting pupil outcomes.
- > Explore practical strategies for promoting positive attitudes towards literacy and numeracy in the classroom.
- > Develop confidence in modelling, scaffolding and supporting literacy and numeracy for all pupils, including those with differing starting points.

Sections

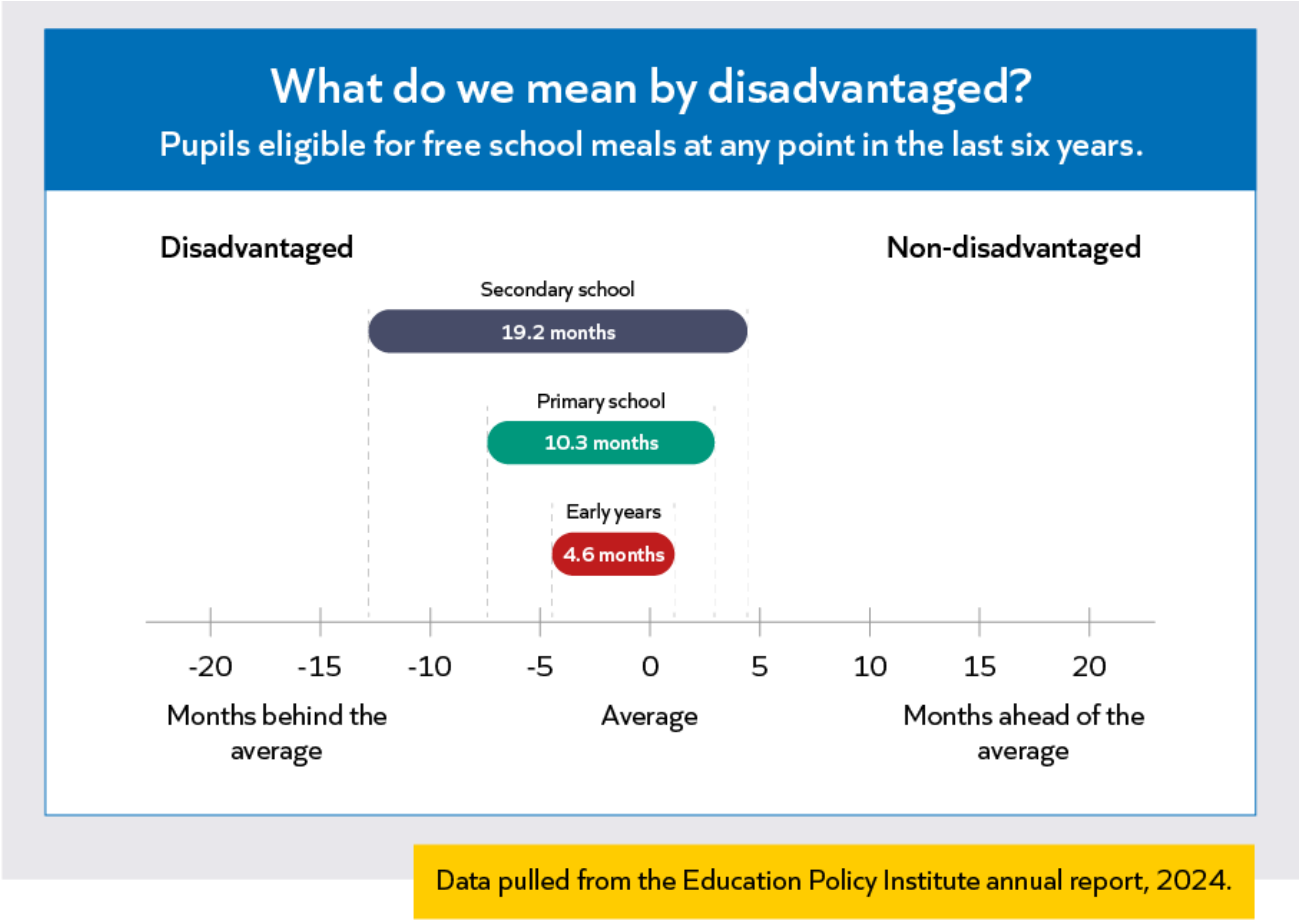
- > Supporting all pupils
- > Literacy: Why is it important?
- > Literacy: Reading, Writing, Oracy
- > Numeracy
- > The Early Career Teacher Programme: Year 2
- > References
- > Appendices

Supporting all pupils

Teaching problem

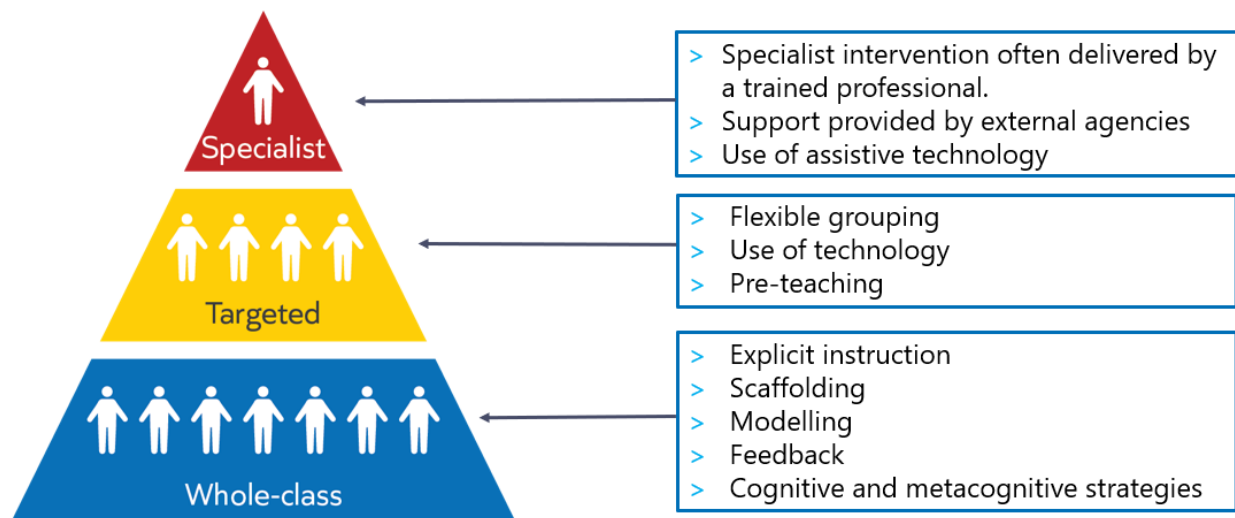
How can every teacher support all pupils to succeed in literacy and numeracy?

The disadvantage gap



Notes:

The graduated approach



Adapted from Nasen (2000)

Notes:

Literacy

"The word literacy is defined as the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world."

The National Literacy Trust, n.d.

Why literacy matters

Provides access to the curriculum

(Education Endowment Foundation [EEF], 2021)

Supports pupil attainment (Sutton Trust, 2019; EEF, 2021)

Enables pupils to participate in society
(Department for Education, 2012)

Improves life chances and future opportunities (National Literacy Trust, 2022)

Notes:

Module principles

Module principles	Description
Understand the components of literacy	Literacy is made up of multiple, interconnected components, including reading, writing and oracy. These skills develop over time and at different rates. Build your understanding of how literacy typically progresses and consider what is required for literacy teaching in your subject or phase. Identify where pupils are in their literacy development and adapt your teaching to support their next steps.
Develop disciplinary literacy	Every subject has its own language, vocabulary and ways of communicating. Integrate vocabulary instruction into curriculum planning to help pupils access content and express ideas effectively. Provide regular opportunities for pupils to use this language through reading, writing and class discussions.
Explicitly teach literacy	Strong literacy foundations are built through explicit teaching. Develop your knowledge of strategies that contribute to pupils' literacy development, such as modelling and scaffolding. Use these strategies to make the processes of reading, writing and oracy clear and accessible for all pupils.

Notes:

Barriers to developing literacy

Individual barriers:

- > Specific needs (e.g. dyslexia, speech and language needs)
- > English as an additional language (EAL)

General barriers:

- > Limited access to books and language-rich environments or experiences
- > Low motivation or engagement with reading and writing
- > Gaps in phonics or decoding skills

Notes:

Reflection

Consider the phase or subject you teach.

Where are there opportunities for pupils to...

- > Read?
- > Write?
- > Speak and listen, share ideas or take part in discussion?
- > What do you currently do to support all pupils to be successful?

Notes:

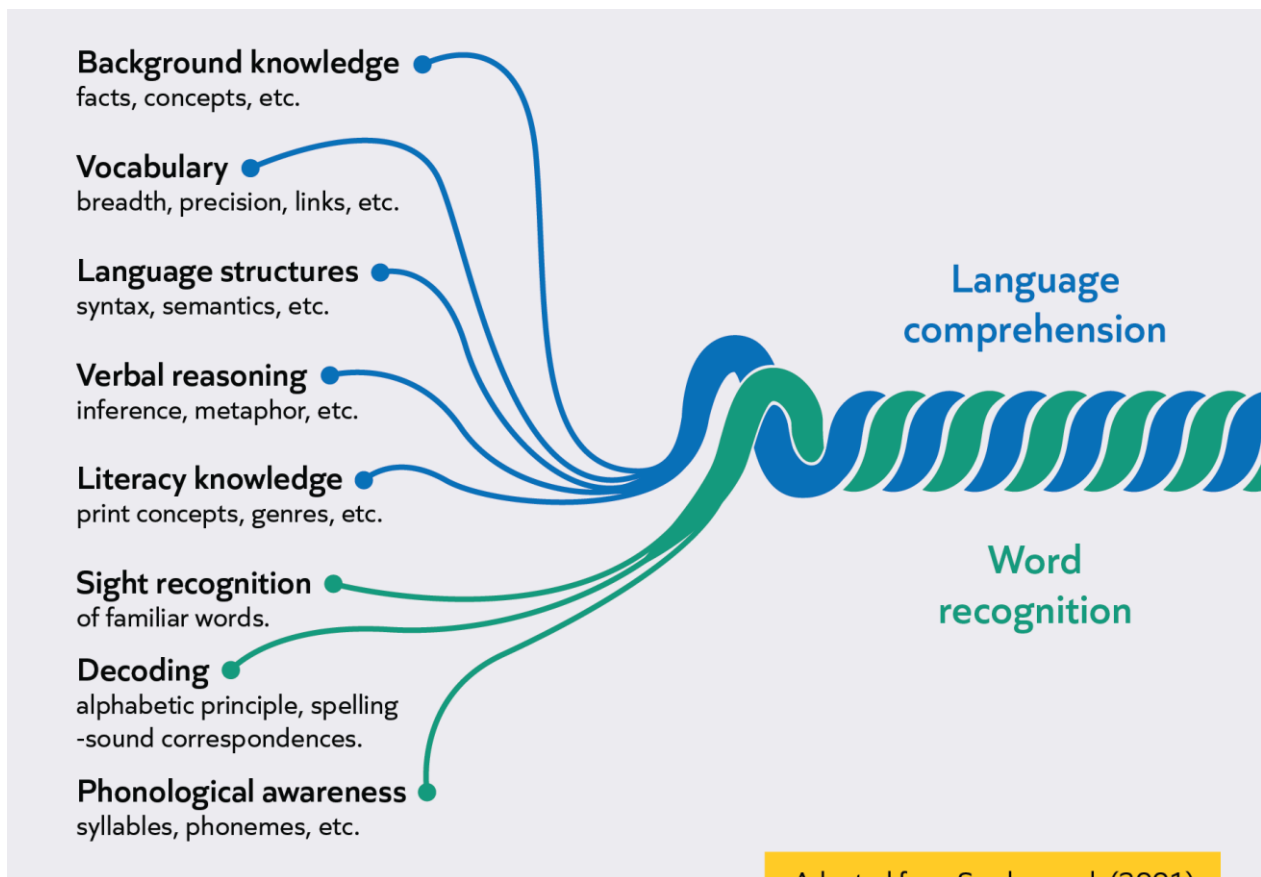
Reading

Retrieval

Which of the following is a key aspect of word recognition?

- a) Reading aloud
- b) Phonological awareness
- c) Verbal reasoning

The Reading Rope



Notes:

Reading development

Notes:

Barriers to developing reading

Individual barriers:

- > Specific needs (e.g. dyslexia, speech and language needs, visual or hearing impairments)
- > English as an additional language (EAL)

General barriers:

- > Gaps in phonics knowledge or lack of fluency
- > Limited access or exposure to books and reading experiences
- > Limited vocabulary or background knowledge
- > Low engagement with reading and writing

Notes:

What is phonics?

Phonics is the method of teaching reading by correlating sounds with letters or groups of letters. It involves teaching the relationships between **phonemes** (the smallest units of sound) and **graphemes** (the letters or groups of letters that represent those sounds).

High-quality phonics instruction is systematic and synthetic.

- > Systematic means that it follows a carefully planned sequence, starting with simple letter-sound relationships and gradually introducing more complex patterns.
- > Synthetic means pupils are taught to 'blend' sounds together to read words.

Notes:

Phonics progression

What is taught?	Example
Most common one-letter graphemes	m, a, s, t
Consonant-vowel-consonant (CVC) words	cat, top, pin
Words with adjacent consonant sounds	jump, flip, stomp
Graphemes with multiple letters	mo <u>on</u> , dress <u>ss</u> , <u>hi</u> gh
Common exception words	the
Polysyllabic words	bonfire
Decodable books throughout	

Notes:**Practice task**

In pairs, say the word aloud, then 'sound out' each phoneme you hear.

Next, identify the graphemes (the letters or letter groups) that represent each sound

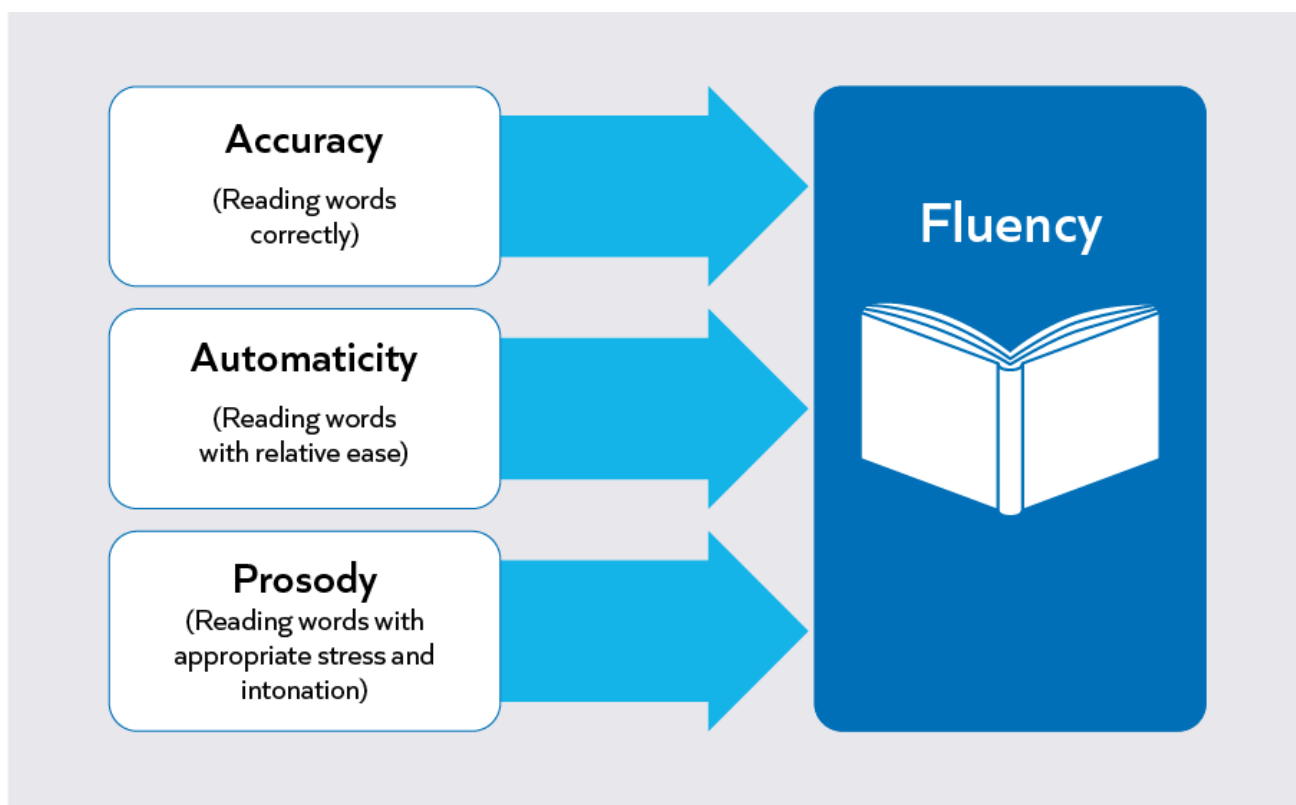
Word	Number of phonemes
e.g. shop	3 sh o p
can	
test	
from	
ship	
chop	
brush	
green	
this	

Common exception words

I	said
you	are
we	she
do	once
no	come
his	should
was	because
has	people
here	children
there	today

Notes:

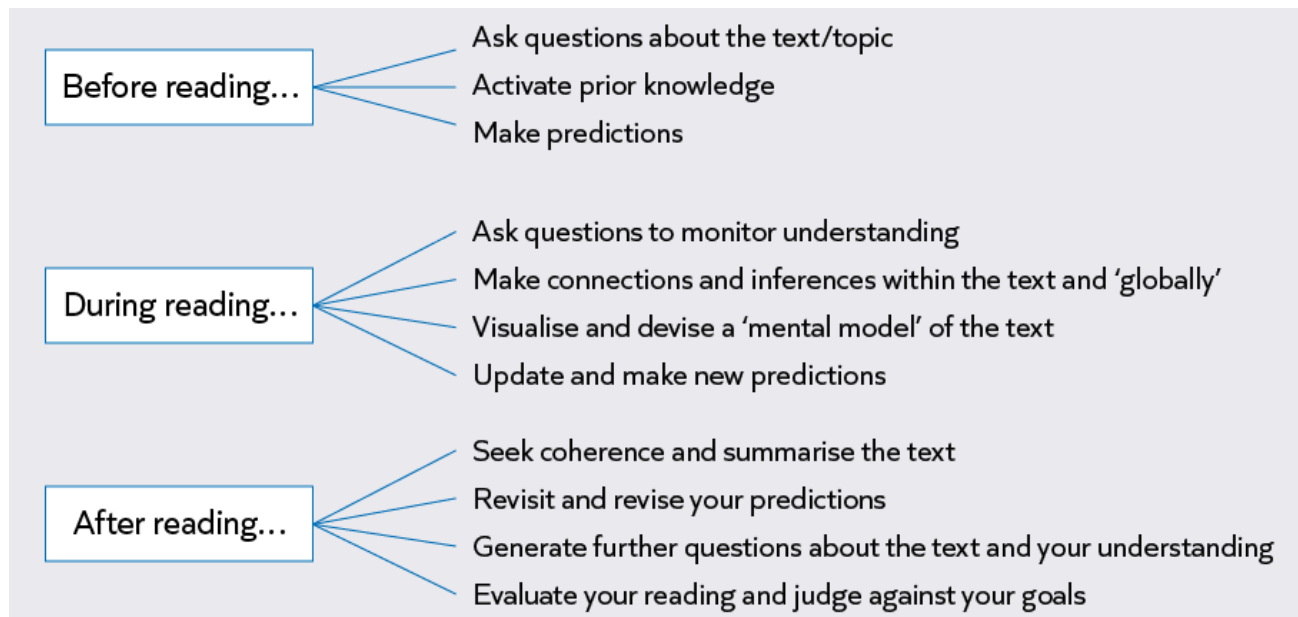
Becoming fluent readers



Adapted from Education Endowment Foundation (2021)

Notes:

Explicitly teach comprehension



Notes:

Practice task

Select a short reading extract from Appendix A. Try to choose something that is relevant to the subject, phase or year group that you teach.

Imagine you are reading this aloud, or your pupils are reading it independently.

How would you support pupils' comprehension?

- > Before reading, how could you activate pupils' prior knowledge to make connections with what is in the extract?
- > How might you encourage pupils to predict what might happen or what the extract is about?

What questions might you ask to check for understanding?

Notes:

How would you support pupils word recognition?

- > Which words or phrases might pupils find difficult to decode?
- > How would you explicitly teach or model reading these words?
- > What scaffolds might you use to support early readers or those needing further support?

Notes:

Reflection

- > What is one change or improvement you can make to support pupils' reading?
- > What might the impact of that change be?

Notes:

Writing

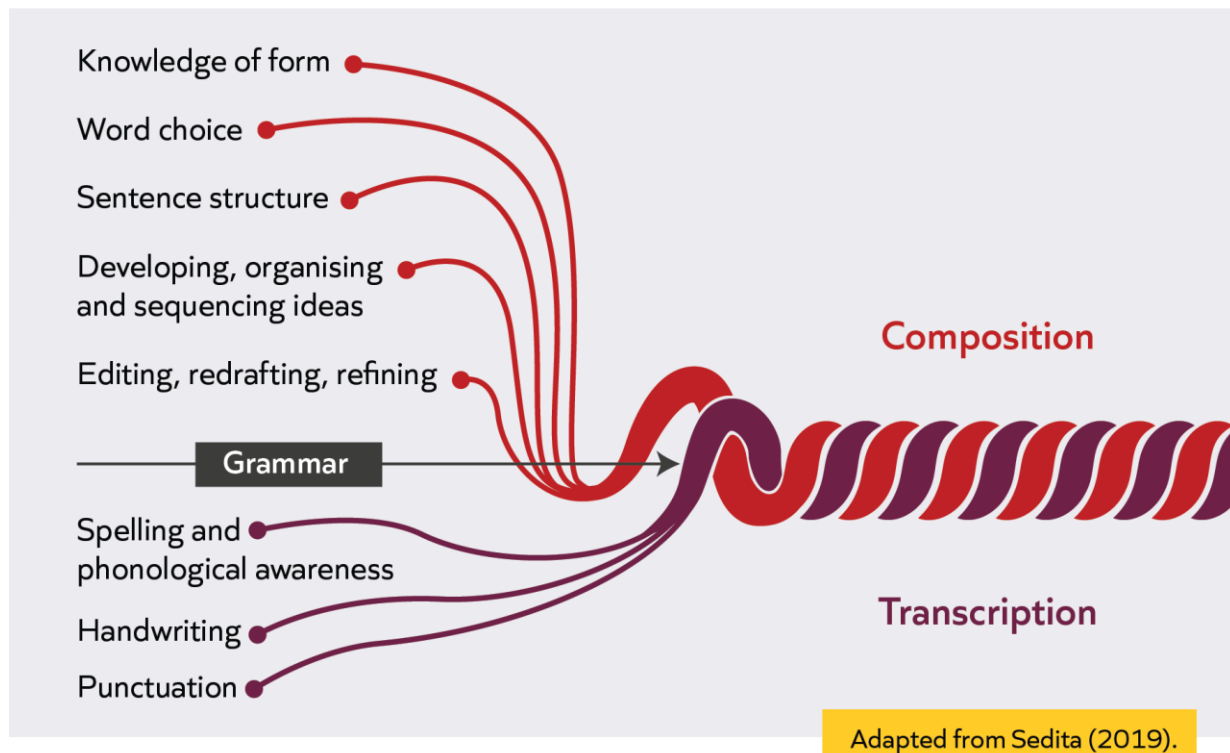
Retrieval

Complete the following:

Before pupils begin to write independently, they should have a good understanding of _____. This is an important foundation for writing.

- a) Concepts of print
- b) Punctuation
- c) Grammar

The writing rope



Notes:

Writing development

Transcription

- > Concepts of print
- > Fine-motor skills
- > Mark making
- > Phonics and spelling
- > Letter formation
- > Handwriting
- > Punctuation

Composition

- > Oral rehearsal
- > Sentence construction
- > Generating and organising ideas
- > Vocabulary development
- > Text structure
- > Writing for purpose and audience
- > Reviewing, editing, revising

Notes:

Barriers to developing writing

Specific needs:

- > Specific needs, (Speech, language and communication needs, dyslexia)
- > Physical needs (difficulty with motor skills)
- > Cognitive processing needs (difficulty with organising ideas)
- > English as an additional language (EAL)

General barriers:

- > Limited vocabulary or background knowledge
- > Low motivation or confidence to write

Notes:

Spelling

Effective teaching of spelling involves:

- > Drawing attention to spelling patterns and rules.
- > Encouraging regular practice through low-stakes retrieval.
- > Teaching strategies for unfamiliar words (breaking into syllables, word families).
- > Teaching morphology and etymology (word roots, prefixes, suffixes).

Notes:

Mini-practice

Think of a word that pupils in your subject or phase frequently misspell.

How might you teach this word? Consider how you might use visual aids or link the word to its meaning or context.

Notes:

Explicitly teach writing

- > Break down writing tasks (word, sentence or paragraph level).
- > Provide sentence stems/starters
- > Use pre-writing activities
- > Model planning, drafting and editing stages
- > Monitor and review writing
- > Combine writing instruction with reading
- > Explicitly teach spelling patterns
- > Build motivation

Notes:

Practice task

Select a writing prompt from the list below or choose your own based on your recent lessons.

1. Write a paragraph explaining why recycling is important.
2. Write some simple sentences, answering the question: What makes a good friend?
3. Write simple instructions for how to make a sandwich.
4. Should pupils wear school uniform? Write your reasons for and against.
5. Write an explanation text about how plants grow.

What potential barriers might pupils face with this writing task? Consider:

- > Vocabulary
- > Sentence construction
- > Spelling
- > Organisation of ideas

Notes:

Which scaffolds could you use to help pupils be successful in their writing task?

You may wish to design some of these in the space below, e.g. For a writing task on recycling, you might provide sentence stems like:

- > "Recycling is important because ..."
- > "One way recycling helps the environment is ..."
- > "If we don't recycle, ..."
- > "Another reason recycling matters is ..."

Notes:

Reflection

- > What is one change or improvement you can make to support pupils' writing?
- > What might the impact of that change be?

Notes:

Oracy

Retrieval

Is the following statement true or false?

'The quantity of classroom talk is more important than the quality'.

1. True
2. False

Why oracy matters

Supports vocabulary development and builds confidence to express ideas (Law et al., 2017)

Improves reading and writing outcomes (Mercer et al., 2017; Law et al., 2017)

High-quality classroom talk helps pupils to sense-make their learning (Department for Education, 2012)

Prepares pupils for life beyond school (National Literacy Trust, 2023)

Notes:

Barriers to developing oracy

Individual barriers:

- > Specific needs (SLCN, visual and hearing impairments)
- > English as an additional language (EAL)

General barriers:

- > Limited vocabulary
- > Anxiety about speaking in front of others
- > Limited opportunities to hear modelled talk or engage in discussions

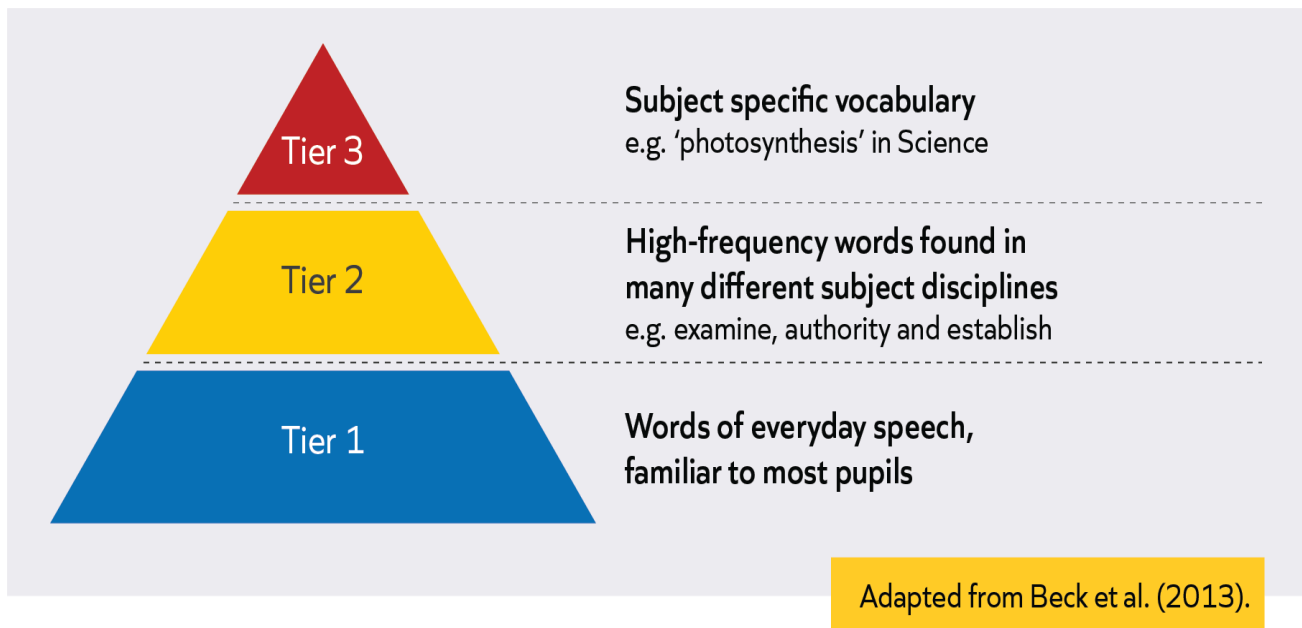
Notes:

Explicitly teach high-quality classroom talk

- > Modelling what effective talk sounds like
- > Being clear on the purpose of discussion
- > Using structured approaches such as 'talk partners' or roles within group discussions.
- > Using sentence starters and prompts
- > Using open-ended questions
- > Using wait time before pupils respond

Notes:

Oracy and vocabulary



Notes:

Practice task

Think about the current, or most recent unit that you taught or an upcoming unit that you will teach. You may also want to choose a unit from the list provided in Appendix B. Imagine that you are planning to use classroom talk near the end of the unit. Complete the grid, using the prompt questions to guide your planning.

Example:

Unit title	States of matter (science)
How will you organise the group task (pairs, groups, providing pupils certain roles)?	Pupils work in pairs to discuss how water changes state when heated or cooled, using examples from previous lesson investigations and everyday life. Will also use a timer on the board for pupils to know how much time they have in their discussions. Will provide reminders and scan the room to ensure all pupils have a chance to talk.
What vocabulary will pupils need to use in their discussions?	> Solid, liquid, gas > Evaporation > Condensation > Melting > Heating > Temperature > Increase > Decrease
What barriers might some pupils face when participating?	> Some pupils may not be confident to use the key vocabulary or may hold misconceptions. > Some pupils may feel unsure how to structure or organise their thoughts. > Some pupils may face individual barriers. In my class, I have a pupil with a hearing impairment. Ensure that they have their hearing aid turned up/on during the classroom discussion and/or provide a quieter space for discussion if possible.

How will you model and scaffold the vocabulary needed for the discussion to support all pupils?	> Revisit key vocabulary at the start of the lesson, before the discussion task. > Model sentences that combine scientific and mathematical language, e.g. The temperature increased as the ice melted. > Share sentence stems, such as 'I noticed that...' or 'In the experiment, the water...' for pupils to explain patterns and reasoning in their own words.
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Unit title	
How will you organise the group task (pairs, groups, providing pupils certain roles)?	
What vocabulary will pupils need to use in their discussions?	
What barriers might some pupils face when participating?	
How will you model and scaffold the vocabulary needed for the discussion to support all pupils?	

Reflection

Look back at your earlier responses, before we started the section on literacy.

- > Why is literacy important to your pupils?
- > What have you learned about literacy and your role in supporting it?
- > Is there anything you would add or change to your original responses?

Notes:

Numeracy

What is numeracy?

Notes:

Consider the following situations, how do you use numeracy in your daily life?

- > Shopping
- > Cooking
- > Travelling
- > Home improvement
- > Health and fitness
- > Budgeting and managing money
- > Interpretating data

Notes:

What is numerical thinking?

Notes:

Barriers to developing numeracy

Specific needs:

- > SEND (e.g. dyscalculia, working memory difficulties)
- > EAL (language and vocabulary barriers)

General barriers:

- > Maths anxiety/lack of confidence
- > Limited opportunities to apply maths in real contexts
- > Gaps in foundational knowledge (e.g. number sense, place value)
- > Misconceptions (e.g. misunderstanding fractions, decimals)

Notes:

Promoting positive attitudes to numerical thinking

- > Model confidence and curiosity
- > Make numeracy relevant
- > Build opportunities to practise across all subjects
- > Encourage discussion and reasoning
- > Celebrate effort and progress

Notes:

Identifying meaningful opportunities for numerical thinking

- > Look for numeracy in everyday classroom activities
- > Use concrete resources
- > Reinforce vocabulary
- > Focus on mathematical thinking
- > Make connections

Notes:

Practice task

Choose a unit that you are currently teaching, have taught or have relevant subject knowledge about. You may also want to choose a unit from the list provided in Appendix B.

Consider the following questions:

- > What opportunities might there be within this unit to meaningfully teach numeracy?
- > What prior knowledge will pupils need?
- > What mathematical language and resources might be used?
- > How might you make connections where relevant?
- > How could you promote positive attitudes towards numeracy in this unit?

Notes:

Reflection

- > Why is numeracy important?
- > What have you learned about numeracy and your role in supporting it?
- > How might your practice change in response to this?

Notes:

Year 2 of the Early Career Teacher Programme (ECTP)

Reflecting on Year 1 of the ECTP

- > What is one key takeaway from your first year of the ECTP?
- > What is one thing you're looking forward to learning more about, or developing your practice in Year 2?

Notes:

In year 2, ECTs are expected to:

- > Complete the ECT Year 2 orientation
- > Engage in fortnightly self-study
- > Engage in fortnightly ECT-mentor meetings
- > Attend 1 conference
- > Attend 3 clinics

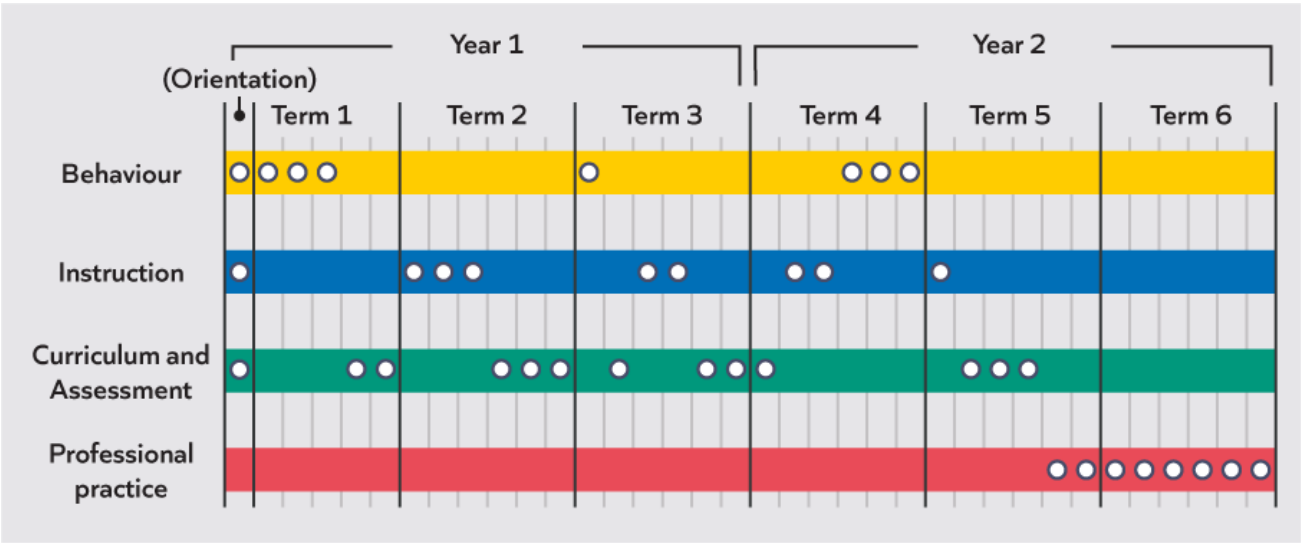
Self study

Mentor meetings

Clinics and conferences

Notes:

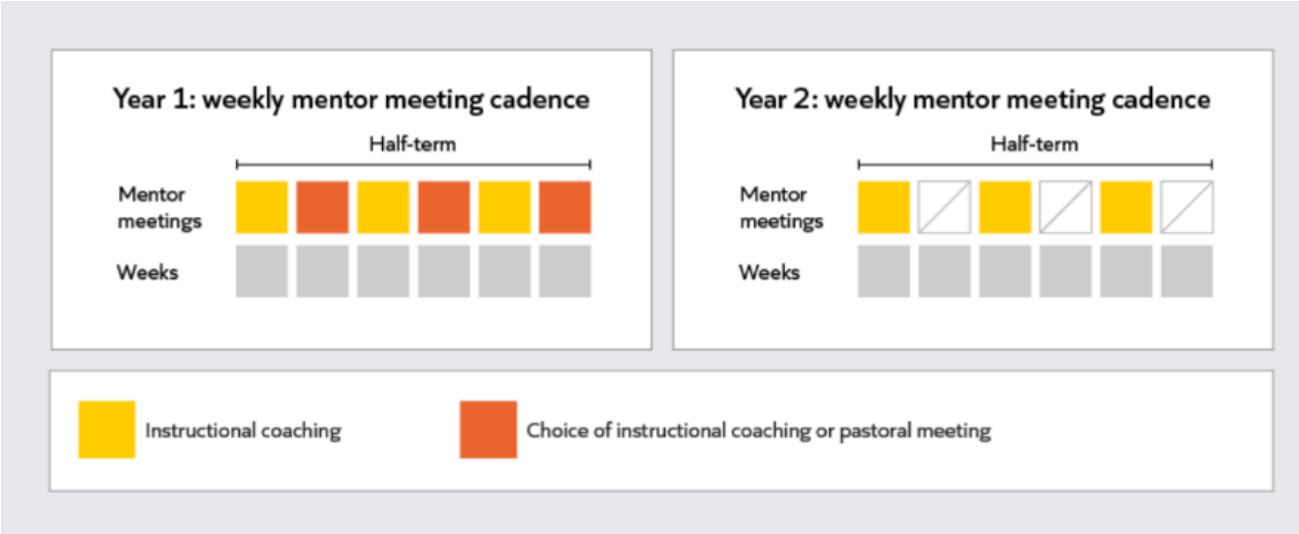
Curriculum and sequencing



				Term	Term no.	Theme	
Year 1	[	Autumn	1			Creating the enabling conditions for learning	
		Spring	2			Introducing pupils to new knowledge	
		Summer	3			Enabling pupils to engage in high-quality practice	
Year 2	[	Autumn	4			Increasing challenge for pupils	
		Spring	5			Working in education	
		Summer	6			Reflecting, revisiting and embedding good teaching practices	

Notes:

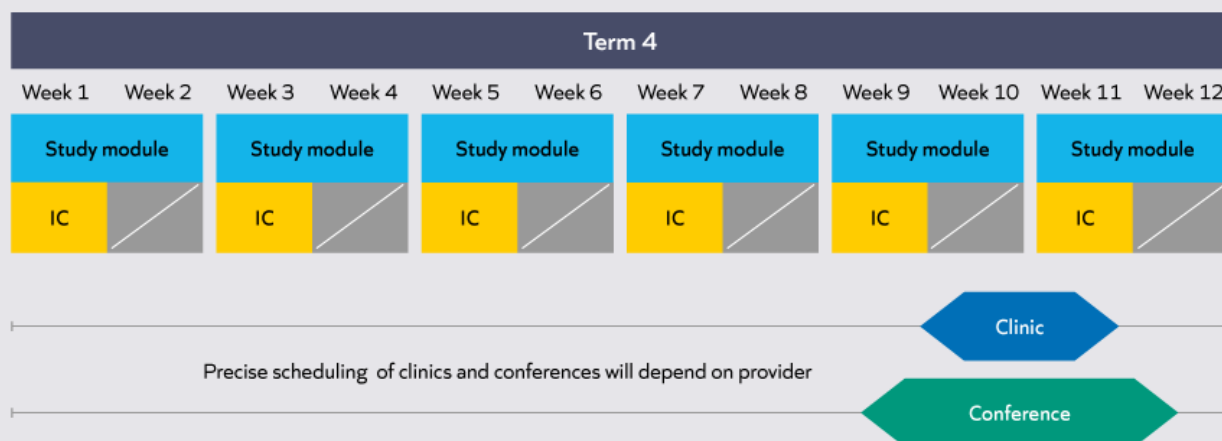
Mentor meetings



Notes:

Year 2 termly structure

Sample of a term breakdown in Year 2 ECT



Key

SM	Self study module (online)	40 minutes, every two weeks
IC	Instructional coaching session	Up to 60 minutes, every other week
	Down time	Mentoring sessions switch to solely every other week cadence in year 2
CL	Clinic (online or in person)	90 minutes (+30 minutes pre-reading)
CO	Conference (in person)	Full day event

Notes:

Next steps

- > Login to steplab/ECT platform
- > Complete Year 2 orientation

-
- > Check handbook for further information
 - > Speak to your mentor or induction coordinator for further advice.

Notes:

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Appendices

Appendix A

Practice task: Reading

Extract 1: Sam and the cat

Sam had a red hat.

He saw a big cat.

The cat sat on the mat.

Sam ran to the cat.

Sam said, 'can you play big cat?'

'Yes' said big cat.

Sam put the hat on the cat.

Sam and the cat had fun.

Extract 2: Polar bears

Habitat

Polar bears live in the Arctic, which is a very cold and icy place. They spend most of their time on the ice, near the sea.

Appearance

Polar bears look white, but their fur is actually transparent. Their fur reflects light, so they appear white and can blend into the snowy environment. Under their thick fur they have a layer of fat called blubber to keep warm in freezing temperatures. Their white fur helps them hide in the snow, which is called camouflage. Their big paws help them walk on ice and hunt for food.

Extract 3: World War II: An Evacuee's story

The train pulled slowly out of the station, its whistle echoing through the smoky air. Anna pressed her face against the cold window, trying to spot her mother on the crowded platform. She caught sight of a handkerchief waving above the heads, and for a moment her throat tightened.

The carriage was full of children, all with brown labels tied to their coats. Some chatted nervously, others sat in silence, clutching small suitcases.

Fields and villages blurred past as the train headed into the countryside. Finally, the train stopped. One by one, names were called, and children stepped forward to meet the families who would take them in. Anna's heart raced when she heard her name. She looked up into the kind eyes of a woman who said gently, "You'll be staying with us, dear. Don't worry, we'll look after you."

Extract 4: Mount Vesuvius

In 79 AD, a dramatic event happened in the Roman Empire. Mount Vesuvius, a large volcano near the Bay of Naples in Italy, erupted. The eruption of Mount Vesuvius was very powerful, it covered the city of Pompeii with ash and pumice. For almost 1,700 years, Pompeii remained preserved in time until it was rediscovered by archaeologists.

Volcanoes like Vesuvius are where hot, melted rock called magma comes out from under the ground. When a volcano erupts, it is because the pressure from the magma becomes too strong, and it bursts out. This can send out ash, gases, and lava, which can be very dangerous.

Some people think that volcanoes erupt only once and then stop. But this is not true. Volcanoes like Mount Vesuvius can erupt many times over thousands of years. Mount Vesuvius has erupted many times since 79 AD, the most recent eruption was in 1944. Today, scientists monitor it closely, because millions of people live nearby. This makes Vesuvius one of the most dangerous volcanoes in the world.

Extract 5: William Shakespeare

William Shakespeare is one of the most famous playwrights in history. He was born in 1564 in a town called Stratford-upon-Avon. Over his lifetime, he wrote 37 plays and 154 sonnets, exploring themes of love, power, jealousy, and betrayal. His works are categorised into tragedies, comedies, and histories. Some of his most famous plays include 'Romeo and Juliet', 'Macbeth' and 'Hamlet'.

Shakespeare's plays were performed at the Globe Theatre in London. This theatre was open-air, meaning it didn't have a roof. People from all over came to watch his plays.

Shakespeare's writing changed the English language. He invented many words and phrases that we still use today, like 'break the ice' and 'heart of gold'. Shakespeare's plays and poems continue to be celebrated worldwide.

Extract 6: Ada Lovelace

Ada Lovelace, born in 1815, was a pioneering mathematician and writer. She is best known for her work on Charles Babbage's Analytical Engine, an early mechanical general-purpose computer.

The Analytical Engine was a complex machine that used punched cards to input data and instructions. Lovelace's role was crucial in explaining how the machine could be used beyond simple calculations. She wrote extensive notes on the Engine, including a detailed algorithm. Lovelace's contributions to this project have earned her the title of the first computer programmer, a remarkable achievement for her time.

Today, Ada Lovelace is celebrated as a pioneer in computing. She imagined a future where machines could perform tasks beyond arithmetic, such as composing music or creating art. Her work laid the foundation for modern computer science, and her insights continue to inspire generations of mathematicians and computer scientists.

Extract 7: Fuel for your body

Eating well is about giving your body the right fuel. When you choose balanced meals, you're supporting both your physical health and your mental wellbeing, helping you stay focused, energized, and confident.

The *Eatwell Guide* gives us a simple picture of what a healthy plate looks like: lots of fruit and vegetables, some starchy foods like bread, rice or potatoes, and a portion of protein such as beans, fish or chicken. It also shows that we need some dairy or alternatives for strong bones, a little healthy fat, and to mostly drink water instead of sugary drinks.

Remember: eating well is just as important as the choices you make during training, on the pitch, or in the classroom.

Extract 8: Music and religious festivals

Music has always been an integral part of religious festivals across the world. Each religion has its own unique musical traditions that reflect its beliefs and values.

In Hinduism, music plays a vital role in festivals such as Diwali and Holi. During Diwali, people sing devotional songs (called bhajans) to celebrate and give thanks. At Holi, lively folk songs and drumming help people enjoy the colourful celebrations. Traditional Indian instruments, like the sitar (a string instrument) and the tabla (a type of drum), are also part of Hindu musical traditions. Another important feature is chanting. These are repeated phrases, often in Sanskrit, which are thought to bring peace and harmony.

Appendix B

A list of units for practice tasks, if needed:

Plants

Ancient Greece

My Local Area

Traditional tales

Rhythm

Dance

Poetry

Weather and climate

Forces

Industrial revolution

Online safety

Materials and their properties