# Important Note

This document is long but there is no reason to worry. It’s sizeable for two reasons, both will help you:

1. It details everything you need to think about, or do, to facilitate the training (down to the smallest details, e.g. “Reserve several spare laptops/tablets in case of IT issues”).
2. It caters to each different type of training, not all of which may be applicable to you.

The training is centred around a 25-minute dedicated ‘Training For Schools’ video, which means you don’t need, nor are you expect to have, *any* See Say Write experience or expertise. As the title of the document suggests, you are simply *facilitating* the learning rather than teaching. All the tricky bits have been taken care of.

# Lesson Preparation

## Understand

1. Understand the program
   1. Be sure to read through the [Program page](http://www.seesaywrite.com/program) of the website
   2. Watch the relevant videos ([Simple Overview](https://www.youtube.com/watch?v=hDM_eqz9udE&t=4s), an [example lesson video](https://www.youtube.com/watch?v=IX6LGrwoOtg&list=PL7nL4dIMK0MQWGn1PjOfmDBL8MUf-ceIG&index=3) and [Training for Schools](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2&t=572s))
   3. Learn how to navigate to the lesson videos on YouTube using a laptop

* Search YouTube or Google for: “see say write” phonics
* Be sure to use the quotation marks either side of See Say Write, otherwise you will not get the correct results
* Go to the relevant YouTube channel
* Click on ‘Playlists’
* Select the relevant playlist / video
  1. View physical samples of the:
* Workbooks
* Flashcards
* Sound Displays
  1. Download a copy of the Excel Progress Tracker (seesaywrite.com > The Program > scroll down to ‘Free Progress Tracker’ > click the link)
  2. Download the Coaching Checklist (seesaywrite.com > The Program > scroll down to ‘Free guidance for school leaders’ > click the link)
  3. Download the Training for Schools transcript (seesaywrite.com > The Program > scroll down to ‘Free Teacher Training’> click the link)

1. Understand the training plan. Before actioning anything, skim read through this whole lesson/training plan to gain an understanding of the training. Then return to the top of this checklist and follow the actions
2. Understand the time and date of the training
3. Understand how many trainees are attending
4. Understand how the trainees are going to use See Say Write. These details should have been decided in a planning meeting by the school leaders, so if you don’t know, be sure to ask. Questions that will shape the training:
   1. Is your school using See Say Write for curriculum support, interventions, homework and/or remote learning? [If your school is not using See Say Write for homework or remote learning, delete any sections of this training material highlighted in green]
   2. Is your school streaming students into targeted learning groups, or will students remain in their regular class to learn phonics?
   3. Has your school bought Flashcards and Sound Displays, or not? [If your school is not using flashcards to teach phonics, delete any sections of this training material highlighted blue. If your school are not using sound displays, delete sections highlighted in pink]
   4. Who will conduct phonics assessments of the students (teachers or an independent phonics assessor)?
   5. Will the Excel progress tracker be used, or the paper tracker? Or neither? [If your trainees are not using the Excel Progress Tracker to conduct assessments or review students’ phonics ability, delete any sections of this training material highlighted in red]
   6. If using the Excel Progress Tracker, where will it be saved/how will teachers access it?
5. Understand the number of laptops/tablets you have available (and the log in details if they are not personal laptops/tablets)
6. Understand the rooms you have available to run the training
7. Understand where the resources are stored (workbooks, flashcards, sound displays)

## Decide

1. Decide whether you will have one training session, or multiple
   1. The training is designed to be scalable (i.e. it can easily accommodate a small or large number of trainees)
   2. You may wish to split more than 30 trainees into separate sessions to better guarantee engagement, or if you are not confident running training to large groups
2. Which room you will run the training in (requires sufficient tables, chairs and a central screen)
   1. Trainees should be grouped into tables of three, i.e. if there are 18 trainees there should be 6 tables, each table with 3 trainees

## Act

1. Reserve the room for training on at the required date/time
2. Send the invite/s to the training session/s and ask trainees to bring the necessary items:
   1. work laptops (fully charged)
   2. a notepad and pen
3. If teachers don’t have their own laptops, make a reservation of the school’s laptops/tablets. You may want to do this regardless, so you have a few spare. Note:
   1. Laptops are preferred over tablets
   2. If trainees will be using the Excel Progress Tracker, ideally each trainee should have their own laptop. If this is not possible, or if trainees will never use the Excel Progress Tracker, one laptop/tablet per table of three trainees is sufficient)
   3. Reserve several spare laptops/tablets in case of IT issues
   4. If you don’t have *any* laptops/tablets available, adapt this training plan:
      * Any roleplay should consist of one trainee coming to the central screen to act as the teacher, with other trainees working as students/teaching assistants/coaches
4. Set a personal reminder to:
   1. Conduct a test run of the training in the relevant room at least two days before the training day (i.e. connect your laptop to the big screen, play the videos and check the internet and sound is working etc.)
   2. Send a message to the trainees (one day before) to reconfirm the training time and place (and emphasise that they should bring their laptops fully charged)
   3. Print sufficient copies of the Coaching Checklist (one per table)
   4. If using central laptops/tablets:
      * Put them on charge the day before the training
      * Check which are working, and test the log in details and the internet connection
   5. Arrange the tables and chairs. See below for a diagram of the ideal training room layout for 20 trainees:



* 1. On the morning of the training:
     + Place on each table the following items
       - 1x See Say Write workbook (Set 2 – to match the example lesson video you’re going to play during the training)
       - 1x See Say Write flashcards pack (Set 2 – note, Set 2 are orange coloured, not yellow or red)
       - 1x See Say Write Sound Display pack (Set 2)
       - 1x Coaching Checklist printout
       - 2x blank A4 pages
       - 2x pencils
       - Laptops/tablets (as needed)
     + Place a few spare laptops to one side (to be swapped in the event of IT issues)
     + Prepare your laptop for presenter use:
       - Load the [Simple Overview](https://www.youtube.com/watch?v=hDM_eqz9udE&t=4s) video on YouTube (i.e. keep an internet browser tab open)
       - Load the [Training for Schools](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2&t=572s) video on YouTube
       - Load an example video lesson (we suggest [Set 2 “ar”](https://www.youtube.com/watch?v=lShEQcb5lpk&list=PL7nL4dIMK0MQWGn1PjOfmDBL8MUf-ceIG&index=7&t=1012s))
       - Load the See Say Write website ([seesaywrite.com](http://www.seesaywrite.com))

# Lesson delivery

## Introduction

1. Hello and welcome
2. Introduce the program and inform trainees of the reasons for taking it on e.g.

Curriculum support:

“This year we’re adopting a new phonics scheme called See Say Write; it’s a simple scheme consisting of video lessons and follow along workbooks. It’s an exciting new approach that will make it easier to achieve strong literacy results. It’s highly structured, meaning you’ll spend less time planning and more time teaching. I’m personally very excited to see this used and I think it will be a fantastic development for the school!”

1. State the lesson objectives e.g.
   1. To understand the program and how you will use it
   2. To be able to assess students’ phonics ability
   3. To be able to use the Progress Tracker to review students’ phonics ability and target learning
   4. To be able to interact with the lesson videos and workbooks to challenge and support learning
   5. To be able to use the Flashcards and Sound Displays
   6. Understand the coaching metrics
   7. Understand how to use the program for interventions, homework and remote learning
2. State how long the training session will take (if the trainees don’t know)
3. State any other admin points e.g.
   1. Question policy (it may be most sensible to advise trainees to write their questions down, and ask them at the end of the training video, to prevent repetition of information)
   2. Put phones away
   3. Don’t open the laptops until asked
   4. Bathroom break timing
   5. etc.

## Program overview and purpose

1. Using the big screen, watch the [Simple Overview video](https://www.youtube.com/watch?v=hDM_eqz9udE&t=4s)
2. Give the details of how the trainees are going to use the program e.g.
   1. Curriculum support, interventions, homework and/or remote learning
   2. Flashcards and Sound Displays, or no
   3. Will trainees conduct phonics assessments of the students, or will it be an independent phonics assessor
   4. Excel Progress Tracker, the paper tracker, or neither
   5. Will teachers teach their own class of students, or will they teach targeted learning groups (after students have been streamed)
3. Ask for topline questions e.g. “Does anyone have any burning questions about anything that’s been said so far?”
4. Explain:
5. Set 1 workbooks and resources (Flashcards and Sound Displays) are coloured yellow, Set 2 orange, Set 3 red
6. To remember the colours, think of red as the hardest and most difficult, and children progress towards the hardest Set
7. The Sound Displays are to be placed on the wall, and Flashcards are for interacting with students
8. Using the big screen, watch an example lesson video from Set 2, for the sound “[ar](https://www.youtube.com/watch?v=lShEQcb5lpk&list=PL7nL4dIMK0MQWGn1PjOfmDBL8MUf-ceIG&index=7&t=1012s)” and be ready to fast forward the video where needed

## Training video

1. Introduce the Training for Schools video e.g. “We’re going to play the 25-minute ‘Training for Schools’ video, pausing at various moments to practice the lesson content and ask questions”
2. Play the training video
3. Pause the training video at 9min 33sec (the end of the ‘Excel Progress Tracker’ section) [If trainees are not going to ever use or view the Excel Progress Tracker, you can skip this section of the Training For Schools video]
4. Ask trainees to find and check the paper progress tracker in the back of the workbook
   1. Everyone should raise their hand when this is done
   2. Note to everyone that there is guidance written on the page, reminding you how to conduct an assessment
   3. Ask everyone to scan the QR code at the top of the Progress Tracker page, to retrieve the correct pronunciation of the phonics sounds
5. Next is to practice running an assessment using the paper Progress Tracker
   1. Time to roleplay. Per table, one person should act as the student and one person as the assessor
   2. Ask the “student” to read out the first 5 sounds (there’s no need to run a full assessment) getting some sounds right and some sounds wrong. Ask the assessor not to write in the workbook
6. Your trainees will now need to use the laptops/tablets on the tables
   1. Ask everyone to open the laptops/tablets and log in (as needed)
   2. Those without should watch over the shoulder of the nearest person
7. Using the big screen, show the trainees where to find the Excel Progress Tracker on the website and give them time to download it (or show them where it is located online if you have uploaded it in a shared space)
   1. seesaywrite.com > The Program > scroll down to ‘Free Progress Tracker’ > click the relevant link
8. Next is to practice adding data to the Excel Progress Tracker
   1. Once they have the Progress Tracker open, ask them to input a class name (either use their own class name or use an animal name) on their own Excel doc and copy the name into the next 3 class boxes (so 4 total)
      * Ask them to put their hands up when they’re finished
      * Ask those who finished first to go and coach those who are not able to do it quickly (advise them to coach, not to do it themselves)
      * Ask if there are any questions
   2. Ask the trainees to input four students’ names into the “Name” boxes at the top (remind them to hit the “Enter” key after writing each name, this will save time by automatically moving to the next student name box below)
   3. Use the big screen to demonstrate how to input the correct assessment dates (this may be difficult for those who aren’t familiar with Excel)
      * Add today’s date in the first row in the date column, and future assessment dates (i.e. at 3-month intervals) in the other rows in the date column
      * Copy all five dates for one student, before pasting it for the other three students
   4. Ask trainees to do the same (i.e. write the dates and copy them for the other students)
   5. Ask trainees to raise their hands when finished
9. Next is to practice adding assessment data
   1. Time to roleplay. One person should act as the student and one person with a laptop should act as the assessor
   2. Ask the “student” to read out the Set 2 sounds from the *paper* Progress Tracker, getting some sounds right and some sounds wrong. The assessor should add the data into the Set 2 section of the *Excel* tracker in the correct row for today’s date (adding a “y” to the relevant cell when the “student” pronounces the sound correctly)
   3. [You, as the trainer, should circulate the room and coach where needed]
   4. Swap student/assessor roles, as needed, and conduct another assessment in a different student row below
   5. When this is finished – ask the trainees to find the percentage of sounds that the student knows (they will need to scroll to the end of the row to see the percentage)
10. Next is to practice reviewing/understanding students phonics ability
    1. Ask trainees to navigate to the ‘Example’ sheet in the Excel tracker. This is in the bottom left corner.



* 1. Once they’ve done that, start a small quiz. Ask the trainees to raise their hand when they know:
     + What percentage of Set 1 sounds does Daria know (assuming the 12th of June is the latest assessment)?
       - Answer: 77%
     + What percentage of Set 1 sounds did Olivia know during the assessment on the 14th of November?
       - Answer: 35%
  2. Ask the trainees to scroll down to the graph at the bottom, and raise their hands when they know:
     + Which two students know the *fewest* Set 1 phonics sounds? (Trainees may need to be reminded to hover the mouse over the relevant lines in the graph)
       - Answer: Nozomi and Kyro
     + Which two students know the *most* Set 1 sounds?
       - Answer: Mia and Li
     + Which two students regressed over the year?
       - Answer: Nozomi and Do Yoon
  3. Ask the trainees to scroll back up to the top and raise their hand when they know
     + Which students currently don’t know the sound “k”?
       - Trainees may need to be reminded to use the filter to select the most recent assessment (12 June), then filter for ‘Blanks’ in the “k” column (you may wish to demonstrate this on the big screen)
       - Answer: Ha Yoon, Ivan, Jose, Kyro, Nozomi, Raphael
     + Which students don’t know the sound “j”?
       - Trainees may need to be reminded to clear the existing filter for “k” before proceeding (you may wish to demonstrate this on the big screen)
       - Answer: Do Yoon, Kyro, Mariam, Nozomi
     + Which two sounds are the students most unfamiliar with (i.e. which sounds are ideal for whole-class revision)?
       - Answer: “d” and “h”

1. Highlight the existence of the transcript of the Training for Schools video, in case anyone would like a written version of the lesson content for future reference (i.e. if they forget any of the skills learned here)
   1. Using the big screen, show the trainees how to access the transcript document by going to seesaywrite.com > The Program > scroll down to ‘Free Teacher Training’ > click the PDF link

**Short break**

1. Consider having a 10-minute bathroom break. Be sure to give an accurate time at which everyone should be returned to their seats.

**Training Continued**

1. Using the big screen, show teachers how they can access all lesson videos on YouTube
   1. Search YouTube or Google for: “see say write” phonics
2. Be sure to use the quotation marks either side of See Say Write, otherwise you may not get the correct results
3. Go to the See Say Write YouTube channel
4. Click on ‘Playlists’
5. Select the relevant playlist/video (i.e. Set 2)
6. Explain: you can also retrieve the relevant lesson video on a laptop by searching for the sound e.g. “see say write” “ee”
7. The page numbers in the workbooks match up to the video lesson number on YouTube – so for example, Set 2 “oy” video has “12” in the title, and is located on page 12 in the workbook. Knowing this will make it easier to find the correct page
8. Next is to practice retrieving the correct lesson video.
   1. Ask trainees to go to YouTube and retrieve the video lesson for Set 2 “oy”, and open the workbook to the right page
   2. Ask them to put their hands up when they’re finished
   3. Ask those who finished first to go and show those who are not able to do it quickly
   4. Remind them that it’s also possible to scan the QR code on the workbook page to retrieve the video, but this is not possible for laptops
   5. If the trainees struggled with this, repeat for another sound e.g. Set 3 “ew”
9. Play the ‘Lesson Preparation’ section of the Training for Schools video and pause before it moves onto ‘Lesson Part 1: Introducing the Sound’ (10:28)
10. Inform trainees that this is the most important thing to get right; students must be prepared and willing to learn if the lesson is to be effective
11. Time to discuss. Inform, or ask trainees to share, the best ways to:
    1. Set high expectations of students behaviour
    2. Ensure students are sitting correctly with hands empty and eyes looking, and everything they need in front of them
    3. Display enthusiasm and get the students to start a new See Say Write lesson
12. Time to roleplay
    1. Each table should choose:
       * One teacher
       * One student
       * One coach (for observing and giving feedback)
       * Any additional trainees on a table can act as students or teaching assistants
    2. Start the roleplay for 1 minute only. Afterwards, allow 20 seconds for feedback
    3. Next introduce the Coaching Checklist
       * Ask trainees to look at the Coaching Checklist printout
       * Explain the purpose: a guide to help teachers use See Say Write effectively
       * Give the trainees a few minutes to skim read it
       * Explain that the person playing the coach should use the checklist for future roleplays
13. Continue to play the training video from ‘Lesson Part 1: Introducing the Sound’ (3:44), and stop the lesson video before ‘Lesson Part 4: Tick or Fix’ (14:18)
14. Time to roleplay
    1. Each table should choose:
       * One teacher
       * One student
       * One coach (using and ticking the checklist)
       * Any additional trainees on a table can act as students or teaching assistants
    2. Ask those roleplaying students not to write in the books, but use a spare piece of paper on the desk
    3. Trainees should change roles during the lesson video, there is no need to rewind
    4. Teachers should play the video lesson on their laptops from ‘Lesson Part 1: Introducing the Sound’ (3:44), and pause the lesson video before the ‘tick or fix’ section (6:15)
    5. Ensure you, as the trainer, are circulating the room and coaching where needed
15. Continue the Training for Schools video from ‘Lesson Part 4: Tick or Fix’ stop before ‘Lesson Part 5: Sound Revision’ (14:35)
16. Explain that, in Set 1, the ‘Tick or Fix’ section is quite long. As with any slow parts of the videos lesson, you can skip through as needed. Alternatively, you can have a routine where faster students know to carry out constructive work while waiting for slower students e.g. practising writing previously learned sounds on a spare piece of paper
17. Continue the Training for Schools video from ‘Lesson Part 5: Sound Revision’ and stop before ‘Lesson Part 6: Vocabulary’ (15:34)
18. Highlight that, for *Set 2*, the revision section is at the *start* of the lesson video, unlike *Set 1* which is used in the Training for Schools video
19. Roleplay
    1. Without using the YouTube video lesson, teachers should now use the Sound Flashcards to practice in-person revision
    2. Swap roles until everyone has had a chance to use the Sound Flashcards to revise sounds with the “students”
20. Continue the training video from ‘Lesson Part 6: Vocabulary’, stop before ‘Lesson Part 8: Spelling’ (17:51)
    1. Roleplay
       * Ensure the usual roles are appointed
       * Trainees should also change roles *during* the video lesson to ensure everyone gets to practice
       * Teachers should continue the video lesson from 15:34 (‘Vocabulary’)
       * And pause the video when it moves onto the ‘Spelling’ section (13:03)
       * Ensure all trainees roleplay the teacher and practice segmenting the words using their fingers and also robot arms (as demonstrated in the training video)
       * Highlight that Set 1 videos don’t include a ‘Segmenting Words’ section, so teachers will always need to pause the video to extend the learning
    2. Ask if there are any questions
21. Continue the training video from ‘Lesson Part 8: Spelling’, stop before ‘Interventions’ (21:20)
    1. Roleplay
       * Teachers should continue the video lesson from 13:03 (‘Spelling’)
       * And pause when it moves to the ‘outro’ section (19:00)
       * Trainees can change roles during the lesson video, there is no need to rewind
       * Teachers should take this opportunity to practice using the Sound Displays for sound and vocabulary revision
    2. Ask if there are any questions

## Intervention specific training

1. Continue the training video from ‘Interventions’ and stop before ‘Homework and Remote Learning’
   1. Reconfirm that student interventions using See Say Write consists of re-watching specific videos, and using the flashcards more extensively
   2. Roleplay:
      * Teachers flashcards 1 on 1 with a “student”, or 1 on 2 / 3
   3. Ask for, or share, other ideas/games for using the flashcards

## Homework and Remote Learning

1. Continue the training video from ‘Homework and Remote Learning’ (23:28) and stop before ‘Summary’
   1. Using the big screen, show trainees where to find the parent-specific part of the See Say Write website (The Program > At School)
   2. Explain any details about how See Say Write will be used as homework in your school
   3. Ask if there are any questions

## Final Points

1. Ask if there are any final questions
2. Summarise, e.g. “Thanks for all your efforts, I hope you feel confident using the scheme in the classroom. If not, please do take the time to re-watch the training video, read through the transcript, and the website. If you’re still unsure, I’m here to help. To summarise, the objectives of this training session were:
   1. To understand the program and how you will use it
   2. Be able to assess students’ phonics ability
   3. Be able to use the Progress Tracker to review/understand students’ phonics ability
   4. Be able to interact with the lesson videos and workbooks to challenge and support learning
   5. Be able to use the Sound Displays and Flashcards
   6. Understand the coaching metrics
   7. Understand how to use the program for interventions, homework and remote learning”