

“Training Video for Schools” - Video Transcript

Introduction:

Hello, my name is Jessie, and welcome to this See Say Write training video for schools. In this video, I will teach you the four main ways that you; the teacher, teaching assistant or volunteer, can use See Say Write to develop your students' English ability. Those four key ways are:

- Curriculum support
- Interventions
- Homework
- And Remote Learning

Alongside this, I will also show you how to complete the necessary assessment.

If you have not watched the 'See Say Write *Simple Overview*' video and an example of a See Say Write *lesson* video, pause now and watch them before continuing. You can find a link to these videos as well as all other important resources mentioned in this training video, in the description box below or on our website.

Assessment tracker:

First things first, let's start with the Assessment Tracker. This is the tool you can use to. . .

- Understand your students' current phonics ability
- To monitor their progress throughout the year
- To determine where your students should start learning with See Say Write, as some students will have prior phonics knowledge.

See Say Write gives you the option of two Assessment Trackers. There is a basic paper version in each workbook and there is a dynamic Microsoft Excel version which you can download from our website. If you already have an *approximate* understanding of your students' phonics ability, please use this image to determine which workbook Assessment Tracker to start with.

1. Workbook assessment tracker

First let's start with the paper version that you can find at the *back* of every workbook. Write the date of assessment in the first column [video example].

If the student is sat nicely, point to one letter at a time for the student to say the sound [video example]. If the student knows the sound, put a tick in the box. If the student does not know the sound, leave the box blank. You can stop the assessment when the student has shown the limit of their ability. Afterwards, reassure the student that they did a fantastic job [video example].

As a resource for anyone who is unfamiliar with their phonics sounds, a QR code will take you to a short video which explains the correct pronunciation of each sound [video example].

2. Excel assessment tracker

Alternatively, we recommend using the Excel Assessment Tracker. I will now share my screen with you to show you how it works [video example]. Each teacher should have their own separate 'Progress Tracker' Excel document for their class. Please note that the tracker is broken into three sets. This is the data for Set 1, scroll to the right and you can see the space for Set 2 data, and further on the right, Set 3. These are all the letter sounds from the Set 3 workbook and videos, Set 2 are here, and Set 1 are here.

When using the excel tracker, the first thing you need to do is input some key information. First, add the names of your students, which is done in this column here. Let's imagine the first three names are Ali, James, and Mia. Continue until all your students' names are complete. You can remove the extra name spaces by highlighting the rows and deleting them. You will notice the graphs here; you can move them to the bottom by clicking and dragging the edge of the graphs, so they're out of the way. I'll explain the graphs later.

Then, you need to add the name of your class. Let's say my class is called 'Zebra Class'. To save time I'm going copy and paste that information into the other boxes. The next thing to add is the date of the assessment, or assessments. I recommend speaking with your subject or year leader as they might have decided the dates already. If you do change the dates, for example lets change this to the 10th of November, you can quickly duplicate the changes by copying and pasting that information into the other boxes.

Note, if you wish to add additional assessment dates, i.e. you need more than 5 assessments, we recommend using a new Excel document.

So, the next thing we're going to learn, is how to input the assessment data. When assessing the students, you can have them read the letters from the paper progress tracker in the workbook.

Okay, let start with Set 1 and imagine the assessment date is 5 September. If Ali can read aloud the letter "m", simply put a "Y" in the box. By adding a Y, the box will automatically turn green, indicating he knows the sound. And let's imagine we are imputing a few more results . . .

At the end of the row, you can see a percentage is automatically being generated. This shows you the percentage of Set 1 sounds that Ali knows. You can keep doing this until you have assessed all your children. Let's move to the example sheet where I have added data already.

So, with the data added from different assessments over several months, you can see that the page is quite busy and difficult to get a clear picture of your student's progress. That's where the line graphs are useful. These are produced automatically. They're fed by the assessment data that you add, no need for any additional work. You'll see there's one graph for each set.

You can use the line graphs to identify any student outliers. In particular, you can easily notice students that are progressing at a slower rate or even regressing. This can help you identify which students need additional support. Just hover over the line to see the student's name.

Line graphs aside, the excel also helps you identify specific gaps in the students' knowledge of specific sounds. When looking for knowledge gaps, the first thing to do is filter the data by the most recent assessment date. So, click the filter button on the date column, deselect all, and choose 2022, June. This shows us only the data for the June assessment.

Now you can see the whole class and identify which letters need revision. You can see that 'h' is a particularly weak spot for the class.

From here you can target specific students by filtering results further. Here we will check exactly which students don't know the letter 'h' by clicking the filter button in the 'h' column and selecting 'blanks' only. Now you have a neat list of names.

This is useful because you can now run another lesson on 'h' or tell the parents of these students that their child should rewatch the 'h' lesson video at home, or you can get a teaching assistant in class to reteach the letter 'h' to those children.

You can return to normal by clicking 'clear filter' on each column. Brilliant, so that's the 'Assessment' section complete.

Curriculum Support and Interventions

Okay, let's move on to the main content of this training video, how to use the video lessons and workbooks in the classroom, to maximise students learning.

While the video shows me using See Say Write to the whole class, most of the techniques I use will be applicable to the interventions too. I will give you specific advice for interventions later.

Lesson preparation:

Before you begin, it is important to ensure all children are ready for the lesson. Make sure they are sitting nicely with a sharpened pencil and their workbook open to the correct page. Have high expectations of student behaviour from the very first lesson [example video].

Show enthusiasm to learn by showing excitement before a new video.

Lesson parts:

1. Introducing the sound

The first part of the video introduces the sound. First the child will hear the sound, watch how it is formed with the mouth and then repeat after the teacher. It is important that the child is forming the sound correctly [example video].

You can circulate the room assessing that all children are forming the sound correctly [example video].

Note, there are many opportunities throughout the See Say Write video lessons where you can pause the video and extend the learning. Extensions, like the one you just saw, are useful to

increase student participation and provide opportunities for you to target areas of development. I will show more ideas for extensions throughout this training video; you can choose which ones you want to use to meet the needs of your students.

2. Introducing the letter

Next the letter is introduced. This is when the children make the connection between the sound of the letter and the letter. Encourage engagement by showing the children how to point at the letter when it is revealed [example video].

3. Handwriting

Next the children are shown how the letters are formed. Ensure the children watch the animations first and then repeat when prompted [example video]. It is essential that the children are forming the letters correctly from the beginning.

We will now watch an activity of how to reinforce handwriting by forming the letters in the air or on the students' hands [example video].

When the handwriting timer appears, it is time for the children to start practising the formation of the letter. This is the time that you, as the teacher or the teaching assistant, need to circulate the room checking that all the children are forming the letter correctly. If you notice a child is not forming the letter correctly, show them how to do it again on the paper. Encourage positive reinforcement by drawing a little smiley face on their sheet when they've done a good job [example video].

Naturally, some children will be a lot quicker than other children at finishing this task. Activities for the quicker children could include additional handwriting practise on a plain piece of paper or practising the handwriting of previously learnt sounds. Give the children a routine of what to do when they finish early, then, in future lessons, they will do this automatically without disturbance [example video].

4. Tick or Fix

Tick or Fix is an assessment tool used in the videos. It is important for children to self-assess their work [example video].

5. Sound revision

After handwriting we recap previously learnt sounds. It is essential that children revisit their prior learning [example video].

If you notice a child is having difficulties with a sound, you can target this during an intervention later. If you have the sound flashcards, there is an opportunity for you to extend the learning here. Create a pack containing all the previously learnt sounds and flash through them one at a time and when the sound of the day appears, encourage all the children to point and say the sound [example video].

6. Vocabulary

In each video we teach 4 vocabulary words using the sound. It is important for children to hear the sounds in words for context. By teaching an action with the vocabulary word, helps them to remember the word [example video].

To reinforce vocabulary, stop the video here. Say a word and get the students to do the action. Or do an action and get the students to say the word [example video].

For this part of the video, we assess their vocabulary. First, we point to the picture and say the word, then it is the students turn to repeat the activity [example video]. If you want, you can get the children to work in partners where one child points to the word and the other child answers [example video].

7. Segmenting words

It is important that children segment words into sounds before spelling words. We begin to practise this in this stage of the video. For example, dad = 'd-a-d'. There are many ways you can practise and reinforce this with your children [example video].

8. Spelling

It is then the opportunity for the children to start to write the words in their book [example video]. When the timer starts, circulate the room to assess the understanding. You can support children by getting them to identify the individual sounds in words. Remember to encourage your students by drawing a smiley face on their sheet if they've done a good job [example video].

When the students are completing the spelling task, all adults in the room can circulate to ensure the children are still forming the letters correctly. If the child is not forming the letter correctly, show them how to do it again [example video].

If the children finish before the timer. Encourage them to write any other words they can think of using the sound of the day [example video].

9. Making sentences

At the end of the video, the children hear the new vocabulary words in a sentence. In Set 1, the children just verbally repeat the sentence, but in Set 2 and Set 3 the children write the sentence when the timer appears. Encourage full engagement in this task by repeating the actions with the video [example video].

Here is an example of how I introduce grammar in this part by using [xxx] action as a capital letter and [xxx] action as a full stop at the end [example video].

You have now reached the end of the lesson. if you have the sound displays cards, add the new sound to the wall here. Show enthusiasm when doing so, to end the lesson on a high and encourage and congratulate the children that they have learnt one new sound and four new vocabulary words. You can use the sound displays to revisit previously taught vocabulary at any time in the day.

Please note, the students that were used in this video saw See Say Write for the first time. It will take your students a few lessons to get familiar with the routine.

Interventions

We are now going to look at how you, the teacher, teaching assistant or volunteer can use See Say Write for interventions in the school day. You can use interventions to target specific children if they have forgotten the sound, if they don't know the sound, or if they are having difficulties spelling simple words with the sounds.

You can identify children for intervention by. . .

- Using the Assessment Tracker
- Observations from the main lesson
- Using observations from the sound revision.

If you have the sound flashcards, you can revisit these at any time of the day, for example, when they come to school in the morning, during transitioning time or during free time. Always have the sound cards ready in your hand or in your pocket and flash through them quickly with a child to make sure they can recall the sounds. Here is an intervention using the sound flashcards to improve the knowledge of specific sounds [example video].

You can also use the sound flashcards to support children who are having difficulties with spelling. Here is an example of what you can do [example video].

To support specific children further, you can use See Say Write as homework. This brings us to our final short section homework and remote learning.

Homework and Remote Learning

There are many ways that See Say Write can be used for homework and this will be decided by your school. You can use it as full class homework to revise the sound that was learnt that day, or for homework to target specific children learning specific sounds. See Say Write homework can also be used during term time or during school holidays for revision.

If you have any children who are unable to attend school, See Say Write can be used for remote learning.

On our YouTube channel we have posted a dedicated 12-minute guidance video, specifically for parents and caregivers, empowering them to interact with the lesson videos to ensure their child gets the most out of using See Say Write at home.

You can send parents a link to this guidance video, and encourage them to engage with the program.

Summary

So, that is it! Remember you can adapt these videos any way you like to suit the need of your children. We have learnt:

- How to encourage positive behaviours
- How to encourage full engagement
- How to support the needs of our students
- How to challenge the needs of our students.

For future reference you can find a written document containing all the information in this training video on our website or you can access it in the video description below.

I hope you enjoy using See Say Write and I hope See Say Write helps your children progress with their English acquisition. Thank you very much, goodbye.