**Primary PGCE Curriculum Map (English)**

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | The Bones of Pampachiri , a poem by Joseph Coelho  Poetry and Drama Introduction to the ‘Teaching Sequence for Writing’.  Using pedagogical strategies to develop talk within the classroom which will enable pupils to share experiences and ideas. | 3.1  4.4  3.5  3.7  3.9 | 3a  2a  2c  4b | DfE 2014 *English Programme of Study: key stages 1 and 2. National Curriculum in England*  BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom.*  CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English: Theory into Practice.*  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. 9th Edition  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Teaching Theory. 9th Edition  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition | Rag Rating - How confident do you feel about teaching?  English Subject Knowledge Audit  Within taught university sessions through activities and interactions  Key component progress tracker |
| **Session 2** | **Early Language Acquisition and talk**  Develop your understanding of the role of spoken language as a tool for learning.  Recognise the stages of language acquisition.  Be familiar with the current national curriculum programme of study for English.  Explore, and reflect upon, a range of teaching strategies to develop speaking and listening (oracy) in the classroom  Becoming a reading teacher | 1  3 | 2h | <https://oracycambridge.org/resources/>  <https://voice21.org/publications/>  The Communication Trust 2015 *Universally Speaking from Birth to 5 Years.*  The Communication Trust 2015 *Universally Speaking aged 5 to 11 Years.*  [*http://www.robinalexander.org.uk/dialogic-teaching/*](http://www.robinalexander.org.uk/dialogic-teaching/) |
| **Session 3** | **Early Reading being a reading teacher and developing reading for pleasure**  From early reading to developing readers  Understand the reading strategies that *mature* readers use when they decode unfamiliar text.  Have a developing knowledge and understanding of the stages of development in *early* reading development for children, including the ‘simple view’ used as the recommended model for teaching and assessment.  Know and understand what is meant by ‘reading for pleasure’ and its’ place in supporting children’s reading development.  Consider the role of the teacher in supporting and promoting reading for pleasure.  Developing reading fluency – the impact on the wider curriculum and progress  Use of multimodal sources to offer alternative reading experiences – online reading sources | 1  3.7, 3.8 | 2c | BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom Practice.*  DfE, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*.  CLARK, C. and RUMBOLD, K. 2006. *Reading for pleasure: A research overview*.  Rose, J. (2006) The Independent Review of the Teaching of Early Reading. London: DfES. PNS (2006) |
| **Session 4** | The Writing process  Live/recorded lesson  Know children’s writing develops over time.  Know the distinction between composition and transcription; the two dimensions of writing, and the importance of these in teaching writing.  Understand basic narrative structure and supporting children in developing narrative writing.  Understand the writing process and some associated methods of teaching.  Use of multimodal sources to offer alternative forms of stimuli for writing – online reading sources  Issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision.  **Writing assessment**  Develop understanding of the use of assessment to identify the next steps for pupils’ writing | 3  4.2 | 2j | CLPE 2017 *Writing in Primary Schools – What We Know Works.*  CORBETT, P. and STRONG, J., 2011.*Talk for Writing Across the Curriculum.*  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition  BUSHNELL, A., SMITH, R. AND WAUGH, D. Modelling Exciting Writing; A guide for primary teaching. 2022.  Kime, S., 2016. EEF. [blog online]. 8 December. Available from: <https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&utm_medium=search&utm_campaign=site_search&search_term=assessing%20reading%20and%20writing> |
| **Session 5** | **Planning a Non-Fiction Writing Session**  Learn how to use books to support reading development across the curriculum.  Become familiar with the EHU lesson planning template.  Recognise the importance of being a reading teacher.  Understand the connection between reading and teaching writing.  Know the importance of secure subject, pedagogical and curriculum knowledge as a primary English teacher and its role in planning for effective learning.  Adaptive Teaching and Writing | 1  3.2 | 2a  8.b | BEARNE, E. and REEDY, D. 2018. *Teaching Primary English: Subject Knowledge and Classroom Practice.*  CLEMENTS, J. 2018. *Teaching English by the Book: Putting Literature at the Heart of the Primary Curriculum.*  CLEMENTS, J. and TOBIN, M. 2021. *Understanding and Teaching Primary English: Theory into Practice*    GAMBLE, N. 2019. *Exploring Children’s Literature: Reading for Knowledge, Understanding and Pleasure.* 4th ed.  <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>  <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you>  The Open University. Reading for Pleasure. Online. Available: <https://ourfp.org> |
| **Session 6** | Poetry workshop  Reading, responding to, performing and writing poetry  Using models to scaffold pupils work – understanding when it is appropriate to remove these to develop creativity and independence In writing |  |  | BALDWIN, P. and JOHN, R. 2012*. Inspiring Writing Through Drama*. London: Bloomsbury Education  CLEMENTS,J.and TOBIN,M. 2021 *Understanding and Teaching Primary English :Theory into Practice. London:Sage*  CLPE 2*02o The Power of a Rich Reading Classroom. London: Corwin*  CREMIN, T., McDONALD, R., LONGLEY,E. and BLAKEMORE, L. 2018*. Jumpstart! Drama Activities and Games for Ages* 5-11. Oxon: Routledge  CREMIN, T., GOOUCH, K ,BLAKEMORE ,L., GOFF, E. & McDONALD, R. 2006 Connecting drama and writing: seizing the moment to write, *Research in Drama Education*, 11:3, 273-291  FARMER, D. 2022 *Drama Resource : Conscience Alley*. Available from <https://dramaresource.com/conscience-alley/> [ Accessed 29.8.22] |
| **Session 7** | Reading comprehension  Wordless picture books – there use to generate comprehension and support SEND and EAL pupils  Issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision.  **Assessment of reading** | 2.4, 2.7  3.2 | 4j | DfE 2022 *Research Review Series: English*  DEPARTMENT FOR EDUCATION [DfE] 2021 *The reading framework: Teaching the foundations of literacy.*  CLEMENTS, J. and TOBIN, M. 2021 *Understanding and Teaching Primary English: Theory into Practice.*  Arizpe, E and M STYLES. 2015 Children Reading Picturebooks: Interpreting visual texts  London: Routledge  ARZIPE, E. 2014. Wordless picturebooks: critical and educational perspectives on meaning-making. In B. Kümmerling-Meibauer (Ed.), Picturebooks: Representation and narration (pp. 91–106). New York, NY: Routledge.  DOWHOWER, S. 1997. Wordless books: Promise and possibilities, a genre come of age. In K. Camperell, B.L. Hayes, & R. Telfer (Eds.), Promises, progress, and possibilities: Perspectives of literacy education. Yearbook of the American Reading Forum, Vol. 17,  57–80.  SERAFINI, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*. New York, NY: Teachers College Press.  SERAFINI, F. (2010). Reading multimodal texts: Perceptual, structural and ideological perspectives. *Children's Literature in Education*, 41, 85–104. |
| **Session 8** | **Grammar**  Teaching grammar in context  Expectations at Key Stage 1 and 2 | 3.2, 3.3  5.1, 5.3 | 2.a  3.d, 3.g  4.b  5.e | MYHILL, D., JONES, S., WATSON, A. AND LINES, H. (2016) Essential primary grammar. Maidenhead: Open University Press  Myhill, D.A., Jones, S.M., Lines, H. and Watson, A., (2012) Re-thinking grammar: The impact of embedded grammar teaching on students’ writing and students’ metalinguistic understanding. Research Papers in Education, 27(2), pp.139-166 |
| **Lecture 1** | **Introduction to core English**  Oi Frog – Kes Gray and Jim Field  Oracy - Developing talk in the classroom | 1  3.7  8.2 | 4b  4d | DfE 2014 *English Programme of Study: key stages 1 and 2. National Curriculum in England*  BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom.*  CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English: Theory into Practice.*  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. 9th Edition  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Teaching Theory. 9th Edition  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition |
| **Lecture 2** | **Planning a unit of English work from the National Curriculum** |  |  | DfE 2014 *English Programme of Study: key stages 1 and 2. National Curriculum in England*  BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom.*  CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English: Theory into Practice.*  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. 9th Edition  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Teaching Theory. 9th Edition  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**  That high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge. That English learning needs to be planned in a way that is inclusive and challenges all learners.  By the end of this phase trainees **will understand:**  That high-quality teaching in English involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory. That direct teaching and modelling, underpinned by talk, are approaches which can be used to support children to understand complex ideas and deepen children’s learning in English.  By the end of this phase trainees **will be able to:**  Plan and teach an English lesson that is appropriate to the needs of all learners, that draws on children’s prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. | 3.2, 3.5  4.2  5.1, 5.3, 5.7  6.1, 6.3  7.1, 7.9 | 2a, 2c, 2d  5a, 5e  6a  7b | OFSTED, 2021. Research Review Series: English.GOV.UK [online]. Available from:<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.https://doi.org/10.1111/j.1467-8535.2005.00507. | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum - Developing** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees will **know:**  that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.  that children have misconceptions in English and that these should be directly addressed through teaching.  **By the end of this phase trainees will understand:**  that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.  how to use medium term plans to sequence aspects of English learning over a period of time.  How marking nd feedback impact pupil progress  How assessment data is used to inform planning.  **By the end of this phase trainees will be able to:**  Plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including those with SEN/D, EAL and more able learners.  plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.  use a range of formative assessment approaches to identify establish what children have learned and to identify misconceptions, and be able to use this information to inform planning and teaching.  plan effectively for additional adults within the classroom linked to the needs of the learners within the class and the English content delivered. | 2. 1  3.2, 3.5, 3.7, 3.9  4.2  5.1, 5.3, 5.7  6.1, 6.3  7.1 | 1  3a, 3b, 3c  4a  5.a, 5.d, 5.e, 5.f  6.a, 6.c, 6.d, 6.f, 6.g, 6.n, 6.p  7.p | OFSTED, 2021. Research Review Series: English.GOV.UK [online]. Available from:<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum - Consolidation** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**  *The features of effective teaching and learning in English including research informed best practice and how this is translated to different contexts.*  By the end of this phase trainees **will understand:**  The impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)  That children’s English learning is assessed over a sequence of lessons and that this knowledge can be used to inform judgements about their attainment.  *The bigger picture-issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision.*  By the end of this phase trainees **will be able to:**  Plan and teach an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in subject knowledge and skills, integrates formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEN/D, EAL and talented readers and writers. To take English learning beyond the national curriculum where appropriate.  Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.  Assess children’s learning over a sequence of science lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague. | 2.1, 2.2, 2.6  3.1, 3.3, 3.5, 3.7  4.2, 4.8, 4.10  5.2, 5.7  6.1, 6.7  7.1, 7.4  8.5 | 2.a, 2.c, 2.d, 2.e, 2.h  3.a, 3.b, 3.c, 3.d, 3.f, 3.g  4.b  5.a, 5.b, 5.c  6a  7.d, 7.e, 7.g, 7.h  8.l | BEARNE.E. and REEDY, D. 2018 Teaching Primary English: Subject Knowledge and Classroom Practice. Oxon: Routledge | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor  Progress Reports |