**Primary Curriculum Map English as an Additional Language**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **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** |
| **Lecture 1** | Introduction to EAL  To understand the term EAL  Be able to explore language acquisition.  To know recognise that EAL practice is quality first teaching. | LT 2:6, LT4:1, LT7:1, | LH1a, LH2a, LH3i, LH5b | BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  CONTEH J 2023*The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools*.  CUMMINS. J.2000 *Language, power and pedagogy: bilingual children in the crossfire.* Clevedon: Multilingual Matters  NALDIC: The National Subject Association for EAL <https://naldic.org.uk/>  Bilingual Language acquisition. | Interactive activity during lecture to explore thinking and facilitate discussion.  Partner discussion and reflection |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, across subjects.  **Planning:** Observe how expert colleagues break tasks down into constituent components across subjects.  **Teaching:** Rehearse and refine particular approaches across subjects 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** |
| Will know and recognise strategies to support children with EAL.  To understand and begin to develop adaptive teaching to meet the needs of all learners.  Students will be able to discuss strategies with expert colleagues. | LT2:1, LT4:1, LT4:10, LT4:7 | LH4a LH4b LH4p LH8n | BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  Core Content Framework 2019  GLAZZARD AND GREEN 2022 Learning to be a primary teacher: core knowledge and understanding. | Weekly Development Summary  and mentor discussion  Lesson Observations  Link Tutor observation and feedback  Trainees will read the school EAL policy and reflect on current school practice. They will seek experienced staff to discuss best practice and procedure. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **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** |
| **Lecture 2** | Assessment  Students will recap on prior learning and language acquisition.  Explore good practice.  Will consider assessment and assessment tools. | LT2:1, LT5:1, LT5:2, LT6:4, LT6:5 | LH3m, LT6h, LH6l | HORNER. K. and WEBER.JJ., 2017. *Introducing Multilingualism: A social approach*. London: Routledge.  KNOWLES. G., 2018.*Supporting Inclusive Practice and Ensuring Equal Opportunities for All*. London: Routledge.  MIKE GERSHON, 2022. *EAL Toolkit* [online] Available <https://mikegershon.com/download/eal-toolkit/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/> | Composite knowledge is evidenced through a quiz.  Students are asked to reflect on understanding and tweet response. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, across subjects throughout school. \*plus exemplar visit -see following  **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** |
| Students will know and recognise specific adaptive teaching to meet the needs of all learners.  Will be able to understand and be able to consider different approaches during planning to meet the needs of all learners.  Can recognise and develop an understanding of assessment and assessment tools | LT2:1,  LT4:9,  LT4:3,  LT5:2,  LT6:7 | LH3h,  LH5n,  LH6c | MIKE GERSHON, 2022. *EAL Toolkit* [online] Available <https://mikegershon.com/download/eal-toolkit/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  Core Content Framework 2019 | Exemplar Visit reflection.  Weekly Development Summary  Lesson Observations  Link Tutor feedback and discussion |

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| **University Curriculum – Year 2 EXEMPLAR VISIT** | | | | | |
| **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** |
| **Exemplar Lecture**  **1 hour** | Students will recap on prior learning and language acquisition.  Explore good practice.  Assessment and assessment tools  Professional Behaviours | LT3:1, LT4:4, LT5.2 | LH2h, | The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  NALDIC  https://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/english\_eal/ | Students use their understanding to support them in their observations in school.  Reflections of observations support planning considerations  Deconstructing lesson supports planning considerations. |
| **Exemplar Lecture**  **1 hour** | Recap on good practice  Reflections on observations  Planning expectations | LT3:1, LT5.1 | LH3C |
| **Exemplar Session**  **2 hours** | Recap on expectations  Lesson planning | LT6:1 | LH4a |

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| **School Based Curriculum – Year 2 EXEMPLAR** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct specific EAL approaches, across subjects throughout school  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons.  **Teaching:** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:** Draw conclusions about what pupils have learnt by looking at adaptive teaching that scaffolds progression through individual lessons and discussion 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** |
| Students will understand and recognise specific adaptive teaching to meet the needs of all learners.  Students will be able to consider different approaches during planning to meet the needs of all learners.  Can use recognised adaptive teaching approaches to specifically target EAL children. | LT2:9, LT7:2, LT5:1, LT5:2, LT6:7, LT8:7 | LH2h, LH3b, LH3c, LH3m, LH4g, LH4h, LH5a, LH6c | The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  Core Content Framework 2019 | Exemplar Visit reflection.  Deconstruction of lesson feedback  Observation feedback |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | | | | | |
| **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** | |
| **Lecture 3** | Students will recap on previous understanding.  Refugees  Culture and difference  Supporting families | LT1:2, LT1:5, LT2:1, LT5:1, LT5.2,  LT5.4 | LH1d, LH4k, LH8h | | NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.  <https://www.nassea.org.uk/>  REFUGEE COUNCIL  <https://www.refugeecouncil.org.uk/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/>  WATERFORD.ORG. 2020*. How to promote additive bilingualism over subtractive bilingualism.*[Accessed 15 Oct 2022] <https://www.waterford.org/education/additive-vs-subtractive-bilingualism/>  NALDIC 2022 Principles to Practice [online] Available from: URL <https://naldic.org.uk/teaching-learning/principles-to-practice/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/> | | | Interactive quiz  Questioning throughout the session  Post session reflective activity  Retrieval practice  Students share/discuss potential for adaptive teaching ideas.  Retrieval practice  Questioning throughout the session  Students begin thinking about what to incorporate in an EAL adaptive resource. | |
| **Minor specialism**  **Session 1**  **3hours** | Language acquisition    The EAL learner | LT2:1, LT3:2, LT5:2,  LT7:2 | LH2a, LH4d, LH4H, LH4p | |
| **Minor specialism**  **Session 2**  **3 hours** | Approaches to teaching and learning  Resources/adaptive teaching | LT1:3, LT3:3, LT3:10, LT5:2 | LH1c, LH3d, LH5b, LH5i | |
| **Minor specialism**  **Session 3**  **3 hours** | Assessment and purpose  Understanding assessment  Classroom strategies | LT2:7, LT4:9, LT6:1,  LT6:3 | LH2g, LH6b, LH6f, LH6g | |
| **Minor specialism**  **Session 4**  **3 hours** | Adaptive resource  Deconstruct adaptive teaching resources. | LT1:3, LT3:8, LT5:3, LT5:4,  LT7:4,  LT8:1 | LH2a, LH8e | | GLAZZARD AND GREEN 2022 *Learning to be a primary teacher: core knowledge and understanding.* Herts: Critical Publishing. | | | Individual focussed feedback. Students reflect on aspects of design. | |
| **Minor specialism**  **Session 5**  **3 hours** | Present ideas and peer feedback | LT4:1, LT8:1,  LT9:7 | LH4e | |  | | | Peer assessed feedback. | |
| **Minor specialism**  **Session 6**  **3 hours** | SEN and EAL  Role of EAL lead  Process and support | LT5:1, LT5:2,  LT5:7 | LH5a, LH5b, LH5c, LH5d | | The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/learners-with-special-educational-needs-or-disabilities/> | | | Q&A throughout the session with SENCO  Group feedback  Student reflection.  Assignment submission. | |
| **School Based Curriculum – Year 3** | | | | | | | | | |
| **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** |
| Students will know that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).  Understand which activities that are context embedded and cognitively demanding for children with EAL.  Can identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. Applies knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | | | | LT1:5,  LT6:1,  LT6:4,  LT6:5 | | LH2s,  LH2b,  LH2c | BAKER. C. AND WRIGHT. W.E., *2021 Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.  NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.  <https://www.nassea.org.uk/>  SHIN. S. J., 2017 *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge. | | Weekly Development Summary.  Mentor discussion.  Lesson Observations.  Link Tutor feedback. |