**Primary Early Years 3-7 Curriculum Map (SSP)**

***Postgraduate Programme***

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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**  **Week 3** | To develop knowledge and understanding of systematic synthetic phonics (SSP) as the prime approach to teaching reading which is supported by the evidence base.  To explore the Simple View of Reading model in relation to the teaching of SSP in the EYFS (DfE, 2023) and the National Curriculum (DfE, 2013).  To identify the importance of pre-phonics skills especially phonological awareness.  To develop subject knowledge to support the teaching of SSP by introducing subject specific terminology. | 1.6  2.1, 2.2, 2.7  3.1, 3.2, 3.3, 3.5, 3.9, 3.10  4.1, 4.2  5.1, 5.2, 5.7  6.1 | 1b, 1c  3a, 3d, 3j, 3p, 3u | DfE (2013) The National Curriculum  DfE (2023) The Reading Framework  Ehri, L. C. (2022) “What Teachers Need to Know and Do to Teach Letter-Sounds, Phonemic Awareness, Word Reading, and Phonics,” Reading Teacher, 76(1), pp. 53–61.  GLAZZARD, J. and STOKOE, J. (2017) Teaching Systematic Synthetic Phonics and Early English (2nd Edition) St Albans: Critical Publishing  Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American  Economic Journal: Economic Policy, 10(2), 217–241.  Rose, Jim (2006). Independent review of the teaching of early reading. Department for Education and Skills.  Medwell J., Wray D., Minns H., Griffiths V. & Coates L (2021) 9th Edition Primary English Teaching Theory and Practice, Learning Matters Sage Publishing, London (Chapter 5 and 14)  Milankov, V., Golubović, S., Krstić, T. and Golubović, Š. (2021). Phonological Awareness as the Foundation of Reading Acquisition in Students Reading in Transparent Orthography. *International Journal of Environmental Research and Public Health*, 18(10), p.5440. doi:10.3390/ijerph18105440.  Neaum, S. (2017). *What Comes Before Phonics?* Learning Matters. | Update Pebble Pad e-portfolio  Feedback during discussions  Informal quizzes  Complete online assessment  Exploring SSP lesson plans and teaching episodes |
| **Session 2**  **Week 4** | To develop knowledge and understanding of effective practice in SSP lessons. ​  ​To develop knowledge around supporting children with SEND in SSP. ​  ​To explore the structure and key components within an SSP lesson. ​  ​To explore pedagogical approaches in SSP to develop high quality teaching. | 1.6  2.2, 2.3, 2.7, 2.9  3.2, 3.3, 3.5, 3.9, 3.10  4.2, 4.3, 4.7, 4.8  5.2, 5.3, 5.7 | 1a, 1b, 1h  2a, 2b, 2c, 2d  3a, 3d, 3o, 3t  4a, 4b, 4g, 4h  5a, 5b |
| **Session 3**  **Week 6** | To continue to develop subject and curriculum knowledge of key-terminology.  To develop further knowledge and understanding of adaptive teaching to provide the necessary amount of scaffolding for learners such as children with SEND, children who have English as an additional language (EAL) and consider stretch and challenge.  To develop knowledge and understanding of longer-term sequencing learning and progression in SSP.  To further explore the structure and components of an SSP lesson and a weekly sequence of lessons through examining planning including opportunities for formative assessment to support progress.  To develop knowledge of how to use decodable texts to support children during independent and guided reading. | 2.2, 2.6, 2.7, 2.9  3.2, 3.4, 3.7  4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9  5.3, 5.4, 5.5, 5.6, 5.7  6.1, 6.4, 6.5  7.1, 7.2  8.5 | 2d, 2e, 2h, 2i, 2k  3f, 3g, 3i, 3j, 3k, 3l, 3n, 3u  4a, 4b, 4d, 4e, 4g, 4h, 4i, 4k, 4l, 4m  5a,5b, 5c, 5g, 5h, 5i, 5j, 5k, 5l, 5m, 5n, 5o  6a, 6e, 6g  7d, 7e, 7f |
| **Session 4**  **Week 29** | To explore formative and summative approaches to assessment in SSP focusing on the Phonics Screening Check (PSC).  To further explore SSP and the connections to phonological working memory to identify factors that can impact on a child’s ability to word read/decode and to develop fluency and automaticity at the expected rate.  To know that SSP approaches can be used in key stage two to support children who haven’t achieved fluency.  To further develop knowledge of the use of decodable texts formative assessment to support children during independent and guided reading.  To identify ways to support parents/carers in SSP and embedding reading for pleasure which supports the development of fluency. | 1.1, 1.2, 1.3, 1.4, 1.6  2.4, 2.5, 2.8  3.2, 3.9, 3.10  4.1, 4.2, 4.3, 4.4, 4.8, 4.11  5.1, 5.2  6.5, 6.6  7.1, 7.2, 7.4, 7.6, 7.7  8.4 | 1b, 1c, 1d, 1f, 1h  2c, 2d, 2i  3p, 3q, 3r,3t, 3u  4d  5g, 5i  6a, 6b, 6c, 6d, 6k |  |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **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** |
| * Identify the SSP Programme used by the school * Research the teaching sequence * Observe a ‘lesson’ * Plan and deliver direct teaching adult led session covering the initial phase. | 1.2, 1.5, 1.6  2.1  3.5, 3.9  4.2, 4.8  5.1, 5.2  7.1, 7.2, 7.5  8.1 | 1a, 1b, 1c, 1h  2a, 2b, 2d, 2h  3a, 3b, 3c, 3d, 3f  4a, 4b, 4e, 4j, 4n  5c, 5i, 5m, 5o  6a, 6g, 6p  7b, 7c, 7e  8a, 8h | Coulson, G. and Cousins, L. (2013) Games, ideas and activities for early years phonics. 2nd edn. Harlow: Pearson Education UK (Classroom Gems).  EARLY EDUCATION (2021) Birth to Five Matters  EYFS Statutory Framework (2021)  Development Matters (2021)  Hornsby, D & Wilson, L 2014, ‘Early Literacy Is More Than Phonics’, Practically Primary, vol. 19, no. 3, pp. 12–15, viewed 20 June 2023,  Glazzard, J. and Stokoe, J. (2017) Teaching systematic synthetic phonics and early english. Second edn. St Albans: Critical Publishing (Critical teaching).  Goouch, K. and Lambirth, A. (2017) Teaching early reading & phonics : creative approaches to early literacy. 2nd edn. Los Angeles: SAGE Publications.  Neaum, S. (2021) *What comes before phonics?* Second edn. Los Angeles: Learning Matters. | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – Key stage 1 placement** | | | | |
| **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** |
| Identify the SSP Programme used by the school  Research the teaching sequence  Discuss the choice of programme and rationale for this with the  English/SSP lead  Observe an SSP session  Plan and deliver a sequence of SSP lessons informed by assessments. | 1.4  1.5  1.6  2.7  2.8  2.9  3.1  3.2  3.5  3.9  4.2  4.4  4.7  4.10  5.1  5.7  6.2  6.5  7.1 | 1a  1b  2b  2d  2j  3b  3c  3g  3j  30  3p  3q  3r  4b  4d  4e  4j  5e  5i  5j  8a | The National Curriculum (2013)  The Reading Framework (2022) Department for Education  Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American  Economic Journal: Economic Policy, 10(2), 217–241. https://doi.org/10.1257/pol.20160514.  Medwell J., Wray D., Minns H., Griffiths V. & Coates L (2021) 9th Edition Primary English Teaching Theory and Practice, Learning Matters Sage Publishing, London (Chapter 5 and 14)  Milankov, V., Golubović, S., Krstić, T. and Golubović, Š. (2021). Phonological Awareness as the Foundation of Reading Acquisition in Students Reading in Transparent Orthography. *International Journal of Environmental Research and Public Health*, 18(10), p.5440. doi:10.3390/ijerph18105440.  Neaum, S. (2017). *What Comes Before Phonics?* Learning Matters. | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – EYFS Placement** | | | | |
| **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** |
| Identify the SSP Programme used by the school  Research the teaching sequence  Discuss the choice of programme and rationale for this with the  English/SSP lead  Observe an SSP session  Plan and deliver a sequence of SSP lessons informed by assessments. | 1.4  1.5  1.6  2.7  2.8  2.9  3.1  3.2  3.5  3.9  4.2  4.4  4.7  4.10  5.1  5.7  6.2  6.5  7.1 | 1a  1b  2b  2d  2j  3b  3c  3g  3j  30  3p  3q  3r  4b  4d  4e  4j  5e  5i  5j  8a | Phonics Validation Guidance (2021) DfE  EYFS Statutory Framework (2022)  Birth to Five Matters (2021)  Reading Framework (2022)  Double, K.S., McGrane, J.A., Stiff, J.C. and Hopfenbeck, T.N. (2019), The importance of early phonics improvements for predicting later reading comprehension. Br Educ Res J, 45: 1220-1234.  Greg Brooks. (2021) Joseph Neef (1770-1854): a forgotten pioneer of applying phonetics and regularised phonic materials to the initial teaching of literacy in English. Language & History 64:1, pages 1-26.  Kevin Wheldall, Nicola Bell. (2020) Recent advances in reading instruction. Educational and Developmental Psychologist 37:2, pages 95-96. | WDS, Lesson observations, SSP Policy, Children’s work samples |