**Primary 5-11 / Primary Early Years 3-7 Curriculum Map (English, Communication & Language and Literacy)**

***Post Graduate 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****1.5 hrs****C&L (AC)**  | To understand the importance of how young children are required to listen attentively and respond to what they hear with relevant questions, comments and actions.To understand that children are expected to reach a level of development in their speech, language and communication skills. | 1.1, 1.4, 1.53.64.17.1, 7.2, 7.3 | 1.c4.p5.l6.o7.e, 7.f | ROSE, J. 2006. Independent Review of the Teaching of Early Reading. DfES.  CAMPBELL, T.A. & McMARTIN, M.E. 2017. Literacy Out Loud: Creating vibrant classrooms where "talk" is the springboard for all learning. Markham: Pembroke Publishers.   DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. Research evidence on reading for pleasure. London: Department for Education.   DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2022. The reading framework. Teaching the foundations of literacy. London: Department for Education.  GOOUCH, K. & LAMBIRTH, A.  2017.  Teaching Early Reading & Phonics: Creative approaches to early literacy.  Los Angeles: Sage.  OFSTED, 2022. Research review series: English.  The Education Endowment Foundation, 2017. Early Language Development: Needs, provision, and intervention for preschool learners from socioeconomically disadvantaged backgrounds.  HOFF, E. 2018. Language Development*.* Wadsworth.  HOLMES, R. M. et al. 2019. *The relationship between young children’s language abilities, creativity, play, and storytelling.* Early Child Development and Care.   HOLMES, R. M. et al. 2022. *Is there a connection between children’s language skills, creativity, and play?* Early Child Development and Care.   CIGMAN, J.  2019.  *Supporting Boys’ Writing in the Early Years: Becoming a writer in leaps and bounds.* New York: Routledge*.*   MEDWELL, J., WRAY, D., MINNS H., GRIFFITHS, V. & COATES, L. 2021. Primary English Teaching Theory and Practice. London: Sage.   MEDWELL, J., WRAY, D., MOORE, G. & GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. London: Learning Matters.  The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report.  CREMIN, T., MOTTRAM, M., POWELL, S., COLLINS, R and SAFFORD K. 2014. Building Communities of Engaged Readers: Reading for pleasure. London and NY: Routledge.  CREMIN, T., HENRY, H., RODRIGUEZ LEON, L. and KUCIRKOVA, N. 2022. Reading Teachers: Reading Teachers: Nurturing reading for pleasure. London: Routledge.  NEAUM, S. 2017. *What Comes Before Phonics?* Learning Matters. KINDERLEY LEARN. 2021. Supporting learners with English as an Additional Language.   | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions  |
| **Session 2****1.5 hrs****Literacy 1 (AC)** | To understand the importance of children accessing (reading and being read to) high quality texts.To know how to teach a range of strategies, including SSP, to enable children to become confident and independent readers.To understand the Simple View of Reading as a model for ***EARLY*** reading development, which incorporates word recognition and language comprehension as key skills required for reading success. | 1.22.43.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.104.3, 4.8, 4.105.2, 5.3, 5.4, 5.6, 5.76.1, 6.68.1, 8.4, 8.5 | 2.b, 2.e, 2.g3.f, 3.l4.e5.b, 5.c, 5.k6.k8.d |
| **Session 3****1.5 hrs****English 1** **(AC)****Session 4****1.5 hrs****English 2** **(AC)****Session 5****1.5 hrs****English 3** **(AC)****Session 6****1.5 hrs****English 4** **\*KS2\*(AC)** | To understand the Simple View of Writing as a model for ***EARLY*** writing development, which incorporates transcription and composition as key skills required for children’s writing success.To understand how to plan, deliver and assess effective writing lessons which will support children in becoming independent and confident writers.To understand the importance of Spoken Language in the Key Stage 1 curriculum and learn how to develop children’s spoken language learning.To identify the skills of effective speaking and listening, both modelled by the adult and used confidently by the learner.To understand how to develop a carefully sequenced and coherent curriculum when planning for Spelling, Punctuation and Grammar learning.To understand that grammar (including spelling and punctuation) is the study of how we make sense in speaking or writing and learn how to incorporate this knowledge into English planning. To understand how the EYFS and KS1 curriculums lay the foundational knowledge and understanding for the Key Stage 2 English curriculum.  | 2.73.1, 3.2, 3.5, 3.6, 3.7, 3.9, 3.104.3, 4.5, 4.6, 4.85.3, 5.56.1, 6.28.12.33.1, 3.2, 3.64.96.57.58.22.6, 2.93.1, 3.2, 3.5, 3.6, 3.9, 3.106.1, 6.38.72.2, 2.5, 2.84.9, 4.116.18.3 | 3.d, 3.s4.b, 4.d5.j3.u4.c6.f7.d2.c, 2.d, 2.f3.t4.n, 4.o6.e |

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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** |
| **Nursery**  To know how to create a supportive and inclusive environment for Communication & Language and Literacy, with a predictable system of reward and sanction in the classroom.  To know how to take pupils’ prior learning into account when planning Communication & Language and Literacy learning and to avoid overloading working memory.  To understand that a predictable and secure environment benefits all pupils but is particularly valuable for pupils with a wide range of needs in Communication & Language and Literacy.  To understand how to assess in accordance with the school assessment policy and make formative assessments of children’s Communication & Language and Literacy skills during a lesson.  To praise the efforts of pupils and the progress that they have made in Communication & Language and Literacy learning.  To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons for Communication & Language and Literacy.  | 1.2, 1.4  2.1, 2.4  3.1, 3.5, 3.9  4.1, 4.6  5.2, 5.7  6.1, 6.3  7.1, 7.2, 7.3  8.1, 8.6, 8.7  | 1.c, 1.d, 1g  2.a, 2.e    3.a, 3.c, 3.d, 3.f, 3.m, 3.r, 3.u   4.a, 4.b, 4.h, 4.i, 4.m, 4.n   5.a, 5.b, 5.o   6.e, 6.g, 6.k, 6.m, 6.o  7.a, 7.b, 7.c, 7.f, 7.h, 7.j, 7.l,    8.b, 8.e, 8.f, 8h, 8.k, 8.n, 8.q, 8.r  |  | Weekly Mentor Meetings  Weekly Development Summary   Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate   |

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| **School Based Curriculum – Development 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 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** |
| **Key Stage 1**  To know how to collaborate with colleagues to create learning that is inspirational and challenging that helps pupils to be extrinsically motivated in their reading and writing lessons.  To know how to plan and deliver a well-sequenced English curriculum that is representative of the school's values and ethos.  To understand how to encourage resilience and perseverance in pupils reading and writing learning and normalise the making of mistakes.  To understand how to model new content effectively, using a blend of discussion, questioning and examples to develop understanding in English lessons.  To be an effective role model, including how to model good standards of written and oral English.  To adjust planning in English lessons, according to formative assessment information of children’s reading and writing skills.   | 1.1, 1.5  2.3, 2.5, 2.6, 2.9  3.2, 3.3, 3.4, 3.8, 3.10  4.2, 4.3, 4.4, 4.8, 4.9, 4.11  5.1, 5.3, 5.6  6.2, 6.4, 6.7  7.5, 7.7  8.3, 8.4  | 1a, 1e, 1h  2c, 2d, 2f, 2k   3b, 3.g, 3.j, 3.l, 3.o, 3.p, 3.q, 3.s, 3.t   4.c, 4.d, 4.g, 4.j, 4.l, 4.o   5.c, 5.d, 5.g, 5.h, 5.i, 5.l, 5.m, 5.n  6.a, 6.c, 6.f, 6.i, 6.j, 6.l, 6.n, 6.p, 6.q   7.d, 7.e, 7.i, 7.m   8.a, 8.d, 8.g, 8.i, 8.j, 8.l, 8.o, 8.s  |   | Weekly Mentor Meetings  Weekly Development Summary   Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate    |

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| **School Based Curriculum – Consolidation Phase** |
| **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** |
| **Reception**  To know how to independently plan lessons for Communication & Language and Literacy that have high expectations of all learners.  To know how to react quickly to emerging misconceptions and take effective remedial action when planning for Communication & Language and Literacy learning.  To understand how to expertly manage behaviour, motivate children, and thus have a positive long-term impact on pupils' attitude and aspirations in Communication & Language and Literacy learning experiences.  To understand how schools use data to set targets for Communication & Language and Literacy and monitor progress and communicate data for accountability to stakeholders.  To help all pupils to understand that they can succeed in their Communication & Language and Literacy learning, even when faced with challenge.  To learn how to provide different representations of a concept to support Communication & Language and Literacy understanding, e.g., visuals and written words.  | 1.3, 1.6  2.2, 2.7, 2.8  3.6, 3.7  4.5, 4.7, 4.10  5.4, 5.5  6.5, 6.6  7.4, 7.6  8.2, 8.5  | 1.b, 1.f   2.b, 2.g, 2.h, 2.i, 2.j, 2.k   3e, 3.h, 3.i, 3.k, 3.n   4.e, 4.f, 4.k, 4.p   5.e, 5.f, 5.j, 5.k   6.b, 6.d, 6.h   7.g, 7.k, 7.n, 7.o, 7.p   8.c, 8.m, 8. p  |   | Weekly Mentor Meetings  Weekly Development Summary   Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate    |