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

***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** |
| **Session 1**  **3 hours**  **Literacy (AC)**  **Reading & SSP** | To develop a sound knowledge of the need for high quality texts when teaching young children to read.  To understand the effective strategies that children need to be able to read independently.  To understand the part Systematic Synthetic Phonics (SSP) plays in teaching young children to read effectively and with greater independence. | 1.1,  3.2, 3.3, 3.4, 3.10,  5.6 | 1b, 1c | 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.  CARROLL, J.M., HOLLIMAN, A.J., WEIR, F. & BAROODY, A.E. 2019. "*Literacy interest, home literacy environment and*  *emergent literacy skills in pre-schoolers: Preschool Literacy Interest and Emergent Literacy*", Journal of Research  in Reading, vol. 42, no. 1, pp. 150-161.  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. | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions |
| **Session 2**  **3 hours**  **Literacy (AC)**  **Writing & SSP** | To understand how young children learn to write, paying regard to pre-writing, drafting/editing, and sharing writing as a supportive structure.  To understand that children need to develop transcriptional and compositional skills for writing.  To understand the part Systematic Synthetic Phonics (SSP) plays in teaching young children to (read and) write using a spelling and segmenting strategies effectively and with greater independence. | 3.5, 3.8,  4.1,  6.1, 6.2, 6.3, 6.4, 6.5, 6.6 | 3.d, 3.e, 3.f, 3.g |
| **Session 1**  **3 hours**  **C&L (HD)**  **Communication** | To develop an understanding of how language acquisition develops in young children.  To understand the relationship between Communication and Language, and other areas of learning in the EYFS framework. | 4.7,  5.5,  8.1, 8.2 |  |
| **Session 2**  **3 hours**  **C&L (HD)**  **SST & Play** | To understand how Sustained Shared Thinking positively impacts children’s learning and development as it encourages a deeper level of thinking and learning.  To understand the importance of how play helps to develop language for meaningful communication. | 1.2,  2.4,  3.6,  5.4,  8.3, 8.7 |  |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues use and deconstruct approaches, in Communication & Language and Literacy, in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components, in Communication & Language and Literacy, for at least one lesson.  **Teaching:**  Rehearse and refine particular approaches in Communication & Language 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 |

***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** |
| **Session 1**  **3 hours**  **English (AC)**  **Spoken Language** | To understand the need for high standards of language and literacy within the curriculum, by equipping children with a strong command of the spoken language. | 1.3,  3.1,  4.8 |  | **As above, plus:**  CIGMAN, J. 2019. *Supporting Boys’ Writing in the Early Years: Becoming a writer in leaps and bounds.* New York: Routledge*.*  DEPARTMENT FOR EDUCATION, 2014. The National Curriculum in England. Key Stages 1 and 2 framework document. London: Crown.  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. | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions |
| **Session 2**  **3 hours**  **English (AC)**  **Reading & Writing** | To understand that children must develop word recognition and language comprehension to become confident, independent readers.  To understand that phonological awareness involves the auditory and oral manipulation of sounds.  To understand that phonemic awareness refers to the ability to understand the relationship between the written symbols and the sounds represented in spoken words.  To understand how the alphabetic code is pivotal to the children’s effective phonetic knowledge. | 2.2, 2.3, 2.5, 2.7, 2.8, 3.9,  4.9 | 2f, 2g |
| **Session 3**  **3 hours**  **English (AC)**  **Reading & Writing** | To understand that there is a requirement to know, understand and be able to confidently use the technical vocabulary related to planning, teaching, and assessing SSP, for example phoneme, grapheme, phone-grapheme correspondence, digraph, trigraph.  To understand that there are common exception words that learners should be able to say, read and spell without the need for SSP strategies. | 2.6, 2.9,  4.3, 4.4, 4.5,  6.7,  8.5 | 8.g |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in English, in at least 4 lessons 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 English lessons.  Plan, as appropriate, how English is interwoven through other subject/curriculum areas.  **Teaching:** Rehearse and refine particular approaches in English lessons.  **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 |

***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** |
| **Session 1**  **2 hours**  **Literacy (AC)**  **Early Reading** | To understand that there are five key concepts about print:  • print has meaning  • print can have different purposes  • we read English text from left to right and from top to bottom • to know the names of the different parts of a book  • to understand how page sequencing works.  To understand that as EYS Practitioners we are required to support learners to develop their phonological awareness and phonemic awareness through music, song, dance, etc. so that they can:  • spot and suggest rhymes  • count or clap syllables in a word  • recognise words with the same initial sound. | 1.6,  3.7,  4.2,  7.1 | 3.n,  6.f | **As above, plus:**  KINDERLEY LEARN. 2021. Supporting learners with English as an Additional Language.  Littleton, K. and Mercer, N. (2013) *Interthinking*. London: Taylor & Francis Group. | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions |
| **Session 2**  **2 hours**  **Literacy (AC)**  **Early Writing** | To understand how developing learner’s emotional literacy is pivotal to enabling learners to express their feelings and emotions and to help them understand why they feel the way that they do.  To understand that emotional literacy has close links to PSED, and that by creating the right environment learners can flourish. | 1.4, 1.5,  7.2, 7.3, 7.6, 7.7 | 8.c |
| **Session 3**  **2 hours**  **C&L (HD)**  **EAL** | To understand that with the support of parents/carers, how to make assessments and judgements about the EAL learner’s understanding.  Identifying gaps in learning, as well as gaps in English, through observation and use of an EAL assessment, and know that this is crucial for planning and delivering next steps to learning.  To understand, respect and value the home language of EAL learners and know that this is critical for ensuring a safe and secure learning environment is evident in the classroom. | 2.1,  4.6, 4.10, 4.11,  7.5,  8.4 | 1d |
| **Session 4**  **2 hours**  **C&L (HD)**  **S,L&C** | To understand there is a difference affecting the rate at which a learner's communication skills develop, in relation to other learners of the same age, and how that might be described as either a 'delay' or a 'disorder'.  To understand that there are many strategies to help support learners with delayed speech or those who have difficulties with their speech. | 5.1, 5.2, 5.3, 5.7,  7.4,  8.6 | 1f |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in Communication & Language and Literacy, in a sequence of lessons throughout school.  **Planning:** Plan a sequence of lessons in Communication & Language and Literacy and identify other opportunities for developing these skills in other Areas of Learning.  **Teaching:** Rehearse and refine particular approaches in all Communication & Language and Literacy lessons.  **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** |
| **Nursery or 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 |