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

***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** | Introduction to SSP   * We will consider the place of SSP in the context of the NC/EYFS Framework * We will introduce the Simple View of Reading * Introduce trainees to the terms - * Phonological Awareness Vs Phonemic Awareness | 1.1, 1.2, 1.3  1.4, 1.5, 1.6, 1.7,  2.1, 2.2,  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12  4.1, 4.2,4.3, 4.4,  5.1, 5.2, 5.4, 5.6,  6.1, 6.2, 6.5  7.1, 7.2, 7.4, 7.5,  8.2 | 1a, 1b, 1c, 1f, 1h,  2a, 2b, 2c, 2h, 2j, 2k,  3a, 3b, 3d, 3e, 3h, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u  4a, 4c, 4e, 4f, 4h, 4i, 4l, 4p,  5a, 5b, 5k, 5m, 5p,  6a, 6b, 6c, 6i, 6j, 6l  7a, 7c, 7d, 7e, 7j, 7m,  8a, 8b, 8d, 8e, 8j, | EYFS Statutory Framework (2021)  Development Matters (2021)  Birth to Five Matters (2021)  Neaum, S. (2021) *What comes before phonics?* Second edn. Los Angeles: Learning Matters.  Goouch, K. and Lambirth, A. (2017) *Teaching early reading & phonics : creative approaches to early literacy*. 2nd edn. Los Angeles: SAGE Publications.  Glazzard, J. and Stokoe, J. (2017) Teaching systematic synthetic phonics and early english. Second edn. St Albans: Critical Publishing (Critical teaching).  Coulson, G. and Cousins, L. (2013) Games, ideas and activities for early years phonics. 2nd edn. Harlow: Pearson Education UK (Classroom Gems). Available at: INSERT-MISSING-URL (Accessed: June 19, 2023).  Hornsby, D & Wilson, L 2014, ‘Early Literacy Is More Than Phonics’, Practically Primary, vol. 19, no. 3, pp. 12–15, viewed 20 June 2023,  Boardman K, (2024) ‘Early Literacy for under fives’ Sage Publishing, London  Nutbrown, C., & Hannon, P. (2003). Children’s Perspectives on Family Literacy: Methodological Issues,                Findings and Implications for Practice. Journal of Early Childhood Literacy, 3(2), 115-145. <https://doi.org/10.1177/14687984030032001>  Nutbrown, C., Hannon, P. and Morgan, A. (2005) Early literacy work with families : policy, practice and research. London: SAGE Publications. Available at: http://site.ebrary.com/id/10718682 (Accessed: July 10, 2024). | Engaging in discussion, contributions in seminars, reflections in learning journey, Jamboard question space |
| **Session 2**  **3 hours** | ‘Phonics’ in KS1.  Review of Key Terminology   * Introduce the structure of an SSP session and share reflections   - Trainees will review an SSP lesson plan thinking about the implications for small group teaching. | 3.5, 3.8, 3.9, 3.10, 3.12  4.1, 4.3, 4.4, 4.7, 4.8  5.1, 5.2, 5.3, 5.6,  6.1, 6.2, 6.3, 6.4, 6.5, 6.6,  7.1, 7.3, 7.4, 7.5 | 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 3.h, 3.j, 3.k, 3.m, 3.n, 3.o, 3.p, 3.r, 3.s, 3.u,  4.a, 4.e, 4.g, 4.h, 4.i, 4.j  5.a, 5.b, 5.c, 5.h, 5.k, 5.p  6.a, 6.d  7.a, 7.b, 7.c, 7.d, |  |
| **Early Reading 1**  **2 hours** | In this session we will focus some of the key issues around Early Reading including  - Early Home Learning Environment  - Parental Engagement  - Strategies to promote Early Literacy | 1.1, 1.2, 1.3  1.4, 1.5, 1.6, 1.7,  2.1, 2.2,  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12  4.1, 4.2,4.3, 4.4,  5.1, 5.2, 5.4, 5.6,  6.1, 6.2, 6.5  7.1, 7.2, 7.4, 7.5,  8.2 | 1a, 1b, 1c, 1f, 1h,  2a, 2b, 2c, 2h, 2j, 2k,  3a, 3b, 3d, 3e, 3h, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u  4a, 4c, 4e, 4f, 4h, 4i, 4l, 4p,  5a, 5b, 5k, 5m, 5p,  6a, 6b, 6c, 6i, 6j, 6l  7a, 7c, 7d, 7e, 7j, 7m,  8a, 8b, 8d, 8e, 8j, |  |
| **Early Reading 2**  **2 hours** | In this session we will focus on the importance of developing ‘Talking about Literacy’   * Developing children’s vocabulary * Developing childrens’s metalinguistic knowledge * Oral storytelling language * Nursery Rhymes | 1.1, 1.2, 1.3  1.4, 1.5, 1.6, 1.7,  2.1, 2.2,  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12  4.1, 4.2,4.3, 4.4,  5.1, 5.2, 5.4, 5.6,  6.1, 6.2, 6.5  7.1, 7.2, 7.4, 7.5,  8.2 | 1a, 1b, 1c, 1f, 1h,  2a, 2b, 2c, 2h, 2j, 2k,  3a, 3b, 3d, 3e, 3h, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u  4a, 4c, 4e, 4f, 4h, 4i, 4l, 4p,  5a, 5b, 5k, 5m, 5p,  6a, 6b, 6c, 6i, 6j, 6l  7a, 7c, 7d, 7e, 7j, 7m,  8a, 8b, 8d, 8e, 8j, |  |

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| **School Based Curriculum – Year 1** | | | | |
| **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/explore the programme and its associated resources.  Observe delivery of a small group phonological awareness session  Work with expert colleagues to devise and plan an adult led small group phonological awareness activity | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7,  2.1, 2.3, 2.4,  3.1, 3.2, 3.5, 3.9,3.10, 3.12  4.1, 4.4, 4.5, 4.6, 4.7  5.2, 5.4, 5.7  6.1, 6.3, 6.5  7.1, 7.2, 7.3, 7.4, 7.5,  8.1, 8.6, 8.7 | 1.b, 1..c, 1.d, 1.e, 1.f, 1.g, 1.h  2.a, 2.b, 2.c, 2.d, 2.e , 2.h, 2.i  3.a, 3.c, 3.d, 3.f, 3.m, 3.n, 3.o, 3.p, 3.r, 3.s, 3.t, 3.u  4.a, 4.b, 4.c, 4.h, 4.i, 4.m, 4.n  5.a, 5.b, 5.f, 5.o, 5.p  6.e, 6.j, 6.g, 6.k, 6.m, 6.o  7.a, 7.b, 7.c, 7.f, 7.h, 7.i, 7.j, 7.l, 7.q,  8.b, 8.e, 8.f, 8h, 8.k, 8.n, 8.q, 8.r | EYFS Statutory Framework (2021)  Development Matters (2021)  Birth to Five Matters (2021)  Neaum, S. (2021) *What comes before phonics?* Second edn. Los Angeles: Learning Matters.  Goouch, K. and Lambirth, A. (2017) *Teaching early reading & phonics : creative approaches to early literacy*. 2nd edn. Los Angeles: SAGE Publications.  Glazzard, J. and Stokoe, J. (2017) Teaching systematic synthetic phonics and early english. Second edn. St Albans: Critical Publishing (Critical teaching).  Coulson, G. and Cousins, L. (2013) Games, ideas and activities for early years phonics. 2nd edn. Harlow: Pearson Education UK (Classroom Gems). Available at: INSERT-MISSING-URL (Accessed: June 19, 2023).  Hornsby, D & Wilson, L 2014, ‘Early Literacy Is More Than Phonics’, Practically Primary, vol. 19, no. 3, pp. 12–15, viewed 20 June 2023,  Boardman K, (2024) ‘Early Literacy for under fives’ Sage Publishing, London  Nutbrown, C., & Hannon, P. (2003). Children’s Perspectives on Family Literacy: Methodological Issues,                Findings and Implications for Practice. Journal of Early Childhood Literacy, 3(2), 115-145. <https://doi.org/10.1177/14687984030032001>  Nutbrown, C., Hannon, P. and Morgan, A. (2005) Early literacy work with families : policy, practice and research. London: SAGE Publications. Available at: http://site.ebrary.com/id/10718682 (Accessed: July 10, 2024). | Weekly Development Summary  Lesson Observations  Link Tutor |

***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**  **Introduction to SSP** | * Reflect on SSP experience so far from introductory placement * Trainees to revisit the Simple View of Reading consider in relation to NC - the implications for SSP instruction and the English Programme of Study - The Reading Framework * Developing children’s phonological awareness * What comes before phonics? Adaptive teaching to support children as appropriate – consider the stages of phonological awareness as an assessment tool. | 1.1  1.2  1.6  2.1  2.2  2.3  2.4  2.5  2.6  2.7  2.8  2.9  3.1  3.2  3.3  3.4  3.5  3.6  3.9  3.10  4.1  4.2  4.8  5.1  5.2  5.7 | 1b  1c  2d  2f  2h  2i  3a  3c  3d  3f  3j  3k  3o  3s  3p  3u | 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. |  |
| **Session 2**  **Alphabetic Code** | * Introduce trainees to the Alphabetic code as shared in the Reading Framework. * Consider the complexities of the English language and why English can be a challenging language to decode. * Introduce associated terminology – Decoding, encoding, Grapheme, Phoneme, Digraph, Trigraph, Quadgraph. * Share resources for adaptive teaching e.g. hearing impaired/visually impaired | 1.6  2.1  2.3  2.9  3.1  3.2  3.3  3.4  3.5  3.6  3.8  3.9  3.10  4.1  4.2  4.6  4.7  4.8 | 1a  1b  1h  2b  2c  2d  2k  3a  3d  3g  3i  3j  3k  3l  3n  3o  3u  4a  4b  4h | Online quiz to be completed via Blackboard reflecting on key terminology and concepts of decoding and encoding |
| **Session 3**  **Classroom Pracitice** | * Planning for progression in KS1 * Components of a phonics lesson – Trainees to observe a phonics lesson with support from staff to identify and critically analyse how a carefully structured lesson provides the necessary amount of scaffolding for learners. * Behaviour management – positive relationships/ planning/pace/LO focus/preparation/ * Consider how to support learners with SEN/EAL * Assessment – Trainees will review assessment procedures employed within an SSP session with a view to considering nationwide assessment procedures. | 4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8  4.9  5.1  5.2  5.3  5.4  5.5  5.6  5.7  6.1  6.2  6.3  6.4  6.5  6.6 | **4a**  **4b**  **4c**  **4d**  **4e**  **4f**  **4g**  **4h**  **4i**  **4j**  **4k**  **4l**  **4m**  **5a**  5b  5c  5d  5e  5f  5g  5h  5i  5j  5k  5l  5m  5n  5o  6a  6b  6c  6d  6e  6g  6i  6k  6o | Create an SSP lesson plan. |
| **Session 4**  **Assessment** | * Phonics Screening Check (PSC), fluency and Reading for Pleasure. * Outline expectations for PSC and share guidance materials. Consider the tensions for class teachers here. * Correlate this with reading for pleasure/fluency as the vehicle for reaching this. | 1.1  1.2  1.3  1.4  1.6  2.7  2.9  **3.9**  **3.10**  4.1  4.2  4.3  4.4  4.8  4.11  5.1  6.1  6.5  6.6  7.1  7.2  7.4  7.5  7.6  7.7  8g | 1b  1c  1d  1f  1h  2b  2f  2i  3a  3d  3g  3l  **3p**  **3q**  **3r**  3t  3u  4d  5g  5i  6q  7p |  |
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| **School Based Curriculum – Year 2** | | | | |
| **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 in school.  Discuss with English/SSP lead the rationale behind choice of scheme.  Observe an SSP session  Identify strategies used by class teacher to adapt to the needs of learners.  Identify strategies used to assess the children’s learning in SSP.  Plan and deliver a sequence of lessons in keeping with the chosen SSP programme. | 1.4  1.5  1.6  2.1  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  2c  2d  2h  2j  3a  3b  3c  3d  3g  3j  3o  3p  3q  3r  4a  4b  4c  4d  4e  4j  5e  5f  5i  5j  6a  6b  6d  6p  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 |

**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**  **1.5 hours** | * Recap on PP and reflect upon this. * Return to EYFS expectations. * Phonics programmes – Trainees will be take a closer look at variety of SSP schemes and will complete an exploration of these considering the similarities and differences * This will be considered in the context of the DfE approved programme criteria. * Reading house model (EEF) * Scarborough’s Reading Rope | 8.1  8.2  8.7 | 8a  8c  8d  8g | 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.  Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. The Reading Teacher, 58, 510-519. | Annotated comparison of Two SSP Programmes |
| **Session 2**  **1.5 hours** | * SSP in KS2 + * SEN/D children * Comprehension, Decoding and Fluency * Teaching Strategies for the development of fluency * Readers Theatre * Reflections and self-development planning | 4.2  4.3  4.4  4.5  4.6  4.7  4.8  5.1  5.2  5.3  5.4  5.7 | 5a  5b  5d  8j  8k  8l |  |
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| **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** |
| Identify the phonics programme chosen by the setting.  Discuss with SSP lead how the programme was chosen.  Research the programme, its resources and assessment tools  Find out how the children are grouped and how progress is tracked | 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  6.7  7.1 | 1a  1b  2a  2b  2c  2d  2e  2j  2g  2h  3b  3c  3g  3j  3o  3p  3q  3r  4b  4c  4d  4e  4j  5e  5i  5j  6a  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 |