**English Primary 5-11 Curriculum Map - School Based**

**Level 4 Undergraduate**

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| **University Curriculum – Level 4** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  (CCF reference in numerics e.g. 1.1)  **1.3, 1.6, 1.7, 1.8**  **2.2, 2.4, 2.6**  **3.1, 3.3, 3.5, 3.12**  **4.2, 4.3, 4.5, 4.7, 4.8**  **5.1, 5.2, 5.3, 5.7, 5.8, 5.9**  **6.1, 6.3, 6.4** | **Learn How**  (CCF reference bullets alphabetically e.g. 1c)  **1a**  **2b, 2e**  **3h, 3k, 3j, 3l, 3s, 3u**  **4a, 4b, 4c, 4d, 4h, 4j, 4i**  **5a, 5j, 5l**  **6g** | **Links to Research and Reading** | **Formative Assessment mode** |
| **In person - campus** | **The Suitcase – Chris Naylor-Balesteros**  Become familiar with the teaching sequence for English.  Consider a range of activities for impact on speaking and listening, reading and writing.  To reflect on using books as stimuli for learning. | 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2, 2.4  3.1, 3.3, 3.5, 3.7, 3.9, 3.12  4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9  5.1, 5.2, 5.3, 5.7  6.1, 6.3, 6.4 | 1a  2.a, 2b, 2e  3h, 3k, 3a, 3j  4a  5a | DfE 2014 *English Programme of Study: key stages 1 and 2. National Curriculum in England*  BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom.*  CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English: Theory into Practice.*  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. 9th Edition  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Teaching Theory. 9th Edition  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition | Rag Rating - How confident do you feel about teaching  English Subject Knowledge Audit  Within taught university sessions through activities and interactions  Key component progress tracker  PED1022 assignment |
| **In person - campus** | **Language Acquisition and Early Talk**  Develop your understanding of the role of spoken language as a tool for learning.  Recognise the stages of language acquisition.  Be familiar with the current national curriculum programme of study for English.  Explore, and reflect upon, a range of teaching strategies to develop speaking and listening (oracy) in the classroom | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2, 2.4  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12  4.2, 4.3, 4.5, 4.7, 4.8, 4.9  5.1, 5.2, 5.3, 5.7 6.1, 6.3, 6.4 | 1a, 1b  2b, 2c, 2e, 2.i, 2h,  3f, 3c, 3h, 3k, 3j  5a  6a, 6b | <https://oracycambridge.org/resources/>  <https://voice21.org/publications/>  The Communication Trust 2015. *Universally Speaking from Birth to 5 Years.*  The Communication Trust 2015 *Universally Speaking aged 5 to 11 Years.*  [*http://www.robinalexander.org.uk/dialogic-teaching/*](http://www.robinalexander.org.uk/dialogic-teaching/) |
| **IN person -campus** | **Understand what is meant by comprehension.**  Identify the different type of comprehension questions.  Recognise the importance of dictation in committing the ‘mechanics’ of writing to long-term memory. | 1.3, 1.6, 1.8  2.2, 2.4, 2.7  3.1, 3.2, 3.3, 3.5, 3.12  4.2, 4.3, 4.5, 4.7, 4.8  **5.1, 5.2, 5.3, 5.7**  6.1, 6.3, 6.4 | 1a  2b, 2c, 2d, 2g, 2e, 2i, 2j, 2k  3h, 3k, 3j  4i  5a | DfE 2022 *Research Review Series: English*  DEPARTMENT FOR EDUCATION [DfE] 2021 *The reading framework: Teaching the foundations of literacy.*  CLEMENTS, J. and TOBIN, M. 2021 *Understanding and Teaching Primary English: Theory into Practice.* |
| **In person -campus** | **Early Reading being a reading teacher and developing reading for pleasure**  Understand the reading strategies that *mature* readers use when they decode unfamiliar text.  Have a developing knowledge and understanding of the stages of development in *early* reading development for children, including the ‘simple view’ used as the recommended model for teaching and assessment.  Know and understand what is meant by ‘reading for pleasure’ and its’ place in supporting children’s reading development.  Consider the role of the teacher in supporting and promoting reading for pleasure. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2, 2.4, 2.6  3.1, 3.3, 3.5, 3.7, 3.8, 3.12  4.2, 4.3, 4.5, 4.7, 4.8  5.1, 5.2, 5.3, 5.7  6.1, 6.3, 6.4 | 1a, 1.d  2b, 2c, 2d, 2g, 2e, 2i  3h, 3k, 3j  5a | BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom Practice.*  DfE, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*.  CLARK, C. and RUMBOLD, K. 2006. *Reading for pleasure: A research overview*.  Rose, J. (2006) The Independent Review of the Teaching of Early Reading. London: DfES. PNS (2006) |
| **In Person - campus**  **And School based task follow up** | **The Writing process – narrative writing**  Know children’s writing develops over time.  Know the distinction between composition and transcription; the two dimensions of writing, and the importance of these in teaching writing.  Understand basic narrative structure and supporting children in developing narrative writing.  Understand the writing process and some associated methods of teaching.  Understand that adaptive teaching strategies allow all children to be included and make progress in their English learning.  Recognise the importance of scaffolding in supporting writing for all children. | 1.3, 1.6, , 1.7, 1.8  2.2, 2.3, 2.4, 2.6, 2.6, 2.7, 2.8, 2.9, 2.10  3.1, 3.3, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12  4.2, 4.3, 4.5, 4.7, 4.8, 4.9  5.1, 5.2, 5.3, 5.7  6.1, 6.3, 6.4 | 1a  2b, 2c, 2d, 2g, 2e, 2i, 2.h  3h, 3k, 3j, 3u  5a  6p | CLPE 2017 *Writing in Primary Schools – What We Know Works.*  CORBETT, P. and STRONG, J., 2011.*Talk for Writing Across the Curriculum.*  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition  BUSHNELL, A., SMITH, R. AND WAUGH, D. Modelling Exciting Writing; A guide for primary teaching. 2022. |
| **School based task** | **Learn the importance of creating a rich language environment.**  The importance of a good understanding of the literature available and the link to the demographic of the class e.g. a range of diverse texts.  Recognise the importance of being a reading teacher.  Understanding the connection between reading and vocabulary enrichment.  Know the importance of classroom and resource management in English, to ensure that pupils progress. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2, 2.4  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12  4.2, 4.3, 4.5, 4.7, 4.8, 4.9  5.1, 5.2, 5.3, 5.7 6.1, 6.3, 6.4 | 1a, 1b  2b, 2c, 2e, 2.i, 2h,  3f, 3c, 3h, 3k, 3j  5a  6a, 6b | BEARNE, E. and REEDY, D. 2018. *Teaching Primary English: Subject Knowledge and Classroom Practice.*  CLEMENTS, J. 2018. *Teaching English by the Book: Putting Literature at the Heart of the Primary Curriculum.*  CLEMENTS, J. and TOBIN, M. 2021. *Understanding and Teaching Primary English: Theory into Practice*    GAMBLE, N. 2019. *Exploring Children’s Literature: Reading for Knowledge, Understanding and Pleasure.* 4th ed. |
| **In person- campus** | **Introduction to poetry**  **Planning an English lesson**  Learn how to use poetry to support reading and writing development across the curriculum.  Recognise the importance of being a reading teacher.  Become familiar with the EHU lesson planning template.  Know the importance of secure subject, pedagogical and curriculum knowledge as a primary English teacher and its role in planning for effective learning. | 1.3, 1.6, , 1.7, 1.8  2.2, 2.4, 2.7  3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.12  4.2, 4.3, 4.4, 4.5, 4.7, 4.8  5.1, 5.2, 5.3, 5.7  6.1, 6.3, 6.4 | 1a  2.a, 2b, 2c, 2e,  3.a, 3h, 3g, 3k, 3j  4a  5a, 5.o | BEARNE, E. and REEDY, D. 2018. *Teaching Primary English: Subject Knowledge and Classroom Practice.*  CLEMENTS, J. 2018. *Teaching English by the Book: Putting Literature at the Heart of the Primary Curriculum.*  CLEMENTS, J. and TOBIN, M. 2021. *Understanding and Teaching Primary English: Theory into Practice*    GAMBLE, N. 2019. *Exploring Children’s Literature: Reading for Knowledge, Understanding and Pleasure.* 4th ed.  The Open University. Reading for Pleasure. Online. Available: <https://ourfp.org> |
| **IN person-campus** | **Planning a writing session**  Observe a live writing lesson  Plan a writing lesson using the EHU format. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2, 2.4, 2.6, 2.7  3.1, 3.2, 3.3, 3.5, 3.7, 3.12  4.2, 4.3, 4.5, 4.7, 4.8  5.1, 5.2, 5.3, 5.7, 5.8, 5.9  6.1, 6.3, 6.4 | 1A  2.a, 2b, 2c, 2d, 2g, 2e, 2i  3h, 3k, 3j, 3u  5a  8a | BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom Practice.* | Recall and retrieval quiz  Focused task – Observe a live lesson and then dissect it, identifying good practice specific to English and for general classroom practice. |

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| **School Based Curriculum – Level 4** | | | | |
| **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** |
| **By the end of this phase trainees will know:**  Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge.  Know that English learning needs to be planned in a way that is inclusive and challenges all groups of learners. | 1.1, 1.2, 1.3, , 1.7, 1.8  2.1, 2.2, 2.5, 2.62.6, 2.7, 2.8, 2.9, 2.10  3,2. 3.3, 3.5, 3.7  4.1, 4.2, 4.3 4.7  5.1, 5.2, 5.7  6.1, 6.2, 6.3, 6.4. 7.1, 7.4, 7.9  2.2, 2.6, 2.7, 2.8, 2.9, 2.10  3.2, 3.7, 3.12  4.2, 4.3  6.1  1.4, 1.5  2.1, 2.5, 2.6  4.1, 4.2, 4.6, 4.11, 5.5, 5.6, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11  8.8, 8.9 | 2b, 2.f, 2e, 2j  3f, 3h, 3k, 3j,  4b, 4g  5.a, 5.g, 5k  6a, 6b  2b, 2e  3e, 3f, 3h, 3j, 3u  4b, 4g  5k  1b  2b, 2e, 2j  3a, 3b, 3f, 3c, 3h, 3g, 3k  4f, 4o, 4m, 4n  5f, 5g, 5j, 5p, 5q,  6a, 6b, 6d, 6m, 6p  7i, 7k | OFSTED, 2021. Research Review Series: English.GOV.UK [online]. Available from:<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.https://doi.org/10.1111/j.1467-8535.2005.00507. | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor |
| **By the end of this phase trainees will understand:**  Understand that effective lessons integrate disciplinary knowledge as well as substantive knowledge.  Understand that high-quality teaching in English involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory.  Understand that direct teaching and modelling, underpinned by talk, are approaches which can be used to support children to understand complex ideas and deepen pupils’ learning in English.  Understand the planning decisions made by experienced colleagues to ensure that English learning builds on prior learning to deepen pupils’ knowledge.  Understand how to provides opportunities to assess pupils’ learning and how to act on this to deepen pupils’ understanding. |
| **By the end of this phase trainees will be able to:**  Plan and teach an English lesson that is appropriate to the needs of all learners,  Draws on children’s prior learning to develop pupils’ knowledge.  Model and scaffold learning to support cognitive overload. |

***Level 5 Undergraduate***

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| **University Curriculum – Level 5** | | | | | |
| **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** |
| **Campus –**  **In Person** | **Narrative poetry**  *Introduction to the module – Expectation to read Wonder R J Palacio*  The teaching sequence for writing  Poetry – purpose, audience, text features and links to writing | 1.2  2.2  3.5  4.2, 4.3  5.1, 5.3, | 2.a  3.d, 3.s  4.b  5.e | BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom Practice.*  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Knowledge and Understanding. 9th Edition  MEDWELL, J., WRAY, D., MOORE, G. and GRIFFITHS, V. 2021. Primary English: Teaching Theory. 9th Edition  WAUGH, D., JOLLIFFE, W. AND ALLOTT, K, 2023. Primary English for Trainee Teachers. 4th Edition  [https://dramaresource.com/conEnglish-alley/](https://dramaresource.com/conscience-alley/)  BUSHNELL, A., SMITH, R. AND WAUGH, D. Modelling Exciting Writing; A guide for primary teaching. 2022. | English Subject Knowledge Audit  Within taught university sessions through activities and interactions  Key component progress tracker  PED2033 assignment |
| **Campus –**  **In Person** | **Non-Fiction**  Introducing non-fiction focus reading  Recognise the quality of contemporary nonfiction texts The difference between fiction, non-fiction and poetry – purpose, audience, text features and links to writing  Non-fiction text types  Understand the key features of nonfiction texts and how they support pupils’ learning.  Recognise that spoken language underpins the development of writing and reading and that reading and understanding text is integral to the process – the development of dialogic talk in the primaru English classroom  Recap the purpose of writing – audience and composition  Modelling writing of nonfiction texts – plan a writing session  Links to National Curriculum | 3.2  4.3  5.1, 5.3, | 2.g  3.s 4.b, 4.n  5.a, 5.c, 5.e | BEARNE.E. and REEDY, D. 2018 *Teaching Primary English: Subject Knowledge and Classroom Practice.*  <https://www.bbc.co.uk/scotland/learning/secondary/nonfiction/>  ALEXANDER, R., 2020. A Dialogic Teaching Companion  CREMIN T., MOTTRAM, M., BEARNE, E. and GOODWIN, P. 2008. 'Exploring teachers’ knowledge of children’s literature'. Cambridge Journal of Education, 38 (4), pp.449–464.  CREMIN, T., MOTTRAM, M., COLLINS, F., POWELL, S. and SAFFORD, K. 2009. 'Teachers as readers: building communities of readers'. Literacy, 43 (1), pp.11–19  CREMIN, T., MOTTRAM, M., COLLINS, F., POWELL, S. and SAFFORD, K. 2014. Building communities of engaged readers: reading for pleasure. Oxon: Routledge.  THE READING AGENCY., 2015. *Literature Review: The impact of reading for pleasure and empowerment .* <https://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf>.  YOUNG, R. and FERGUSON, F., 2021. Writing For Pleasure: Theory, Research & Practice London: Routledge  Wordpress. 2023. The Writing for Pleasure Centre. Available from: <https://writing4pleasure.com/> |
| **Campus –**  **In Person** | **Diversity in texts**  Wonder  An introduction to multimodality to stimulate writing | 2.2, 2.9  3.2, 3.5  5.1, 5.3 | 3.r  4.b | <https://clpe.org.uk/>  CLPE. 2020. ‘The power of a rich reading classroom’. London: SAGE.  CLPE. 2020. ‘Reflecting Realities: Survey of Ethnic Representation with UK Children’s Literature’. London: CLPE  COURTNEY, M. 2019, "Diverse Literature in School Libraries: Reflected Realities", School librarian, vol. 67, no. 3, pp. 133. |
| **Online** | **Reading comprehension**  **Assessment of reading**  **Reading fluency**  Developing oral expressive reading (fluency) supports children’s understanding and comprehension of text.  Learn how to  Model a broad range of authentic literacy practices, such as reading aloud with fluency, | 3.2, 3.5, 3.9  5.1, 5.3  6.1, 6.2, 6.3, 6.4, | 3.o, 3.p, 3.q  5.c  6.b, 6.c, 6.e, 6.p, 6.q, 6.r | EDUCATION ENDOWMENT FOUNDATION, 2022. Education Endowment Foundation [online]. Available from: <https://educationendowmentfoundation.org.uk/?gclid=CjwKCAjwtKmaBhBMEiwAyINuwCA1Bd8uSWJ3iJ9y4Gg4nRD3S3i9wmw5rSKDUPXk7JfKrFPhso_EDBoCvBMQAvD_BwE>  OFSTED, 2022, Research review series: English  EDUCATION ENDOWMENT FOUNDATION, 2022. Education Endowment Foundation: Shining a spotlight on reading fluency  <https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency>  EDUCATION ENDOWMENT FOUNDATION, 2022. Education Endowment Foundation: Why focus on Reading Fluency?  <https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency>  TENNENT, W. (2015) Understanding Reading  Comprehension: Practice and Process. London: Sage |
| **Campus –**  **In Person** | **Writing assessment**  Develop understanding of the use of assessment to identify the next steps for pupils’ writing | 3.2, 3.5  5.1, 5.3  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 | 5.c  6.b, 6.c, 6.e, 6.p, 6.q, 6.r | Kime, S., 2016. EEF. [blog online]. 8 December. Available from: <https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&utm_medium=search&utm_campaign=site_search&search_term=assessing%20reading%20and%20writing> |
| **School Based Task** | **SEND and English - Adaptive teaching**  Considering specific learning needs related to English and the impact on other areas of the curriculum  Dyslexia  SLCN  ASC | 3.2  5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.6 | 5.a, 5.c, 5.e, 5.k, 5.l, | Dittrich, W.H. and Tutt, R., 2008. Educating Children with Complex Conditions  DfE, 2023, Special educational needs in England [online]. Available from: [https://explore-educationstatistics.service.gov.uk/find-statistics/specialeducational-needs-in-england#](https://explore-educationstatistics.service.gov.uk/find-statistics/specialeducational-needs-in-england) |
| **School Based Task** | **Grammar**  Teaching grammar in context  Expectations at Key Stage 1 and 2  Peer evaluation of the students’ f lesson sequences for assignment | 3.2, 3.3  5.1, 5.3 | 2.a  3.d, 3.g  4.b  5.e | MYHILL, D., JONES, S., WATSON, A. AND LINES, H. (2016) Essential primary grammar. Maidenhead: Open University Press  Myhill, D.A., Jones, S.M., Lines, H. and Watson, A., (2012) Re-thinking grammar: The impact of embedded grammar teaching on students’ writing and students’ metalinguistic understanding. Research Papers in Education, 27(2), pp.139-166 |

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| **School Based Curriculum – Level 5** | | | | |
| **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** |
| **By the end of this phase trainees will know:**  Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.  Know that children can have misconceptions in English and that these should be directly addressed through teaching.  Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.  Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. | 2. 1  3.2, 3.5, 3.7, 3.9  4.2  5.1, 5.3, 5.7  6.1, 6.3  7.1 | 1  3a, 3b, 3c  4a  5.a, 5.d, 5.e, 5.f  6.a, 6.c, 6.d, 6.f, 6.g, 6.n, 6.p  7.p | OFSTED, 2021. Research Review Series: English.GOV.UK [online]. Available from:<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor |
| **By the end of this phase trainees will understand:**  Understand how to use medium term plans to sequence aspects of English learning.  Understand how marking and feedback impact pupil progress  Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform attainment judgements. |
| **By the end of this phase trainees will be able to:**  Plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g., those with SEN/D, EAL and more able learners.  Plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.  Use formative assessment approaches to establish what pupils have learned, to identify misconceptions and use this information to inform planning and teaching.  Plan effectively for additional adults within the classroom linked to the needs of the learners and the English content being delivered. |

**Level 6 Undergraduate**

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| **University Curriculum – Level 6** | | | | | |
| **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** |
| **Campus –**  **In Person** | **Diversity and Representation in Children’s Literature**  Review and develop their thinking, beliefs and values around reading for pleasure.  Consider whether children see themselves reflected in texts and will explore the diversity represented in children’s texts.  Identify how to include representation, inclusion and diversity within their future practice. | 1  3.1  5.2  8.3 | 1b, 1c  3e | CHAMBERS, A. 1996. The reading environment: how adults help children enjoy books. York: Stenhouse Publishers.  CLPE. 2020. ‘The power of a rich reading classroom’. London: SAGE.  CLPE. 2020. ‘Reflecting Realities: Survey of Ethnic Representation with UK Children’s Literature’. London: CLPE  COURTNEY, M. 2019, "Diverse Literature in School Libraries: Reflected Realities", School librarian, vol. 67, no. 3, pp. 133. | English Subject Knowledge Audit  Within taught university sessions through activities and interactions  Key component progress tracker  PED3033 assignment |
| **School Based Task** | **Poetry**  Understand how children’s listening and reading skills can be developed through engagement with repetitive patterns of poetry.  How children’s writing can be developed as they draw on patterns used by poets and how poetry allows for language development and encourages experimentation and creativity. | 2.2, 2.7, 2.9  3.2,3.5  5.1, 5.3  7.7 | 2b | BEARNE.E. and REEDY, D. 2018 Teaching Primary English: Subject Knowledge and Classroom Practice. Oxon: Routledge  CLEMENTS, J. and TOBIN,M. 2021 Understanding and Teaching Primary English :Theory into Practice. London: Sage  CLPE 202o The Power of a Rich Reading Classroom. London: Corwin  CREMIN, T. and BURNETT,C. 2018. Learning to Teach in the Primary School. 4th ed. . Oxon: Routledge |
| **Online** | **Supporting children’s language needs**  Explore how language is learned and explore strategies to promote vocabulary development.  Consider the needs of children who have English as an additional language and examine oracy as a tool for promoting language development for all children and the diverse needs they may have.  Plan a sequence of lessons which include a range of strategies to promote vocabulary development. | 3.4, 3.7  5.1, 5.3  7.1, 7.2, 7.4 | 2g, 2h, 2k  5j | <https://noisyclassroom.com/>  <https://voice21.org/oracy/> |
| **Campus –**  **In Person**  **School Based Task** | **Identifying the benefits of using dramatic conventions in the classroom**  Explore drama as a tool to support children in developing their engagement and comprehension of texts  Explore and develop their own skills of using a range of dramatic conventions and identify the benefits they bring to children’s progress in language development, reading and writing. | 3.4, 3.7  5.1, 5.3  7.7 | 2a, 2b | CREMIN, T., McDONALD, R., LONGLEY,E. and BLAKEMORE, L. 2018. Jumpstart! Drama Activities and Games for Ages 5-11. Oxon: Routledge  CREMIN, T., GOOUCH, K ,BLAKEMORE ,L., GOFF, E. & McDONALD, R. 2006 Connecting drama and writing: seizing the moment to write, Research in Drama Education, 11:3, 273-291  [https://dramaresource.com/conEnglish-alley/](https://dramaresource.com/conscience-alley/) |
| **Campus –**  **In Person**  **School Based Task** | **Planning for Writing**  Use dramatic conventions to plan a sequence of lessons to ensure children’s learning is progressive.  Use strategies which develop children’s oral, comprehension and writing skills and will include adaptive teaching and formative assessment strategies | 3.2, 3.7  5.1 – 5.7  7.1, 7.2 | 2d  5c, 5l  6a | BEARNE.E. and REEDY, D. 2018 Teaching Primary English: Subject Knowledge and Classroom Practice. Oxon: Routledge  CLEMENTS,J.and TOBIN,M. 2021 Understanding and Teaching Primary English :Theory into Practice. London:Sage |
|  | English specific educational issues  SEND - Dyslexia/ASD/SLCN  Vocabulary gap  EAL  Ability grouping | 3.2  5.1, 5.3  6.1, 6.2, 6.3 | 6a | DfE, 2023, Special educational needs in England [online]. Available from: [https://explore-educationstatistics.service.gov.uk/find-statistics/specialeducational-needs-in-england#](https://explore-educationstatistics.service.gov.uk/find-statistics/specialeducational-needs-in-england)  MOSS, G. and WASHBROOK, M. 2016 Understanding the Gender Gap in Literacy and Language Development. Bristol Working Papers in Education: Bristol https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-ineducation/Understanding%20the%20Gender%20Gap%20working%20paper.pdf [ Accessed 29.8.22  UNITED KINGDOM LITERACY ASSOCIATION/PRIMARY NATIONAL ASSOCIATION 2004 Raising Boys’ Achievement in Writing. Leicester:UKLA |

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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** |
| **By the end of this phase trainees will know:**  Know the features of effective teaching and learning in English including research informed best practice and how this is translated into different contexts. | 2.1, 2.2, 2.6  3.1, 3.3, 3.5, 3.7  4.2, 4.8, 4.10  5.2, 5.7  6.1, 6.7  7.1, 7.4  8.5 | 2.a, 2.c, 2.d, 2.e, 2.h  3.a, 3.b, 3.c, 3.d, 3.f, 3.g  4.b  5.a, 5.b, 5.c  6a  7.d, 7.e, 7.g, 7.h  8.l, 8.2 | BEARNE.E. and REEDY, D. 2018 Teaching Primary English: Subject Knowledge and Classroom Practice. Oxon: Routledge | Key Task Tracker  Weekly Development Summary  Lesson Observations  Link Tutor  Progress Reports |
| **By the end of this phase trainees will understand:**  Understand that employing creative English approaches supports learning for specific groups of pupils e.g., SEND, EAL and cognitive overload can be avoided.  Understand the bigger picture-issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision. |
| **By the end of this phase trainees will be able to**  Plan and teach an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrates formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEN/D, EAL and greater depth readers and writers.  Assess children’s learning over a sequence of English lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague.  Take learning beyond the national curriculum for English where appropriate. |