**Primary Curriculum Map (English as an Additional Language)**

***PGCE Primary 5-11***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Lecture**  **1** | **Introduction to EAL: Context, Policy & Practice**    To understand the term '*EAL'* and that pupils using EAL are not a homogenous group.  To understand the context of EAL in English primary schools.  To understand the fundamentals of language acquisition and multilingualism. | 1.3, 1.6, 1.8, 5.3 | 1e, 5f, 5g, 5p, 8f, 8i | BAKER, C. and WRIGHT, W.E., 2021. *Foundations of bilingual education and bilingualism.* 7th ed. Bristol: Multilingual Matters.  BRITISH COUNCIL, 2023. *Language Trends 2023: Language teaching in primary and secondary schools in England* [online]. Available from: <https://www.britishcouncil.org/research-insight/language-trends-england-2023>. [Accessed 01 July 2024].  CONTEH, J., 2023. *The EAL Teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  NALDIC, 2024. *EAL Learners in Schools* [online]*.* Available from: <https://naldic.org.uk/the-eal-learner/eal-learners-uk/eal-learners-in-schools/>. [Accessed 01 July 2024]. | Interactive Quiz  One Minute Essay  3-2-1  3 things you now know  2 interesting facts  1 question |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing**: Observe pupils who use EAL, and how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan lessons in selected core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Begin to appreciate best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Introductory Professional Practice**  To identify whether the school has an EAL policy.  To observe pupils who use EAL and how teachers adapt their practice.  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL.  To liaise with expert colleagues to address the needs of pupils using EAL.  To understand the importance of assessment when supporting pupils who use EAL. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing.  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024]. | WDS on Introductory Professional Practice.  Mentor / SENCO / EAL Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing**: Refine and develop observation skills. Observe how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of lessons in core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Draw upon some best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL.  **Assessment**: Understand how existing frameworks, formative and summative assessment can lead to progression for pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Developmental Professional Practice**  To understand the importance of effective and focused observations of professionals and pupils.  To know and recognise specific adaptive teaching strategies to meet the needs of all learners.  To be able to understand and be consider different approaches when planning to meet the needs of all learners.  To recognise and develop an understanding of the importance of assessment and assessment tools. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  CONTEH, J., 2023. *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024].  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing.  THE BELL FOUNDATION, 2024. *EAL Assessment Framework* [online]. Available from: <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework>. [Accessed 01 July 2024]. | WDS on Developmental Professional Practice.  Mentor / SENCO / EAL Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils who use EAL. |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing**: Refine and consolidate observation skills. Observe how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of lessons in all core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Apply best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL.  **Assessment**: Use existing frameworks, formative and summative assessment data to plan for progression for pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Consolidation Professional Practice**  To understand the professional responsibilities in relation to inclusion (e.g. The Equality Act, 2010).  To understand which activities that are context embedded and cognitively demanding for children who use EAL.  To identify strategies to support outcomes for disadvantaged pupils.  To apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  CONTEH, J., 2023. *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  DEPARTMENT FOR EDUCATION, 2014. *The Equality Act 2010 and schools* [online]. Available from: [https://assets.publishing.service.gov.uk](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [/government/uploads/system/uploads/attachment](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [\_data/file/315587/Equality\_Act\_Advice\_](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [Final.pdf. [Accessed 01 July 2024].](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024].  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing. | Weekly WDS on Consolidation Professional Practice.  Mentor / SENCO / EAL / Inclusion Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils who use EAL. |