**Primary Initial Teacher Education: Curriculum Plan**

**ENGLISH: Postgraduate Programme Core English**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**SUBSTANTIVE DISCIPLINARY SCHOOL BASED KNOWLEDGE**

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| **Curriculum Intent:**  Our Primary ITE PGCE programme is designed to ensure that by the end of their training student teachers know that progressive English teaching offers children independence and confidence in speaking and listening, reading and writing; it encourages them to develop a love of reading and the power to access all other areas of the curriculum.  We will ensure that trainees gain a sufficiently strong level of subject and curriculum knowledge to effectively teach the KS1 and KS2 National Curriculum for English, and that they understand that strong subject knowledge lies at the heart of effective teaching and learning.  We will develop trainees’ understanding of how theory relates to, and informs classroom practice, (OFSTED, 2020) and prepare trainees to apply their subject and disciplinary knowledge, and subject specific pedagogical knowledge (planning, assessment and teaching strategies) in the primary classroom. Specifically, to ensure that procedural and conceptual understanding is taught and progress is evident. (OFSTED, 2020).  We will ensure that trainees develop an understanding of how English relates to other areas of the curriculum, including its ability to foster diversity, building positive attitudes and confidence towards the subject and recognising that negative attitudes and a lack of teacher confidence, can impact on pupil attitudes, confidence and success.  For those choosing to specialise in English, we will prepare trainees to become subject leaders of the future, developing an awareness of the role and responsibilities, including, school improvement and action planning and the skills to develop a stimulating, progressive curriculum.  For those choosing to specialise in English, we will prepare trainees to become subject leaders of the future, developing an awareness of the role and responsibilities, including, school improvement and action planning and the skills to develop a stimulating, progressive curriculum. | | |
| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * The English national curriculum sets out the body of knowledge which children learn aged 5-11 and that the structure of this enables progression of knowledge, skills and understanding   LT3.1 | * Use the national curriculum to identify composite outcomes and consider how to break this down into component steps   LH3.1 |
| * The teaching sequence for English   LT3 2 |  |
| * Language acquisition and the development of spoken language   LT3.5.7.9 | * Consider the order in which components of substantive and disciplinary knowledge are taught in reading and writing, in order to sequence learning effectively, within a lesson, with tutor and peer support.   LH2.1, LH2.3 |
| * The importance of creating a rich language environment   LT1 1,2,3 | * Express and structure language within the classroom and across the curriculum to enhance learning.   LT1 1,2,3 |
| * The importance of being a reading teacher   LT1 1,2,3 | * Recognise high quality English teaching through virtual observation, with tutor support and/or through observation of mentor and / English subject leader   LH2.1, LH2.2, LH2.3 |
| * Comprehension development   LT3 2,3,5 | * Plan and teach a well sequenced reading comprehension lesson which considers substantive and disciplinary knowledge with mentor support.   LH2.1, LH2.2, LH2.3, LH3, LH 4.2, LH4.3 LH4.6 |
| * How to use grammar for purpose and in context, including a command of the technical vocabulary * The connection between reading and teaching writing and talk about sentence structure   LT3 2,3,5 |  |
| * The importance of identifying the audience and purpose for composition– why we write   LT3 2,3,4 |  |
| * Pedagogical strategies used to teach writing – guided, shared, modelled and supported composition   LT4.2 |  |
| * Strategies to support pupils to make connections between schema in English. * That knowledge of the curriculum is essential to plan for these connections within and between both aspects and year groups   LT3.7, LT3.8 |  |
| * Considering cognitive load in reading and writing. How to break down complex ideas into smaller component parts in order to reduce risk of cognitive overload.   LT2.4, LT2.7 |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will****know:***   * That high-quality teaching and learning in English requires strong teacher subject, pedagogical and disciplinary knowledge   *By the end of this phase trainees will****understand:***   * That substantive and disciplinary knowledge in English should be taught simultaneously   *By the end of this phase trainees will* ***be able to:***   * Use knowledge of subject specific pedagogy to plan and teach high-quality reading and writing lessons that are appropriate to the needs of the learners, draws on children’s prior learning to develop subject knowledge and provide opportunities to assess the learning that has taken place. |
| * Secure subject knowledge helps teachers to motivate pupils and teach effectively   LT3 2 |
| * The importance of secure subject, pedagogical and curriculum knowledge as a primary English teacher and its role in planning for effective learning   LT3.2 |
| * Early language acquisition will have a significant impact on children’s outcomes in all areas of the curriculum   LT3 LT4 |
| * Spoken language underpins reading and writing   LT3 2,3 |
| * A wide variety and richness of text can broaden pupils’ understanding of the world they live in   LT1 LT3 LT4.4 |
| * What high quality English teaching looks like through observation of mentor and / English subject lead during school-based training and/or through virtual observation with tutor support.   LT4.2 |
| * That in high quality English curriculum knowledge is carefully sequenced to build on prior learning and reveal the interplay between substantive and disciplinary knowledge.   LT4.4 |
| * That prior knowledge plays an important role in how pupils learn |
| * The key components of an effective English lesson plan and the importance of medium-term plans in sequencing learning effectively over time.   LT4 2 |
| * How learning theory applies to practice and influences how we teach and the way we teach (including constructivism, schema, working memory and cognitive load and neuro English)   LT3.7 |
| **Assessment** | * Retrieval tasks in sessions * Subject Knowledge Self-Assessment * Assessment in each session through peer discussions, tutor questioning, peer modelling. * Working memory and long term memory are discussed in relation to students’ experiences, as well as in relation to the pupils they will teach. * English specialism on PGP41111 | |
| **Research,**  **literature and**  **resources**  **supporting the**  **curriculum design** | * National Curriculum, 2014 * BEARNE, E. and REEDY, D., 2018. *Teaching Primary English*. London: Routledge * CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English:* *Theory into Practice.* London: SAGE Publications * DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*. London: Department for Education. * The Education Endowment Foundation, 2017. Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds * The Education Endowment Foundation, 2014. Reading at the transition: Interim evidence brief * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report   The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 2: Guidance Report | |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How all aspects of the English curriculum are covered in a school's curriculum plan.   LT4 2 LH4 1,3 | * Use the school’s English curriculum plan, identify key substantive and disciplinary knowledge with a view to understanding the sequencing of learning   LT3 2,4 LT4 2 |
| * What good teaching in English looks like through observation of partnership colleagues (such as English subject lead or mentor) delivering English lessons where appropriate within their setting and/ or by participating in virtual observations of English teaching.   LT4 2 LH4 1,3 | * Identify opportunities for English learning from the school’s long- and medium-term plans.   LT3 1 LH3 1,2 |
| * The subject knowledge required to make informed decisions about planning, teaching and assessing learning in English within the context of their placement.   LT6 1,4 | * Consider adaptive teaching and behaviour management strategies when children are engaged in English learning   LT5 1,2,3 LH5 1,3 |
| * The needs of learners within their school-based placement and how their English teaching could be adapted to ensure the progress of all learners with mentor support initially.   LT5 1,2,3 | * Express and structure language within the classroom and across the curriculum to enhance learning   LT3 9 LT4 7,8 |
| * That learning experiences should build upon prior learning by using components which lead to composite knowledge   LT2,2 LT4,2 | * Recognise high quality English teaching through observation, with tutor support and/or through observation of mentor and / English subject leader   LH 3 5,7 LH4 1 |
|  | * Plan and teach a well sequenced reading comprehension lesson which considers substantive and disciplinary knowledge with mentor support.   LT2 1,2 LT4 2,3,6,7,8 LH4 2,6 |
|  | * Plan and teach a well sequenced writing lesson, for a specific genre with a tightly defined structure which considers substantive and disciplinary knowledge, with mentor support.   LT2 1,2 LT4 2,3,6,7,8 LH4 2,6 |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will****know:***   * How to plan for the needs of the learners within their school-based placement and the appropriate level of subject knowledge to make informed decisions about planning, teaching and assessing learning for the phase in which they are teaching.   *By the end of this phase trainees will****understand:***   * That children’s prior knowledge must be understood before planning and delivering a learning experience   *By the end of this phase trainees will be****able to:***   * Plan, teach and reflect upon a reading and writing lesson that are appropriate to the needs of the learners, that draws on children’s prior learning to develop subject knowledge and assess the learning that has taken place. |
| * How to use the school’s medium-term plans to identify opportunities for a high-quality learning experience that builds upon pupils’ prior knowledge   LT3 2,4 LT4 2 |
| * The importance of linking disciplinary knowledge with the appropriate substantive content in which to teach it and how this will need sequencing and revisiting over a longer period of time   LT2 2,3,4,5,6 |
| * How substantive and disciplinary knowledge could be incorporated into lesson plans with mentor support.   LH 2 1,2,3 |
| * That component and composite knowledge should be well-sequenced across a school’s curriculum plan   LH 2 1,2,3 |
| * The importance of secure subject, pedagogical and curriculum knowledge as a primary English teacher and its role in planning for effective English learning   LT3 2 LH3 1 |
| * The different pedagogical approaches used to support learning in English and how to employ these effectively.   LT4 3,4,6,7 |
| * The key elements of an effective reading and writing lesson plan and how to plan a reading/ writing lesson for effective learning to take place.   LT4 2 LH4 1 |
| * How to apply the school behaviour policy to ensure a safe and purposeful learning environment   LT1 4 LH1 2,4 LT7 1,4,5 |
| **Assessment** | * Assessed during PP – Lesson observations, weekly development meetings and weekly focus tasks. | |
| **Research,**  **literature and**  **resources**  **supporting the**  **curriculum design** | * National Curriculum, 2014 * BEARNE, E. and REEDY, D., 2018. *Teaching Primary English*. London: Routledge * CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English:* *Theory into Practice.* London: SAGE Publications * DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*. London: Department for Education. * The Education Endowment Foundation, 2017. Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds * The Education Endowment Foundation, 2014. Reading at the transition: Interim evidence brief * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report   The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 2: Guidance Report | |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * Dialogic talk – what are active listeners and how we develop them – hear, think, respond   Lt3 2,5,9 | * Identify targets regarding personal subject knowledge and make use of research to develop the knowledge and understanding to make informed decisions about learning and teaching in primary English.   LT3 2 |
| * How we respond to low level disruption in the classroom – chatter and how we engage those children   LT7 1,2,4 | * Plan a sequence of learning in reading/writing using a range of teaching approaches, which enable all children to make good progress towards composite substantive and disciplinary outcomes   LT2 1,2 LT4 2,3,6,7,8 LH4 2,6 |
| * How reading can be developed across the curriculum   LT3 9 | * Evaluate learning and teaching of English   LH6 1 |
| * The difference between fiction, non-fiction and poetry – purpose, audience, text features and their link to writing   LT3 2 | * Incorporate formative assessment strategies into English lessons in order to provide effective feedback.   LT6 1,2,4,5 LH5 2 |
| * How to support children with specific learning needs   LT5 3 LT5 1 |  |
| * What makes good writing – why a text is effective   LT3 2 |  |
| * How to use grammar for purpose and in context, including a command of the technical vocabulary * The connection between reading and teaching writing and talk about sentence structure   LT3 2 |  |
|  |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *By the end of this phase trainees will* ***understand:***  *By the end of this phase trainees will be* ***able to:*** |
| * How to use research to make informed decisions about learning and teaching in primary English. |
| * How to sequence English learning considering the application of professional skills components – e.g. planning to avoid cognitive load, interleaving and repeated practice   LT4 2,5,8 |
| **Assessment** | * Retrieval tasks in sessions * Assessment in each session through peer discussions, tutor questioning, peer modelling. * Working memory and long term memory are discussed in relation to students’ experiences, as well as in relation to the pupils they will teach. * Subject Knowledge Self-Assessment | |
| **Research,**  **literature and**  **resources**  **supporting the**  **curriculum design** | * National Curriculum, 2014 * BEARNE, E. and REEDY, D., 2018. *Teaching Primary English*. London: Routledge * CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English:* *Theory into Practice.* London: SAGE Publications * DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*. London: Department for Education. * The Education Endowment Foundation, 2017. Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds * The Education Endowment Foundation, 2014. Reading at the transition: Interim evidence brief * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report   The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 2: Guidance Report | |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * The deployment of other adults in relation to SEN/D and to promote challenge in English   LT5 7 LH7 4 | * Select appropriate disciplinary knowledge to be taught through substantive content.   LT3 2 |
| * How to adapt learning in English to ensure progress for all including children with SEN/D and those who require challenge   LT5 3 LT5 1 | * Sequence components of substantive and disciplinary knowledge within a lesson and across a series of lessons in a way that supports progression in children’s learning with peer and tutor support.   LT4 2,5 |
| * How teaching and learning theory underpin their approaches to English   LT3 2 | * Use modelling, guides, scaffolds and worked examples to support learning and embedding new concepts in English and remove these where no longer required   LT4 4 LH4 1,2 |
| * That guides, scaffolds and worked examples can help pupils apply new English concepts and can be gradually removed as pupil expertise increases   LT4 4 | * Use research to make informed decisions about teaching and learning primary English, particularly linked to learning theories. |
| * That enabling pupils to master foundational knowledge and concepts, before moving on, will build confidence and success   LT4 2 | * Articulate from texts that they read with the children (skill built on subject knowledge)   LT4 3 LH4 6 |
|  | * Unpick texts, identifying language features and examples of sentence structure used for a specific purpose   LT4 3 LH4 6 |
| * Take ownership of a unit of English planning and demonstrate that they can plan for an effective sequence of sessions, which are informed by and adapted in response to assessment of children’s learning in reading and writing where creative approaches e.g., drama are used to stimulate talk   LT4 2 LH4 1 LT5 1,2,3 LH5 6 |
| * Plan and teach an effective sequence of reading comprehension lessons in school, which demonstrate a secure application of English specific pedagogies and the integration of substantive and disciplinary knowledge and ensure progression in children’s learning over time, within sessions, with mentor support where appropriate.   LT3 2,3,4 LT4 2 LH4 1 |
| * Plan and teach an effective sequence of writing lessons in school, which demonstrate a secure application of English specific pedagogies and the integration of substantive and disciplinary knowledge and ensure progression in children’s learning over time, within sessions within sessions, with mentor support where appropriate.   LT3 2,3,4 LT4 2 LH4 1 |
| * Demonstrate their own curiosity, love of learning and commitment to continuing development of their subject knowledge   LT8 1,2 |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * key subject knowledge in relation to: oracy, reading and writing     *By the end of this phase trainees will* ***understand***   * the importance of sequencing English learning and adapting teaching to allow for progression of all learners     *By the end of this phase trainees will* ***be able to:***   * Plan and teach a series of reading and writing lessons that are sequenced to ensure that children know more and remember more over time |
| * How to sequence English learning in a specific context considering planning to avoid cognitive load, interleaving and repeated practice · The importance of considering the teaching order of components within a sequence of learning and how this links with supporting children to develop their knowledge and understanding within a specific context   LT2 2,3,4,5,6,7,8 LT3 2,7 LT4 2 |
|  |
| **Assessment** | * Assessed during PP – Lesson observations, weekly development meetings and weekly focus tasks. | |
| **Research,**  **literature and**  **resources**  **supporting the**  **curriculum design** | * National Curriculum, 2014 * BEARNE, E. and REEDY, D., 2018. *Teaching Primary English*. London: Routledge * CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English:* *Theory into Practice.* London: SAGE Publications * DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*. London: Department for Education. * The Education Endowment Foundation, 2017. Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds * The Education Endowment Foundation, 2014. Reading at the transition: Interim evidence brief * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report   The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 2: Guidance Report | |
| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
|  |  |
| * How to use drama to develop imaginative talk and talk for different purposes | * Seek out CPD opportunities in their ECT years and beyond using their knowledge.   LT8 1,2 |
| * The importance of developing a wide range of vocabulary   LH3 10 |  |
| * How the environment can be built to enable discussion and develop children as communicators   LT3 10 |  |
| * How to promote reading through schools as reading communities   LT3 8,9 |  |
| * A range of home/school initiatives that will involve families in reading |  |
| * A range of strategies that can be used to provide challenge to extend more able readers and writers   LT5 2,3 |  |
| * How to nurture, develop and stretch pupils’ talents and interests |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * *The features of effective teaching and learning in English.*     *By the end of this phase trainees will* ***understand:***   * *The bigger picture-issues surrounding primary English education which directly impact on classroom teaching.*     *By the end of this phase trainees will* ***be able to:***   * Plan and teach an effective sequence of learning in English, which is informed by assessment of prior learning, uses specific English pedagogies to *facilitate progression in subject knowledge, integrates formative assessment and is appropriate to the needs of the learners.* |
| * How the Ofsted Inspection Framework influences planning and teaching in English |
| * The link between the acquisition of vocabulary with social justice and the attainment gap   LH3 10 |
|  |
| **Assessment** | * Retrieval tasks in sessions * Assessment in each session through peer discussions, tutor questioning, peer modelling. * Working memory and long term memory are discussed in relation to students’ experiences, as well as in relation to the pupils they will teach. * Subject Knowledge Self-Assessment | |
| **Research,**  **literature and**  **resources**  **supporting the**  **curriculum design** | * National Curriculum, 2014 * BEARNE, E. and REEDY, D., 2018. *Teaching Primary English*. London: Routledge * CLEMENTS, J. and TOBIN, M., 2021. *Understanding and Teaching Primary English:* *Theory into Practice.* London: SAGE Publications * DEPARTMENT FOR EDUCATION, EDUCATION STANDARDS RESEARCH TEAM. 2012. *Research evidence on reading for pleasure*. London: Department for Education. * The Education Endowment Foundation, 2017. Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds * The Education Endowment Foundation, 2014. Reading at the transition: Interim evidence brief * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 1: Guidance Report * The Education Endowment Foundation, 2021. Improving Literacy in Key Stage 2: Guidance Report | |