**Primary (3-7) Initial Teacher Education: Curriculum Plan**

**English (including Literacy and Communication & Language)**

**Postgraduate Programmes**

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| **Curriculum Vision:**  Our Primary (3-7) ITE English programme is designed to ensure that by the end of their training, student teachers know that progressive English teaching offers learners’ independence and confidence in communication and language, speaking and listening, early reading and early writing. It encourages learners to enjoy storytelling and story re-telling, to develop a love of reading and to understand how good literacy skills impact upon other areas of learning and development and ultimately the Primary National Curriculum (NC) subjects.  We will ensure that trainees gain a sufficiently strong level of subject and curriculum knowledge to effectively teach the Early Years Foundation Stage curriculum (EYFS) and the KS1 Primary 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 early years and 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 learning and development and throughout the Primary National 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 learners’ attitudes, confidence, and success. | | | | | | | | | | |
| **Phase 1** | | | | | | | | | | |
| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
|  | **Communication & Language**  The development of learner’s spoken language underpins all seven areas of learning and development. | To model effective, accurate and a high standard of Standard English. | | **Communication & Language**  By observing an experienced mentor, learn that secure teacher subject knowledge is essential for high quality Communication & Language teaching.  Being able to identify high quality Communication & Language teaching and learning through observation of mentor and/or class teacher. | | | To extend subject and pedagogical knowledge of Communication & Language as part of lesson preparation (LH8) | |  |
| Learner’s back-and-forth interactions from an early age form the foundations for language and cognitive development. | To plan for experiences and opportunities which allow learners time to talk about events/activities/tasks. | | Effective teachers plan explicit opportunities within the EYS curriculum to ensure that there is good development of learner’s language and cognitive development | | | To plan effective lessons which seek to incorporate learners’ opportunities to develop verbal interactions (LH4) | |  |
| By commenting on what learners are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build learner’s language effectively. | To offer opportunities to model and present new vocabulary which will help to enhance learners’ language and vocabulary choices. | | Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils (LT1.2)  Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (LT4.2) | | | To plan for teaching strategies which will support the building of learner’s vocabulary skills, e.g., through verbal modelling (LH4) | |  |
| Reading frequently to learners, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give learners the opportunity to thrive. | To select high-quality texts which will ensure learners are exposed to high level vocabulary. | | Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned (LT2.7)  Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success (LT4.8) | | | To use stories, non-fiction, rhymes, and poems to help build upon the learner’s prior knowledge of early word reading (LH2) | |  |
| Through conversation, storytelling, and role play, where learners share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, learners become comfortable using a rich range of vocabulary and language structures. | To plan for talking activities within continuous provision which helps to support learner’s confidence in the development of their spoken language. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success (LT4.8) | | | To ensure that young children experience elements of success in their learning (LH5) | |  |
| Learners at the expected level of development in ELG – Listening, Attention & Understanding will:  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | To observe, assess, and plan for learner’s achievements in the ELG – Listening, Attention & Understanding, which will in turn support the planning of the next steps to learning. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To provide a positive, predictable, and safe learning environment that ensure children will flourish (LH7) | |  |
| Learners at the expected level of development in ELG – Speaking will:  Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher. | To observe, assess, and plan for learner’s achievements in the ELG – Speaking, which will in turn support the planning of the next steps to learning. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To offer children the right learning environment whereby they can develop their fluency of speaking and listening, communication and language, reading, writing (LH3) | |  |
| Receptive language is language used for understanding  Expressive language is language used for talking. | To plan effectively for the development of learner’s receptive and expressive language and to model this throughout the provision. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6) | | | To strengthen own pedagogy and subject knowledge by talking with mentors and expert colleagues about how children learn to develop their language skills (LH8) | |  |
| Learners learn how to communicate through the development of language acquisition. | To ensure that there is regular provision for learners to extend and explore their developing language acquisition. | | Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed (LT3.3) | | | To plan effective lessons that ensure learner’s make good progress and develop an understanding about their learning (LH4) | |  |
| There is a clear relationship between C&L and other prime areas of learning and development. | To plan for learning that makes explicit links to the development of C&L across other areas of learning and development. | | Effective Early Years teachers make explicit links between C&L and other prime areas of learning and development | | | To use mentor and expert colleague feedback to strengthen own subject knowledge and pedagogy (LH8) | |  |
| There are many terms such as ‘speech’, ‘language’ and ‘communication’ that require understanding. | To recognise the difference between ‘speech’, ‘language’ and ‘communication’ and ensure that this helps support the effective planning of Literacy in the EYFS. | | Subject knowledge is pivotal in ensuring a strong understanding of English/Literacy terms in educational settings | | | To use mentor and expert colleague feedback to strengthen own subject knowledge and pedagogy (LH8) | |  |
| Supporting C&L development and understanding the development of expressive language is crucial to early learning. | To ensure that there are opportunities for the learners to develop their expressive language, which is modelled and supported by the practitioner. | | Teachers incorporate C&L development into all language and literacy learning to ensure a good level of learner’s development within expressive language | | | To use mentor and expert colleague feedback to strengthen own subject knowledge and pedagogy (LH8) | |  |
| **Literacy**  It is crucial that learners develop a life-long love of reading. | To include, share and present high-quality texts within the classroom which will encourage learners to want to read. | | **Literacy**  The reading curriculum enables learners to read increasingly complex texts | | | Develop a ‘reading for pleasure’ environment (LH7) | |  |
| Reading consists of two dimensions: language comprehension and word reading. | To plan reading lessons which focus on the development of language comprehension and word reading. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To plan effective lessons that ensure learner’s make good progress and develop an understanding about their learning (LH4) | |  |
| Language comprehension starts from birth when adults talk about the world around them. | To recognise the importance of ‘talk’ within the home and use this knowledge to enhance classroom talk. | | Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (LT4.2) | | | To introduce and implement relevant and appropriate resources for the teaching and learning of new skills (LH5) | |  |
| Skilled word reading involves decoding and encoding skills. | To plan effective and progressive SSP lessons which take into account both decoding and encoding learning. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial (LT3.5)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To recognise the needs of individual learners and work with the SENCO to develop own understanding of how to support those learners (LH5) | |  |
| There is an expected level of development for learners in language comprehension and word reading. | To observe, assess, and plan for learners’ achievements in language comprehension and word reading, which will in turn support the planning of the next steps to learning. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To demonstrate consistently high expectations of all learners (LH1) and to seek out support when this is necessary from an expert colleague (LH8) | |  |
| Writing involves transcription and composition skills. | To plan effective and progressive writing lessons which consider both decoding and encoding learning. | | An effective writing curriculum will allow learners to develop the two interrelated areas of writing. | | | To teach foundational skills (LH4)  Plan for learners to write for a range of purposes and audiences | |  |
| There is an expected level of development for learners in early writing. | To plan effective and progressive early writing lessons which will in turn support the planning of the next steps to learning. | | Experienced teachers break down complex concepts in English into small steps and order these in a logical way to allow learners to learn new information effectively. That knowledge of the learners in the cohort is used to inform this process. | | | To break down English learning objectives (both substantive and disciplinary) into small steps and sequence these in a logical order within an English lesson to enable the placement class to make progress in their learning. (With mentor support) (LH3) | |  |
| Emergent Literacy is the knowledge that learners develop when immersed in environmental print. | To explore and present a language rich learning environment which will support the learners’ developing literacy skills. | | Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2)  Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (LT4.2) | | | To design a carefully sequences and coherent curriculum that seeks to build on prior knowledge (LH3) | |  |
| Early reading is a precursor to developing reading skills. | To plan for effective and progressive early reading skills which are interwoven throughout other areas of learning and development and across the Primary NC. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (LT4.2) | | | To plan effective lessons that both support and extend learner’s opportunities to become successful in achieving their goals (LH1) | |
| Systematic Synthetic Phonics (SSP) is the relationship between letters and their corresponding sounds in language. | To demonstrate strong subject/curriculum knowledge of SSP through effective planning, teaching and assessment of learner’s learning. | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial (LT3.5)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To plan a carefully sequenced and coherent curriculum which allows learners to apply their knowledge and develop fluency of SSP skills (LH3) | |
| Early years practitioners offer experiences and opportunities for young learners to develop early reading and writing skills | To ensure that there are rigorous and robust learning opportunities and experiences for learners to practise their early reading and early writing skills. | | Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned (LT2.7)  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines (LT3.10) | | | To assess learner’s learning over a sequence of English/Literacy lessons and use this knowledge to inform judgements about their achievement/outcomes in relation to expectations with the support of an experienced colleague (LH6) | |
|  | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?*  That the trainee has secure subject knowledge to enable them to teach Communication & Language, Literacy and English skills within the Early Years setting. | *How is it being assessed?*  Assessment will take the form of a subject knowledge audit.  Formative assessment in sessions through peer discussions, tutor questioning and mini quizzes.  A written submission will evaluate students understanding of high-quality outdoor learning related to an area of learning and development.  Formative assessment and the English subject knowledge audit will inform any interventions offered. | | *What is being assessed?*  Mentors will assess students against these statements and feedback to link tutors via a weekly development summary. Lesson observations, weekly development meetings and weekly focus tasks will also ensure developing knowledge is tracked. | | *How is it being assessed?*  Feedback will be provided to student and link tutor by class teacher /mentors/ English subject leader.  An end of placement Progress Report will establish if students have met the school-based English content.  English subject team leader will quality assure this process and paperwork. | | |  |
|  | **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:*** | | | |
| That high-quality teaching and learning in Communication & Language, Literacy and English requires strong teacher subject, pedagogical and curriculum knowledge. That Communication & Language, Literacy and English learning needs to be planned in a way that is inclusive and challenges all learners. | | That high-quality teaching in Communication & Language, Literacy and English involves breaking down complex ideas into small steps and sequencing these logically to enable learners to learn without overloading their working memory. That direct teaching and modelling, underpinned by talk, are approaches which can be used to support learners to understand complex ideas and deepen learner’s learning in Communication & Language, Literacy and English. | | Plan and teach for Communication & Language, Literacy and English learning that is appropriate to the needs of all learners, that draws on learner’s prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. | | | |
|  | **KEY RESEARCH****Trainees will know that wider reading informs teaching and learning in ENGLISH** | | | | | | | | |
| * 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 preschoolers: Preschool Literacy Interest and Emergent Literacy*", Journal of Research  in Reading, vol. 42, no. 1, pp. 150-161. * CIGMAN, J. 2019. *Supporting Boys’ Writing in the Early Years: Becoming a writer in leaps and bounds.* New York: Routledge*.* * 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. * DEPARTMENT FOR EDUCATION, 2021. *Development Matters. Non-statutory curriculum guidance for the early years foundation stage*. London: Crown. * DEPARTMENT FOR EDUCATION, 2021. *Statutory Framework for the Early Years Foundation Stage. Setting the standards for learning, development, and care for learners from birth to five*. London: Crown. * DEPARTMENT FOR EDUCATION, 2014. *The National Curriculum in England. Key Stages 1 and 2 framework document*. London: Crown. * EARLY YEARS COALITION, 2021. *Birth To 5 Matters. Non-statutory guidance for the Early Years Foundation Stage*. St Albans: Early Education. * GOOUCH, K. & LAMBIRTH, A. 2017. *Teaching Early Reading & Phonics: Creative approaches to early literacy.* Los Angeles: Sage. * KINDERLEY LEARN. 2021. *Supporting learners with English as an Additional Language.* * 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. * 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.* * The Education Endowment Foundation, 2021. *Improving Literacy in Key Stage 1: Guidance Report.* | | | | | | | | |
| **Phase 2** | | | | | | | | | | |
| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
|  | **Spoken Language**  There is a great need to develop and support an ‘articulate’ classroom to ensure the development of early spoken language | To use a clear and accurate Standard English when modelling correct spoken language | | **Spoken Language**  An effective spoken language curriculum identifies the components learners need to learn for successful spoken communication.  Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils (LT1.2)  Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible (LT4.3)  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (LT4.7) | | | To equip learners with the right knowledge and vocabulary for them to be able to speak confidently and articulately (LH2) | |  |
|  | Access to cultural capital can be limited or enabled by social class because some learners enter school better placed to embrace cultural resources (of which language is one) | To adapt their teaching to meet the needs of all learners | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (LT5.3) | | | To ensure that all learners have every opportunity to reach their full academic potential (LH1) | |  |
|  | Providing opportunities for learners to talk in class is essential for developing early language skills | To plan for a wide variety of opportunities and experiences whereby children can practise and share their ideas verbally with one another and the whole group/class | | School use speaking and listening approaches to support the development of reading and writing  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (LT4.7) | | | To choose an appropriate pedagogy to support talk in the classroom (LH8) | |  |
|  | Purposeful planning for talk in lessons is paramount in establishing robust understanding of the necessity to encourage purposeful talk in lessons | To encourage children to ‘talk’ in lessons, so that there is a developing knowledge of purposeful talk and understand how this helps to scaffold all talking opportunities | | Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils (LT1.2)  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (LT4.7) | | | To consistently demonstrate high levels of expectations in all learners regardless of their ability or background (LH1) | |  |
|  | **Reading & Writing**  Reading is the act of making meaning from a text. | To plan and assess the children’s skills and abilities in early reading and beyond | | **Reading & Writing**  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To use formative assessment (observations and conversations with children about their learning) to establish what has been learned and where the gaps are (LH6) | |  |
|  | The Simple View of Reading (SVR) comprises language comprehension and word recognition as the 2 elements which support a learner’s developing skill in reading | To use their developing knowledge of the SVR to aid the planning and delivery of reading and writing learning experiences | | Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To strengthen pedagogy and subject knowledge in partnership with mentors and expert colleagues (LH8) | |  |
|  | Phonological awareness involves the auditory and oral manipulation of sounds, whereas phonemic awareness refers to the ability to understand the relationship between the written symbols | To plan, deliver and assess accurately all children’s skills and abilities when learning, using, and developing their phonological awareness in manipulating phonemes and making links between GPC | | It is important for learners to have the appropriate amount of prior knowledge in order to achieve.  Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success (LT4.5)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To enable learners to be successful in problem solving contexts by ensuring that learners know and understand an appropriate amount of subject knowledge prior to learning (LH3) | |  |
|  | There is a relationship between the alphabetic code and Systematic Synthetic Phonics (SSP) when teaching young learners to read | To plan, deliver and assess the children’s knowledge and understanding of the relationship between the alphabet and SSP | | Medium term plans used by the school will consider how SSP learning is sequenced over a period of time. Through discussion with mentor or English subject lead consider how this effectively supports learning in substantive and disciplinary knowledge in English/Literacy over time.  Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To break down composite knowledge into component steps in order to avoid overloading the working memory (revisit).  To make decisions regarding the order in which components of SSP knowledge are taught over a sequence of lessons  To plan for a sequence of SSP learning which effectively considers how Phonic knowledge will be developed in a small step over a series of weekly lessons with mentor support initially (LH4) | |  |
|  | 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 incorporate the correct and accurate use of appropriate and relevant terminology linked to the planning and teaching of SSP | | Skills are continuously built upon throughout SSP teaching, but substantive content is revisited at regular intervals.  Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To plan for SSP learning which connects with learners’ prior knowledge and sequentially moves learning on.  To integrate retrieval practice, repeated and spaced practice when planning for a sequence of SSP lessons (LH3) | |  |
|  | There is a requirement when planning and teaching SSP, that a pure sound is enunciated when modelling phonemes | To accurately and correctly enunciate and pronounce all SSP phonemes when modelling sounds in lessons | | Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils (LT1.2)  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9) | | | To use modelling as an effective strategy to support the learning of SSP (LH4) | |  |
|  | There are common exception words that learners should be able to say, read and spell without the need for SSP strategies | To plan and assess the children’s knowledge and understanding of the common exception words as those words the children should be able to say, read and spell | | Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2).  To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (LT3.9)  Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success (LT4.5)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To develop Literacy/English skills by observing, discussing, and practising skills (LH3) | |  |
|  | Adaptive teaching strategies are required when supporting learners with EAL/SEND needs in developing their early reading skills, knowledge and understanding | To adapt teaching strategies to meet the needs of those children who require further support or encouragement when learning to read | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (LT5.3) | | | To provide learners with a supportive and inclusive learning environment that is conducive to good outcomes (LH7) | |  |
|  | There is a clear, consistent, and concise way of planning for SSP which incorporates a recap/revisit, teach, practise, apply structure for effective teaching and learning | To plan clear, accurate and relevant SSP lessons which incorporate an effective and appropriate structure to ensure the best learning takes place | | Secure subject knowledge helps teachers to motivate pupils and teach effectively (LT3.2)  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (LT5.3) | | | To use Tas within the classroom to offer support, encouragement, and guidance in developing their skills and achievements (LH8) | |  |
|  | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?*  That the trainee has secure subject knowledge to enable them to teach Communication & Language, Literacy and English skills within the Early Years setting. | *How is it being assessed?*  Assessment will take the form of a subject knowledge audit.  Formative assessment in sessions through peer discussions, tutor questioning and mini quizzes.  Formative assessment and the English subject knowledge audit will inform any interventions offered. | | *What is being assessed?*  Mentors will assess students against these statements and feedback to link tutors via a weekly development summary. Lesson observations, weekly development meetings and weekly focus tasks will also ensure developing knowledge is tracked. | | *How is it being assessed?*  Feedback will be provided to student and link tutor by class teacher /mentors/ English subject leader.  An end of placement Progress Report will establish if students have met the school-based English content.  English subject team leader will quality assure this process and paperwork. | | |
|  | **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:*** | | | |
| That high-quality teaching and learning in Communication & Language, Literacy and English requires strong teacher subject, pedagogical and curriculum knowledge. That Communication & Language, Literacy and English learning needs to be planned in a way that is inclusive and challenges all learners. | | That high-quality teaching in Communication & Language, Literacy and English involves breaking down complex ideas into small steps and sequencing these logically to enable learners to learn without overloading their working memory. That direct teaching and modelling, underpinned by talk, are approaches which can be used to support learners to understand complex ideas and deepen learner’s learning in Communication & Language, Literacy and English. | | Plan and teach for Communication & Language, Literacy and English learning that is appropriate to the needs of all learners, that draws on learner’s prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. | | | |
|  | **KEY RESEARCH****Trainees will know that wider reading informs teaching and learning in ENGLISH** | | | | | | | | |
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| **Phase 3** | | | | | | | | | | |
| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
|  | **Communication & Language**  As an early years practitioner, EAL does not necessarily mean SEND.  A learner of EAL will need ongoing and long-term support. | To adapt teaching to meet the needs of all learners, including those with EAL/SEND | | **Communication & Language**  Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (LT 5.1)  Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families, and pupils to understand barriers and identify effective strategies is essential (LT5.7) | | | To further develop their subject, curriculum, and pedagogical knowledge by drawing on the expertise of mentor and English subject leader in school in addition to self-study (LH8) | |  |
| With the support of parents/carers, 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, is crucial for planning and delivering next steps to learning. | To assess all children’s knowledge and understanding, including those with EAL/SEND  To be able to identify gaps in learning and to address their next steps to learning in a structured and robust manner | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6)  Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (LT 5.1)  Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (LT5.2)  Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families, and pupils to understand barriers and identify effective strategies is essential (LT5.7) | | | To seek out the support of an experienced colleague to adapt English/Literacy teaching to the needs of the learners within the placement class. To consider adaptive teaching at the planning stage and consider how to adapt based on feedback within a session.  To plan to enable learners with EAL to make progress in their English learning where this is appropriate to the context of the placement school (LH8) | |
| There are identifiable levels of proficiency in the English scale for EAL learners | To identify the needs of an EAL learner in relation to their English proficiency  To be able to plan and deliver appropriate intervention/support tasks which will aid their English proficiency | | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (LT 5.1)  Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (LT5.2) | | | To check learners understanding to know what has been learned/retained or what needs further exploration (LH7) | |
| Respecting and valuing the home language of EAL learners is critical for ensuring a safe and secure learning environment is evident in the classroom | To develop a safe and secure learning environment for EAL learners which will help to promote and extend their language proficiency | | Schools engage in a range of strategies to promote reading  A range of home/school initiatives that will involve families in reading will promote reading for pleasure  A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs (LT7.2) | | | To promote reading through schools as reading communities (LH8) | |
| Some learners with EAL may also have SEND needs and understand how to identify and address these | To identify the SEND needs of EAL learners and how to address these developing needs through adaptive teaching techniques | | That an experienced teacher adapts their English teaching to ensure all learners make progress in their English learning and this is captured in their planning process.  Language and subject specific vocabulary in English can be challenging and the importance of explicitly teaching specific vocabulary  Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (LT5.2)  Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families, and pupils to understand barriers and identify effective strategies is essential (LT5.7) | | | To adapt their teaching in English to include and support all learners within the placement class. Including those with SEN/D where appropriate to the placement class.  To support learners to develop subject specific vocabulary including learners with SEN/D and EAL where appropriate to the placement class (LH5) | |
| There is a difference affecting the rate at which a learner's communication skills develop, in relation to other learners of the same age, that might be described as either a 'delay' or a 'disorder'. | To recognise when a learner may have a ‘delayed’ or speech ‘disorder’ and how to plan effective and relevant learning experiences which will help to develop their language proficiency | | Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed (LT3.3)  Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (LT 5.1) | | | To give learners many opportunities to consolidate and practice their newly learned skills (LH4) | |
| There are causes of speech, language, and communication delay/disorder. | To know and understand how to identify speech, language, and communication delay/disorder  To plan, deliver and assess the children’s developing speech, language and communication identifying appropriate and supportive teaching activities | | Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families, and pupils to understand barriers and identify effective strategies is essential (LT5.7) | | | To seek out advice/support and expert knowledge from mentor/SENCO (LH5) | |
| There may be learners/groups of learners who are reluctant speakers or have difficulties with their speech | To recognise and address times when learners are reluctant or have speech difficulties and know how to plan for intervention strategies to address these challenges | | Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families, and pupils to understand barriers and identify effective strategies is essential (LT5.7) | | | To seek out advice/support and expert knowledge from mentor/SENCO (LH5) | |
| There are many strategies to help support learners with delayed speech or those who have difficulties with their speech | To identify when learners present with delayed speech and/or difficulties and know how/who to seek support and advice from in order to address these difficulties | | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (LT 5.1) | | | To plan for relevant and appropriate support to ensure that learners retain information and build upon prior knowledge (LH8) | |
| **Literacy**  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 • the names of the different parts of a book • page sequencing. | To incorporate the five concepts about print into literacy teaching sessions to ensure that learners use these skills to help improve their reading | | **Literacy**  Learners need to comprehend the complexity of a wide range of texts. | | | To plan for exposure to texts to increase reading fluency  Teach learners strategies to prompt comprehension processes (LH3) | |
| As EYS Practitioners we are required to support learners to develop their phonological awareness, so that they can:  • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound | To plan, deliver and assess learners’ skills and abilities in developing their phonological awareness | | Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial (LT3.5)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (LT6.1) | | | To use assessment information accurately in order to plan careful and sequenced next steps to learning (LH6) | |
| Inspiring learner’s literature and early reading choices is important to the planning and delivery of inclusive, effective, and engaging learning opportunities | To incorporate high quality texts into planning and delivery of Literacy/English lessons, to aid learner’s love of reading | | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds (LT1.6) | | | To identify and recognise the academic potential in all learners and develop an understanding of how to accelerate new learning opportunities (LH1) | |
| Scenario based learning for literacy is essential for building the foundations to learner’s communication and language learning, in addition to their early reading and writing knowledge development | To develop scenario-based learning for young children into their curriculum and provision, in order to help extend their communication and language, reading and writing learning | | That experienced teachers model processes and articulate their thinking to scaffold learner’s learning.  Through observations of experienced colleagues learn that articulating your thought processes and asking questions of yourself when modelling can support learners to understand the thought process of early writing.  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines (LT3.10) | | | To plan a sequence of English lessons which integrates a range of effective pedagogies and approaches to support English learning (approaches might include writing for a variety of audiences/purposes) (LH3) | |
| 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 incorporate emotional literacy into planning and delivery of lessons, to ensure that young learners understand how to express their own feelings and know how to react to other’s feelings and emotions | | Effective teachers understand the requirements for developing learner’s emotional literacy in order for them to be able to express their feelings and emotions | | | To present and provide a supportive and inclusive environment which is conducive to good outcomes (LH7) | |
| Emotional literacy has close links to PSED, and that by creating the right environment learners can flourish | To develop emotional literacy skills within PSED teaching in order to create a safe and secure learning environment for all learners | | Early Years teachers understand the importance of PSED and the notion that making links with learner’s emotional literacy ensures a safe and secure learning environment is present | | | To strengthen pedagogy and subject knowledge to ensure that learner’s emotional literacy is catered for in a positive, predictable, and safe environment (LH7) | |
|  | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?*  That the trainee has secure subject knowledge to enable them to teach Communication & Language, Literacy and English skills within the Early Years setting. | *How is it being assessed?*  Assessment will take the form of a subject knowledge audit.  Formative assessment in sessions through peer discussions, tutor questioning and mini quizzes.  A written submission will evaluate students understanding of high-quality outdoor learning related to an area of learning and development.  Formative assessment and the English subject knowledge audit will inform any interventions offered. | | *What is being assessed?*  Mentors will assess students against these statements and feedback to link tutors via a weekly development summary. Lesson observations, weekly development meetings and weekly focus tasks will also ensure developing knowledge is tracked. | | *How is it being assessed?*  Feedback will be provided to student and link tutor by class teacher /mentors/ English subject leader.  An end of placement Progress Report will establish if students have met the school-based English content.  English subject team leader will quality assure this process and paperwork. | | |
|  | **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:*** | | | |
| That high-quality teaching and learning in Communication & Language, Literacy and English requires strong teacher subject, pedagogical and curriculum knowledge. That Communication & Language, Literacy and English learning needs to be planned in a way that is inclusive and challenges all learners. | | That high-quality teaching in Communication & Language, Literacy and English involves breaking down complex ideas into small steps and sequencing these logically to enable learners to learn without overloading their working memory. That direct teaching and modelling, underpinned by talk, are approaches which can be used to support learners to understand complex ideas and deepen learner’s learning in Communication & Language, Literacy and English. | | Plan and teach for Communication & Language, Literacy and English learning that is appropriate to the needs of all learners, that draws on learner’s prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. | | | |
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