# **PGCE Primary English Sessions 2024-25**

This document outlines the taught university sessions across the phases of the programme and illustrates the core content of the taught Primary English course. Supporting resources and reading can be found in the relevant folder on the Primary PGCE Blackboard site.
Note that the order of sessions may change in response to need. You will be advised as needed via email/BB.

## **Phase 1 – observe, deconstruct and begin to rehearse; discuss and analyse**

* Phase 1 runs from 02.09.24 to 20.12.24. There are fifteen English taught sessions, delivered across eight days during this phase, with English and mathematics sessions on each day, apart from during the English ITP (Intensive Training and Practice placement) when you will focus exclusively on English.
* Unless otherwise advised by tutors, morning sessions start at 09:00. Afternoon sessions finish at 16:00.

### Week 1

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| **Day** |  |  |
| Tuesday 3rd Sept | Session title  | **Session A**Introduction to the English course and key documentationTeachers as Readers – your identity as a teacher of English |
| Learning goals | * Introduce to the English course, CCF, Blackboard and ways of working.
* Consider: What is English? What is Literacy? Developing understanding of the ‘big picture’ and why primary English is fundamental.
* Provide an overview of the EYFS and NC documents to gain an understanding of required subject knowledge
* Reflect on your own experiences as a reader and your knowledge of children’s literature
* Begin to develop your own knowledge of children’s literature and consider EDI and the importance of representation

CARD* CCF 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
* CCF 1.2 Teachers are key role models who can influence the attitudes, values and behaviours of their pupils.
* CCF 1.6 High quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.
* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
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| Reading/ resources | CLPE (2022) *Reflecting Realities – Survey of Ethnic Representation with UK Children’s Literature 2017-2021.* Available at: <https://clpe.org.uk/system/files/2022-11/CLPE%20Reflecting%20Reality%202022%20WEB_0.pdf> Cremin, T., Mottram, M., Bearne, E. & Goodwin, P. (2008) Exploring teacher’s knowledge of children’s literature, *Cambridge Journal of Education, 38:4 pp. 449 - 464*DfE (2013) English Programmes of study: key stages 1 and 2. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf> DfE (2023) Statutory Framework for the early years foundation stage. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf><http://michaelrosenblog.blogspot.com/2021/02/reading-for-pleasure-great-time-to-be.html> |
| Notes | The students will be directed to complete audits in GAP and spelling after this session. |

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|  | Session title  | **Session B**Developing oracy  |
| Learning goals | * Understand the importance of putting oracy at the heart of learning
* Understand some theoretical perspectives of how children may acquire language
* Make links between dialogic teaching theory and classroom practice
* Develop understanding of the ages and stages of development in speaking and listening
* Use talk for learning strategies to share ideas for classroom activities to support speaking and listening development

CARD* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
* CCF 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes including to check pupil’s prior knowledge, assess understanding and break down problems
* CCF 4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
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| Reading/ resources | Alexander, R. (2017) *Dialogic Teaching in Brief.* Available at: <https://coleridgeprimary.org/wp-content/uploads/2019/11/Dialogc-teaching-in-brief-170622.pdf> EEF (2020) Improving Literacy in Key Stage 1. Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1685613811> Millard, W. & Menzies, L. (2016) *Oracy: The State of Speaking in our Schools*. Available at <https://voice21.org/publications/>UKLA Viewpoints: Talk for learning Available at: <https://ukla.org/wp-content/uploads/View_Talk_for_Learning.pdf> Universally Speaking <https://ican.org.uk/media/3225/tct_univspeak_5-11_update.pdf> |
| Notes | This session includes a paired activity on devising an age-appropriate classroom activity to develop speaking and listening with reference to the NC requirements and the guidance provided by the Universally Speaking document. |

**Week 3**

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| Tuesday 17th Sept | Session title | Session CGrammar 1 – subject knowledge and pedagogy |
| Learning goals | * Consider the debates around the teaching of grammar
* To understand the place of grammar in the NC and how to begin to make links to other areas of the English PoS.
* To develop understanding of word classes
* To be able to define and exemplify key terms effectively: Noun, pronoun, verb, adjective, adverb.

CARD* CCF: 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* CCF 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular areas is beneficial.
* CCF 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or schemata) carefully sequencing teaching to facilitate this process is important.
* CCF 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
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| Reading/ resources | DfE (2013) English Glossary. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf>Myhill, D. (2021) Grammar re-imagined: foregrounding understanding of language choice in writing, English in Education, 55:3, 265-278,Waugh, D., Allott, K., English, E., Waugh, R. & Bulmer, E. (2020) *The Essential Guide to SPaG in the Primary Classroom.* Learning Matters: London. |
| Notes |  |

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| Thursday 19th September | Session title | Session DPhonics and early reading 1 |
| Learning goals | * Recognise the importance of developing an understanding of how children learn to read
* Understand the Simple View of Reading and how this theoretical model informs current practice
* Develop understanding of the alphabetical code and how complex this is for English
* Know what SSP is and understand that there are many phonics programmes in use in schools and that these share underlying principles.
* Begin to learn the terminology related to the teaching of phonics and early reading
* Know that articulating pure sounds is a vital skill for every teacher and begin to develop it.

CARD* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* CCF 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 3.9 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.
* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
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| Reading/ resources | Gough, P. & Tunmer, W. (1986) Decoding, Reading and Reading Disability. *Remedial and Special Education 7:1*Houston, S. (2021) *Cognitive Load Theory and Reading Instruction.* Available at : <https://phonicshero.com/cognitive-load-theory-phonics/> (Accessed 27th September 2021)Jolliffe, W., Waugh, D. & Carss, A. (2015) *Teaching Systematic Phonics in Primary Schools, 2nd Ed.* London: SAGELawton, K. & Warren, H. (2015) *The Power of Reading: How the next government can unlock every child’s potential through reading.* London: Save the Children on behalf of the Read On. Get On. campaignRose, J. (2006) *Independent Review of the Teaching of Early Reading.* Nottingham: DfES Available at: <https://dera.ioe.ac.uk/id/eprint/5551/2/report.pdf> Wyse, D. and Bradbury, A.(2022) Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers’ practices for teaching phonics and reading. *BERA Review of Education* 10:1 |
| Notes | This session will prepare the students for their ITP in the following week – the handbook will be shared with them. |

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| Thursday 19th Sept | Session title  | **Session E**Reading – teaching and assessing language comprehension  |
| Learning goals | * Develop an understanding of the way in which readers engage with and comprehend written texts, through ‘Scarborough’s Reading Rope’
* Understand that comprehension is a complex cognitive process that functions at different levels but is crucial for children’s academic learning across all subjects.
* Understand effective pedagogy for teaching reading through shared and guided work
* Begin to use the CLPE Reading Scale to better understand what progression in reading looks like.

CARD* CCF 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* CCF 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
* CCF 3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject they are being asked to think critically about.
* CCF 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.
* CCF 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
* CCF 6.1 Effective feedback is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
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| Reading/ resources | Chambers, A. (2011) *Tell Me: Children, Reading and Talk with The Reading Environment*, by Aidan Chambers, published by The Thimble Press, UKQuigley, A. (2020) *Closing the Reading Gap.* Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy*(pp. 97–110). New York, NY: Guilford Press.Stanovich, K.E. (1986) Matthew Effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), pp.360-407. |
| Notes | Preparation for directed task during Phase 1 placement |

**Week 4 – English ITP 24th – 26th September**

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| Wednesday 25th September | Session title | Session FPhonics and ER 2 – SVoR and pure sounds |
| Learning goals | * Consolidate understanding of the SVoR as a model for understanding how children learn to read; be able to articulate this.
* Know how to articulate the 44 pure sounds
* Understand and develop confidence in modelling and teaching blending sounds for reading - decoding
* Understand and develop confidence in modelling and teaching segmenting words for spelling – encoding
* Understand and use phonics terminology with confidence

CARD* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* CCF 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.
* CCF 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 3.9 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.
* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
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| Reading/ resources | Ruth Miskin RWI phonics resources.UoL Primary PGCE Handbook of phonics and early reading for trainee teachers |
| Notes | Micro-teaching a peer |
| Session title | **Session G**The structure of a phonics lesson – application of cognitive science |
| Learning goals | * Know the elements of a phonics lesson: revisit/review, teach, practise, apply
* Recognise the ways that phonics programmes may differ, while understanding that the same concepts and principles underpin them all
* Identify the skills required of the teacher to teach phonics effectively – pace, rigour, continuous use of AfL, praise and motivation
* Make links between the way phonics is taught and our understanding of CLT and models of memory
* Recognise the importance of prior knowledge and how learning involves committing facts to the long-term memory.

CARD* CCF 2.1 Learning involves a lasting change in pupils’ capabilities or understanding.
* CCF 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* CCF2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
* CCF 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
* CCF2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
* CCF 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
* CCF 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
* CCF 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
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| Reading/ resources | Video of a phonics lesson to reviewStudent’s own observational notesHouston, S. (n.d.) Cognitive Load Theory and Reading Instruction. Available at: <https://phonicshero.com/cognitive-load-theory-phonics/>  |
| Notes | Deconstruction of an observed lesson and reverse planning to inform the planning process with a focus on prior knowledge. |
| Session title | **Session H**Preparation for team teaching and planning a reading activity |
| Learning goals | * Understand the importance of carefully planned opportunities for pupils to apply their new and prior phonic learning to decodable text.
* Prepare or choose materials (write captions/sentences/pages for independent reading or dictation, identify decodable books) that are closely matched to the current phonic learning of the pupils you will be working with.
* Anticipate misconceptions or challenges within the learning material and discuss possible approaches and responses to these.
* Understand the importance of thorough preparation and rehearsal for teaching.

CARD* CCF 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
* CCF 1.6 High-quality teaching has a long-term positive effect on pupil’s life chances, particularly for children from disadvantaged backgrounds.
* CCF 3.4 Anticipating common misconceptions within particular subjects is an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
* CCF 4.1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.
* CCF 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
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| Reading/ resources | Phonics resources, decodable texts (school’s programme or UoL’s own).Student’s own observational notes |
| Notes | Paired work (where appropriate) to plan and prepare for the practice element of the ITP on the following day. |

**Week 5**

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| Monday 30th Sept | Session title  | **Session I**Grammar 2 – subject knowledge and pedagogy |
| Learning goals | * Continue to develop grammatical subject knowledge and confidence in ‘a language to talk about language’.
* To become familiar with grammatical progression through the National Curriculum for English
* Further reference to the LEAD pedagogical principles and how these are used when working with young writers.
* Developing confidence in conducting metalinguistic dialogue in relation to writer’s choices

CARD* CCF 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
* CCF 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* CCF 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.
* CCF 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
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| Reading/ resources | Alexander, R. (2003) Talk in teaching and learning: International perspectives. Paper presented at the New Perspectives on Spoken English in the Classroom: Discussion Papers. London, England: Qualifications and Curriculum Authority.Myhill, D., Newman, R., Watson, A. (2020). Going Meta: Dialogic talk in the writing classroom. *Australian Journal of Language and Literacy: Special Issue Talk and Interaction*, *43*, 5-16. |
| Notes | Students will be informed that they will need to prepare for micro-teaching their peers on Thursday. |

**Week 6**

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| Tuesday 8th October | Session title | Session JUnderstanding spelling – building on phonics  |
| Learning goals | * Review the complexities of the English alphabetic code, consolidate understanding of this and the reversibility of decoding and encoding
* Understand the key role of phonics in the development of spelling and writing skills (transcription)
* Consider the range of other skills that children need to learn to support effective spelling: visualisation, analogy, morphology, etymology, orthography
* Review a variety of spelling support activities and consider the place of list learning and spelling tests

CARD* CCF 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
* CCF 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
* CCF 1.5 A culture of mutual trust and respect supports effective relationships.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
* CCF 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
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| Reading/ resources | Bearne, E. & Reedy, D. (2018) *Teaching Primary English Subject Knowledge and Classroom Practice.* Abingdon: RoutledgeElborn, S. (2015) Handbook of Teaching Early Reading. Leicester: United Kingdom Literacy Association.Gentry, R. (1982) An analysis of developmental spelling in GYNS AT WRK. *The Reading Teacher 36* p. 192 – 200O’Sullivan, O. & Thomas, A. (2000) *Understanding Spelling.* London: Centre for Language in Primary Education |
| Notes | An interactive session with activities designed to help students reflect on their own strategies as spellers.  |

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| Tuesday 8th October | Session title | Session KTeaching handwriting - transcription |
| Learning goals | * Develop awareness of the EYFS & NC expectations in relation to the teaching of handwriting
* Understand the importance of letter families and formation
* Know how to support children to develop their handwriting accuracy and speed
* Develop knowledge of possible school-based approaches
* Understand the importance of modelling handwriting accurately

CARD* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively
* CCF 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.
* CCF 5.1 Pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed.
* CCF 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
* CCF 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
* CCF 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils understanding and needs.
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| Reading/ resources | Mini w/b & pens, flipcharts, copies of children’s handwriting for assessment.Online resources available from National Handwriting Association- <https://nha-handwriting.org.uk/shop/good-practice-for-handwriting/> EEF (2020) Improving Literacy in Key Stage 1. Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1685613811>  |
| Notes | Opportunity for students to evaluate their own handwriting, to practise their own letter formation and joins and to assess children’s handwriting and consider next steps. |

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| Wednesday 9th October | Session title | **Session L** Teaching the writing process - composition |
| Learning goals | * Appreciate the complexity of learning to write and how the NC splits this into two elements – transcription and composition
* Recognise that automaticity in the fundamentals of transcription will reduce cognitive load and allow for compositional creativity
* Consider what recent research tells us about effective pedagogical approaches to teaching writing
* Understand the importance of the ‘teacher as a writer’ and how powerful your influence is
* See writing as a process that takes your pupils from oral sharing to independent writing through scaffolding and modelling
* Consider this process by looking at one genre – descriptive writing

CARD* CCF 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
* CCF 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
* CCF 2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
* CCF 3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
* CCF 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
* CCF 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
* CCF 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
* CCF 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
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| Reading/ resources | Ch. 2 ‘The Role of Talk’ in Cremin, T. and Myhill, D. (2012) *Writing Voices: Creating Communities of Writers*. London: Taylor & Francis. Abingdon: Routledge, pp. 33 – 49Ch. 11 ‘What writing involves’ in Bearne, E. and Reedy, D. (2018) *Teaching Primary English*, *Subject Knowledge and Classroom Practice.* Abingdon: Routledge, pp. 275 – 300Myhill, D. (2021) Grammar re-imagined: foregrounding understanding of language choice in writing. *English in Education 55:3* pp. 265 - 278 |
| Notes | During this session, the students are guided through the writing process to produce a brief piece of written work. |

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| Thursday 10th October | Session title  | **Session M**Grammar micro-teach to your peers |
| Learning goals | * Develop confidence with grammatical subject knowledge
* Begin to apply knowledge of the principles of cognitive science to planning a teaching activity – retrieve prior knowledge, teach explicitly making use of worked examples, provide opportunities for practice.
* Explain the aspect of grammar being taught through examples
* Use appropriate, authentic texts as models
* Build in opportunities for high-quality discussion
* Consider how you are assessing the progress of learners against the learning intention
* Receive and reflect on feedback on the effectiveness of your pedagogy

CARD* CCF 2.1 Learning involves a lasting change in pupils’ capabilities or understanding.
* CCF 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* CCF 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
* CCF 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
* CCF 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
* CCF 2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
* CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
* CCF 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
* CCF 6.1 Effective assessment is crucial to teaching because it provides teachers with information about pupils’ understanding and needs.
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| Reading/ resources | DfE (2013) *The National Curriculum in England: Framework Document* Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> Myhill, D. (2021) Grammar re-imagined: foregrounding understanding of language choice in writing, English in Education, 55:3, 265-278Website: [www.englicious.org](http://www.englicious.org) – for subject knowledge, resources and activities. |
| Notes | Students will teach a small group of their peers, using a modified planning template to guide their approach. Each member of the group will give feedback to the teacher on the effectiveness of their pedagogy and materials. |

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|  | Session title | **Session N**Writing workshop – modelling and scaffolding |
| Learning goals | * Clarify the difference between task modelling and modelling effective writing practices
* Deepen understanding of why ‘shared’ and modelled writing is an important part of your pedagogy
* Plan and deliver a ‘shared writing’ microteach to peers
* Support each other to develop your practice through giving and receiving constructive feedback

CARD* CCF 1.2 Teachers are key role models who can influence the attitudes, values and behaviours of their pupils.
* CCF 2.9 Worked examples that that pupils through each step of a new process are also likely to support pupils to learn.
* CCF 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* CCF 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
* CCF 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
* CCF 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
* CCF 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
* CCF 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
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| Reading/ resources | Bushnell, A., Smith, R. & Waugh, D. (2019) *Modelling Exciting Writing: A Guide for Primary Teaching.* London: SAGEEEF (2021) *Improving Literacy in Key Stage 2, 2nd Edition.* EEF(2018) *Metacognition and Self-regulated Learning.*Ings, R. (2009) *Writing is Primary: Action Research on the Teaching of Writing in Primary Schools.* Esmee Fairburn Foundation <https://www.nawe.co.uk/Private/17646/Live/Writing-is-Primary.pdf> Video clip: The Principles of shared writing in Pie Corbett’s Talk for Writing programme. |
| Notes |  |

**Week 8**

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| Wednesday 23rd October | Session title | Session OPlanning a reading session and assessing reading |
|  | Learning goals | * Revisit and consolidate understanding of the teaching and learning cycle in thinking about how to plan a reading lesson
* Review previous input on developing reading skills with reference to the SVoR, Scarborough’s Reading Rope models
* Familiarise yourself with the EYFS/NC Reading PoS and non-statutory guidance for your P1 placement year group
* Understand your role in engaging pupils with a text and developing prosody through modelling expressive reading
* Consider how to make the most of the opportunities offered by a text and linking these effectively to your learning intentions, with a focus on developing vocabulary and inference skills
* Understand how to conduct a miscue analysis in order to assess a pupil’s reading in preparation for P1 directed task

CARD* CCF 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
* CCF 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
* CCF 2.1 Learning involves a lasting change in pupils’ capabilities or understanding.
* CCF 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* CCF 4.1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.
* CCF 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
* CCF 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
* CCF 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
* CCF 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.
* CCF 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
* CCF 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
* CCF 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
* CCF 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
* CCF 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
* CCF 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
* CCF 7.1 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.
* CCF 8.5 TAs can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers
 |
|  | Reading/ resources | Video resources: [Whole Class Guided Reading - YouTube](https://www.youtube.com/watch?v=qeGMI0vZt9g) [Effective Guided Reading - YouTube](https://www.youtube.com/watch?v=QWDnN7nGqiA&t=5s)Campbell, R. (1993) *Miscue Analysis in the Classroom.* Leicester: UKLAVideo resource for miscue analysis <https://youtu.be/e06dXbcl7zM> EEF (2020) Improving Literacy in Key Stage 1. Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1685613811>Quigley, A. (2020) *Closing the Reading Gap.* Abingdon: Routledge |
|  | Notes | Students will bring a text to teach into this session. This may be one that they know their P1 class are working on, but should be age specific for that class. This session will include preparation for P1 directed tasks which focus on assessing reading and understanding the child as a reader. |

## **Phase 2 – observe, deconstruct, rehearse and refine**

* Phase 2 runs from 06.01.25 to 04.04.25. There are two English taught sessions, delivered across two days during this phase, with English and mathematics sessions on each day.

Unless otherwise advised by tutors, morning sessions start at 09:00. Afternoon sessions finish at 16:00.

**Week 20**

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| Wednesday 15th January | Session title  | **Session P** – led by expert colleague, Megan Van BreughelResponding to writing – formative assessment, marking and feedback |
| Learning goals | * Review the importance of audience and purpose when planning and assessing writing
* Utilise the ‘Super 6’ diagnostic and developing understanding of progression in writing, to help identify gaps in writing and next steps.
* Understand the importance of proofreading skills (pupil self-assessment)
* Undertake a short standardisation of writing activity to help improve subject knowledge and identify gaps.

CARD* CCF 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
* CCF 6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils are.
* CCF 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn pupils must be able to act on feedback for it to have an effect.
* CCF 6.5 High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
 |
| Reading/ resources | EEF (2021) *Teacher Feedback to Improve Pupil Learning.* Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218> Feedback in Action: A review of practice in English schools[https://educationendowmentfoundation.org.uk/public/files/Publications/ Feedback/EEF\_Feedback\_Practice\_Review\_summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/%20Feedback/EEF_Feedback_Practice_Review_summary.pdf) |
| Notes |  |

**Week 31**

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| Monday 31st March | Session title | Session Q – led by expert colleague, Megan van BreughelSummative assessment of writing and the moderation process |
| Learning goals | * Review previous learning around assessment of writing
* Guide students through the moderation process, step by step using a collection of writing from their placement (if not sufficient amount of writing, I will bring some collections of writing).
* Work in small groups to moderate a collection of at least 3 pieces of writing from the P2 placement, preferably from a pupil who is heading towards the expected standard in writing

CARD* CCF 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
* CCF 6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils are.
* CCF 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn pupils must be able to act on feedback for it to have an effect.
* CCF 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
* CCF 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
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| Reading/ resources | KS1 and KS2 writing exemplifications<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing><https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing> |
| Notes |  |

## **Phase 3 – observe, deconstruct, rehearse and refine; justify decisions**

* Phase 3 runs from 07.04.25 to 28.06.25. There are two English taught sessions, delivered across one day during this phase, with English and mathematics sessions on each day.
* Unless otherwise advised by tutors, morning sessions start at 09:00. Afternoon sessions finish at 16:00.

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| Monday 7th April | Session title | **Session R**Planning a sequence of English lessons  |
| Learning goals | * Familiarise yourself with using the lesson sequence planning template.
* Begin with your knowledge of the children and their prior learning and consider how to adapt teaching in the light of this knowledge and the time and resources available to you
* Use the structure of The Teaching Sequence for Writing (UKLA, 2014) to begin to approach planning a unit of writing: familiarisation with text-type, capturing ideas, teacher demonstration, teacher scribing, supported writing, independent writing.
* Consider how to embed grammar, punctuation and vocabulary teaching into a unit of writing.

CARD* CCF 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
* CCF 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
* CCF 4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
* CCF 5.1 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
* CCF 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
* CCF 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
* CCF 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
* CCF 5.7 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.
* CCF 8.5 TAs can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
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| Reading/ resources | Ch. 12 – Writing Composition in Bearne, E. and Reedy, D. (2018) *Teaching Primary English.* London: RoutledgeEEF (2021) *Improving Literacy in Key Stage 2*<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> EEF (2021) *Improving Literacy in Key Stage 1*<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> The Writing for Pleasure Centre<https://writing4pleasure.com/teaching-the-writing-processes/> |
| Notes | Students will be aware of their P3 placement schools and will be able to plan with their next year group in mind. They can also have consulted the school website to gain information about prior learning and upcoming topics/genres/books to be covered. |