# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## English

Subject rationale

We aim for BSTs to acquire the skills, knowledge and attitudes that will empower them to teach pupils to become readers, writers, speakers and listeners, recognising the interconnectedness between these. We want them to be able to nurture both the development of pupils’ fundamental literacy and the criticality, creativity, cultural knowledge and pleasure that comes from speaking, listening, reading and writing at the same time as developing the progress and achievement of all pupils; recognising their different backgrounds, needs, barriers and starting points.

Sequencing the subject for each phase

Phase 1: The role of oracy and language development in supporting children’s literacy; key SSP subject knowledge including planning and teaching; develop an understanding of the ‘simple view of reading’ and see it in the wider context of becoming a reader; consider the requirement to promote a ‘love of literature’ and ‘reading for enjoyment’; understand how children become readers; explore the role of decoding, fluency, prosody, vocabulary and comprehension; understand how the diagnostic use of assessment can help to pinpoint readers’ areas for development; the relationship between phonics and spelling and a range of strategies that could be used in the classroom; reflect on how text-rich approaches can be used to support teaching, specifically in terms of choice and creativity in writing; understand the importance of effective modelling of writing.

Phase 2: understand how to plan an effective single lesson with a focus on non-fiction using the BSU lesson plan and consider how to adapt teaching in English. Explore how to plan lessons to teach grammar and punctuation using a contextualised (embedded) approach; develop an understanding of how to plan an effective sequence of lessons in English by building on previous learning including: effective, engaging and inclusive ways of teaching reading, writing and spoken English. Different approaches to teaching drama, including the importance of the role of the teacher and improvisation; SSP subject knowledge, planning and teaching and spelling.

Phase 3: Recognise the value of poetry for children; consider its role in supporting prosody and developing linguistic functions such as intonation, stress, and rhyme and rhythm; develop confidence in supporting children’s enjoyment and understanding of poetry, poetry writing and performing; appreciate that the NC refers to reading, writing, learning by heart and performing poems.

### How mentors can support BSTs in school

* Model approaches to classroom talk, including dialogic & child-initiated talk. Draw on the importance of oracy to support communication, language & literature, including oral rehearsal in prep for writing.
* Explain how the school’s planning, including any accredited SSP scheme, support children’s progress and understanding across the primary English curriculum. Provide opportunities for and support BSTs in planning, resourcing and teaching, using these outcomes as a basis.
* Support BSTs in understanding children's writing development, including mark making and environmental literacies for EYFS. Help BSTs to develop an understanding and the value of how key skills & tools such as grammar & punctuation empower children as writers.
* Support BSTs in planning for contextualised punctuation and grammar; draw on approaches to engender writing for pleasure.
* Demonstrate the way in which the wider reading curriculum can be used & valued, alongside the teaching of key skills such as grammar and SSP, to promote a love of reading.
* Support BSTs in understanding that the world of language & literacy is in a constant state of transformation, & that BSTs need to adapt to developments in technologies and popular culture. How these change the face of communication & everyday literacy practices e.g. by demonstrating how multi modal texts and technology may be used to enrich English teaching.

### Indicative open access reading

1. Cambridge University Press (2013) The Development of Oracy Skills in School-Aged Learners. Available at: [Approaches to Oracy: CambridgePapersInELT Oracy 2018 ONLINE (hants.gov.uk)](https://english.hias.hants.gov.uk/mod/resource/view.php?id=4307)
2. EEF (2021) Improving Literacy in Key Stage 1. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>
3. EEF (2021) Improving Literacy in Key Stage 2. Available at: [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqA85mdl2WUKBH4t8EvHeaCY__f_7XtFNmyKdJDWjE0qntpMiGVGAFBoCQF0QAvD_BwE)
4. UKLA (2008) Teachers as Readers: Building Communities of Readers. Available at: [Teachers as Readers: Building Communities of Readers - Research projects, resources and evaluations - UKLA](https://ukla.org/ukla_resources/teachers-as-readers-building-communities-of-readers-research-projects-resources-and-evaluations/#:~:text=This%20UKLA%20project%20was%20planned%20in)
5. UKLA (2013) Teaching Grammar Effectively in Primary Schools. Available at: [https://www.ukla.org/wp-content/uploads/Teaching\_Grammar\_in\_PSextract.pdf](https://www.ukla.org/wp-content/uploads/Teaching_Grammar_in_PSextract.pdf#:~:text=Teaching%20explicitly%20about%20aspects%20of)