

The LJMU Mentor Guide to the curriculum in Phase 3 Secondary English



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

The Phase 3 curriculum (centre based) includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.
- Preparing for the ECT year.

School based training:

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

Expected outcomes

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. By the end of Phase 3 we expect student teachers to:

- Compile evidence in the placement experience folder and demonstrate achievement of ALL of the teachers standards (including part2).
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development profile.

In English sessions:

Please see the ITE Curriculum for English for the full programme throughout the year. The curriculum has developed from Phase 2, which was about the building blocks of English pedagogy to Phase 3a, which is about clarification of the curriculum and pupil support. The shift during Phase 3 will be about emphasising how to scaffold and stretch and challenge pupils' foundational knowledge of English. Student teachers will be encouraged to reflect on their lessons and sequences of learning in a more granular and pupil-centred manner. At the university sessions, they will revisit and reconsider pedagogical strategies that were briefly explored near the start of the course. They will be encouraged to adopt a more creative and experimental way of engaging with texts. Through this, they should develop a more inclusive way of supporting pupils with increasingly diverse and complex texts.

The Phase 3a ITE English Curriculum:

In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment, and progress in the subject. We ask you to support students in exploring

these further in schools. The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Fri 23 Feb	Innovative Teaching with Eden FiftyOne Eden Fifty One and Literacy	Developing creativity through analysing texts.	Discuss with your mentor: What qualities should an English ECT have?
Fri 1 Mar	Off site	Curriculum design in English AQA English GCSE and A Level: curriculum content, equality and diversity in the curriculum.	Away day at Archbishop Blanch (Sarah Fraser) Discuss with your mentor: How do the scope and delivery of the English curriculum differ across my two placements and Archbishop Blanch?
Friday 8 Mar	Mapping the English curriculum in Phase 3 Learning Outside the Classroom - plan a sequence of learning for top set year 9 from a visit to Central Library Tracking progress in your English subject knowledge Misconceptions in English Designing a key stage 3 curriculum	How can student teachers clarify the requirements of the English curriculum? How can student teachers clarify the requirements of the English curriculum? Common misconceptions and how these are anticipated and addressed. Sequence of Learning and the design of the English curriculum.	Discuss with your mentor: What is your view on the English curriculum? What would you like to see more of? What online resources are available? What is the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation?
Friday 15 Mar	Working with poetry: Chris Warren from NATE. Retrieval Practice in English.	How can student teachers clarify the requirements of the English curriculum? Planning and ideas for Sequence of Learning Planning and ideas for Learning Outside the Classroom. Interview preparation and technique.	Discuss with your mentor: Gaps in subject knowledge and how to provide opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. How to organise, execute and monitor meaningful, impactful and integrated extra-curricular activities.
Friday 22 Mar	How to flip the English classroom. Teaching A level English Language. Preparing for Litdrive event and book on mental health.	How can student teachers clarify the requirements of the English curriculum? Observing A level classes (if possible). Adapting online resources for English. Teaching poetry	Planning for sequences of learning (one example) How do you ensure that pupils can access and enjoy poetry? What progress have you made with retrieval tasks? How do these fit into a lesson's overall learning objectives? iTap: what are your targets around scaffolding or Key Stage 5?
Friday 19 April	iTap: scaffolding and KS5. Workshop: Emily Parr from Shakespeare North Playhouse.	iTap: scaffolding or KS5.	Discuss with your mentor How should student teachers build on their experience of teaching Shakespeare? How can a greater awareness of neurodiversity improve English teaching?

	Sarah Alix: neurodiversity and English		
Friday 26 Apr	Transition from KS2 Megan Thompson - Caldy Grange -developing creativity through analysing texts for year 7	Key Stage 3: building reading and writing skills through texts How can student teachers clarify the requirements of the English curriculum? Data and target setting in key stage 3 and progress data in key stage 4 and 5. Challenges for pupils as they transition from KS2.	Discuss with your mentor: How to address the word gap and support the transition from year 6. How to record pupil data How to develop a varied repertoire of pupil feedback How to reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. How to make content more memorable How to model thought processes Exposing potential pitfalls and explaining how to avoid them. How to adapt your teaching to embrace a diverse and ambitious curriculum How to support effective collaborative or paired work. How to scaffold content by asking a range of questions
Friday 3 rd May	Teaching <i>The Tempest</i> : Key Stage 3 and 4.	How can student teachers clarify the requirements of the English curriculum? Knowing Shakespeare -the journey from student to teacher. Stretch and challenge in English	Discuss with your mentor: How to break complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps). How they have taught Shakespeare. How to stretch and challenge pupils through feedback. What conversations and experiences have you had so far about Ofsted? How to remove scaffolding to develop autonomy

The Phase 3 mentor guide will be accessible Section B www.ift-placement.com website.

Guidance for Observation and Target Setting in Secondary English

National Curriculum Purpose of study

A carefully sequenced English curriculum begins with the fundamental aspects of English and is viewed through the lens of foundational knowledge of reading, writing and spoken language. At the same time, English - especially the act of reading – offers access to all other areas of the curriculum. It also helps illuminate the human experience, in all its diversity. English helps develop transferable skills, such as creativity, oracy, media literacy and inference. During the induction period the curriculum considers the position, role, nature and importance of the subject in English.

6 Key Questions to ask when observing English lessons: Lesson

observation focus questions*: these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse.

6 key questions to ask when observing English lessons

	Question	Additional information
1	How does the lesson develop comprehension skills through Tier 2 and Tier 3 vocabulary?	Comprehension: An understanding of texts, context, issues developed and demonstrated through oral and written responses. This can be broken down into pupils' expressive vocabulary (words they can use) and receptive vocabulary (words they can understand).
2	How does the lesson explicitly develop foundational knowledge?	Foundational knowledge: How successfully does the lesson develop spelling and handwriting, syntax, control of grammar and use of vocabulary through reading, writing and spoken language?
3	In what ways do activities actively promote literacy and oracy?	Oracy: Effective spoken language, which the teacher should model, and the pupils should develop.

4	In what ways does the lesson help pupils learn through structured dialogue?	Are the pupils encouraged to structure their talk? How does the lesson develop pupils' listening skills? Does the teaching develop carefully structured discussions about texts and their attendant forms, styles and themes? Does this discussion promote a reciprocal, explorative, speculative, balanced discussion?
5	How successfully does the teacher model written skills and processes?	Does the lesson demonstrate how to develop relevant skills in writing, e.g., control of grammar and syntax, as well as spelling and handwriting. How does the lesson improve pupils' transcription and/or composition?
6	Is the lesson preparing pupils for increasingly complex texts, issues and ideas?	Has planning considered choosing diverse and increasingly complex texts to carefully develop pupils' reading fluency and knowledge of vocabulary, context, syntax and narrative structure?

Potential English-specific targets on Lesson Analysis Forms

Lesson design and delivery, including sequencing and choice of teaching methods
<ul style="list-style-type: none">• Consider live modelling to clarify skills and processes in reading, writing and spoken language.
<ul style="list-style-type: none">• Discuss with your mentor where this lesson fits into the overall English curriculum for this Key Stage.
<ul style="list-style-type: none">• Identify the foundational knowledge that you would like the pupils to demonstrate by the end of the lesson.
<ul style="list-style-type: none">• Explicitly develop your pupils' understanding of reading, writing, speaking and listening.
<ul style="list-style-type: none">• Ensure that tasks address big questions, to enable a clear sense of context and cohesion.
<ul style="list-style-type: none">• Model effective verbal and written communication throughout.
Pupil progress in this lesson and use of assessment (including questioning)
<ul style="list-style-type: none">• Consider how you can assess pupils' retention of learning episodes through low-stakes retrieval tasks?
<ul style="list-style-type: none">• Make more effective use of formative assessment, including diagnostic assessment, informal oral feedback, self-assessment, peer assessment, whole class feedback and the school's prescribed formal assessment.
<ul style="list-style-type: none">• Identify ways in which your pupils can provide evidence of foundational knowledge
<ul style="list-style-type: none">• Develop your understanding of how pupils' progress can inform your future planning. Replace generic feedback with subject-specific guidance, for example 'Can you add the key terms "anaphora" and "hyperbole" to your response?' instead of 'You need to use more sophisticated vocabulary'.
Comments about student teacher's developing subject knowledge and pedagogy (CCF curriculum and pedagogy) – next steps for development

<ul style="list-style-type: none">• Use materials on Litdrive and @Team_English1 on Twitter to support your subject knowledge.
<ul style="list-style-type: none">• Develop your understanding of texts and authors' histories and biographies to help you manage misconceptions.
<ul style="list-style-type: none">• Ensure that you select a diverse range of texts, to increase the likelihood of reading for pleasure and understanding of diverse contexts and histories.
<ul style="list-style-type: none">• Deepen your understanding of concepts, skills, facts, processes, lexis, narratives and linguistic conventions
<ul style="list-style-type: none">• Consider topic-specific vocabulary/quotation banks

*We would welcome any feedback on using these questions through the subject network, please email any comments or recommendations to p.f.atherton@ljmu.ac.uk