

English Curriculum Map 2026-27 — Session Planner

Compiled from the English Curriculum Map 2026-27 and the Secondary Phased Expectations (PE) document. PE Links map each session's content to the relevant Phased Expectations curriculum question (Q1–Q10) and component.

Background and Rationale

The LJMU English Subject Studies curriculum prepares beginning teachers to teach English with secure subject knowledge, sound pedagogical judgement and a clear sense of why the subject matters. Student teachers learn to read, write and communicate confidently themselves, and to understand how pupils develop these same abilities as interconnected skills.

This has two consequences for how the curriculum is built. First, subject knowledge and pedagogy cannot be taught apart from each other in English: knowing how a sentence's grammar works and knowing how to sequence that explanation for a Year 8 class are the same act of professional judgement. Second, curricular judgement matters as much as classroom technique. Student teachers learn to select and sequence texts and to justify those choices.

The curriculum builds cumulatively. A subject knowledge audit in the first fortnight establishes a baseline that is revisited and updated across the year, most explicitly through the Shakespeare, etymology and classical mythology sessions in the spring term. Rosenshine's Principles of Instruction, introduced during the first Intensive Training and Practice (ITAP) week in September, recur through each subsequent ITAP and through taught sessions on questioning, modelling and formative assessment. Reading, writing and spoken language are treated as three specialisms that pupils, and student teachers, re-encounter with increasing complexity across the year.

Four threads run through the curriculum: the purpose and place of English as a subject; pedagogy for reading, writing and oracy; disciplinary and interpretive understanding of how language and texts create meaning; and the substantive knowledge, sequencing and progression that give the subject its content. A single session on Shakespeare, for example, draws on substantive knowledge (the play itself), disciplinary understanding (how dramatic language and staging construct meaning) and pedagogy (how to model and scaffold that understanding for pupils) at the same time.

The curriculum is shaped in partnership with English mentors in partnership schools. The ITAP sequence makes this concrete: routines and expectations in late September, questioning and formative assessment the following week, modelling and explaining the week after that, and a final ITAP in mid-October on subject-specific pedagogy and adaptive teaching, delivered entirely within Subject Studies once the general principles have been established through Professional Studies and practised in classrooms.

Student teachers are expected to engage with the wider profession, through NATE, Litdrive, and visiting practitioners and academics, including speakers this year from Shakespeare North Playhouse and specialists in classical mythology and etymology, and through a cross-curricular session exploring war poetry jointly with History. Reading is built into the academic side of the course as well as the teaching side: the Ofsted Research Review for English, current reading pedagogy research and live debate over what belongs in an English curriculum are set as reading throughout the year, and the SREF assignment requires student teachers to work through that research critically before applying it to their own practice.

Curriculum Themes

A carefully sequenced English curriculum begins with the fundamentals of the subject: foundational knowledge of reading, writing and spoken language. English occupies a distinctive place among school subjects. Reading gives pupils access to every other area of the curriculum, and English as a whole helps pupils make sense of human experience in all its diversity. It develops transferable skills, among them creativity, oracy, media literacy and inference, that extend beyond the English classroom itself.

The LJMU English Subject Studies curriculum reflects this distinctiveness while working alongside the Professional Studies curriculum to develop confident, research-informed English practitioners who understand both English as a discipline and how pupils learn to read, write and communicate within it.

During induction, the curriculum addresses the position, role, nature and importance of English as a subject, before moving into the initial planning of lessons drawn from its key specialisms. This sequencing mirrors the way beginning teachers themselves move from orientation into practice: understanding what English is and why it matters, before learning to teach it. A combination of practical, theoretical and disciplinary knowledge builds a schema for effective learning, teaching and assessment, drawn initially from the Key Stage 3 curriculum before extending into Key Stage 4.

Research-informed methods for teaching English are introduced and refined in partnership with mentors and expert practitioners, including through the English ITE Mentors' Network, which has contributed to the co-construction of this curriculum. Student teachers develop confidence in their own written and spoken language so that they, in turn, can help pupils re-encounter each specialism with increasing complexity, building on prior knowledge and developing an authentic understanding of transition across the key stages.

Student teachers progress through cycles of gaining, applying and refining subject and pedagogical knowledge in practice. The aim is curricular judgement as well as technical competence: student teachers who understand prior knowledge and progression well enough to design an effective English curriculum for every pupil in their classroom.

Central to the curriculum are four interwoven threads, drawn directly from the structure and stated aims of the Key Stage 3 and Key Stage 4 English curriculum . These threads recur throughout taught sessions, school placements, mentor discussions and assessment activities.

Thread 1: The purpose and place of English

This thread addresses why English is taught at all, drawing directly on the National Curriculum's own stated aim of equipping pupils with a strong command of the spoken and written word and developing a love of literature. Student teachers consider English's distinctive access function: reading in particular opens every other subject to pupils, since comprehension underpins learning across the curriculum. They also consider English's role in illuminating human experience in its diversity, and the curricular choices this raises: which texts, whose voices, and how a canon can remain coherent while reflecting the range of pupils actually in the classroom. This thread is deliberately placed first because it is where the induction period begins: understanding the subject's position and importance before planning a single lesson within it.

Thread 2: Reading, writing and oracy

This thread mirrors the National Curriculum's own domain structure directly. Student teachers explore evidence-informed pedagogy, principally Rosenshine's Principles of Instruction, modelling and explaining, questioning and scaffolding, applied distinctly to reading, to writing and to spoken language. Oracy reflects both the National Curriculum's existing spoken language requirements and the direction of the 2025 Curriculum and Assessment Review, which recommends a dedicated oracy framework to sit alongside reading and writing. Creativity, media literacy and inference are developed as transferable skills within and across these three domains.

Thread 3: Disciplinary and interpretive understanding

This thread develops student teachers' understanding of English as a discipline with its own analytical apparatus: grammar as a meaning-making resource, interpretation of text, register, and the relationship between spoken and written language, including Standard English and its varieties. Student teachers examine common misconceptions and learn to teach interpretation and analysis explicitly, so that pupils re-encounter these specialisms with increasing sophistication as they move through Key Stage 3 into Key Stage 4.

Thread 4: Substantive knowledge, sequencing and progression

This thread examines the content that gives English its substance: vocabulary, etymology, literary heritage, and the canonical texts, including Shakespeare, that pupils are expected to know. Particular attention is given to medium-term planning, schema-building and the sequencing of content from Key Stage 3 through to GCSE and A Level, including transition from Key Stage 2, progression to Key Stage 5 and the requirements of examination boards. This thread is where prior knowledge and progression become a decision about what a pupil needs to have secured before the next text, concept or skill can be taught.

Integration with Professional Studies

Assessment, feedback and adaptive teaching are introduced through Professional Studies, including formative assessment, questioning, feedback and meeting individual needs (SEND, EAL, pupil premium and children in care), are revisited within all four threads above, where student teachers explore how these approaches support pupils' reading, writing and oracy specifically. This integration is exemplified through the Intensive Training and Practice (ITAP) programme: ITAPs on establishing routines, questioning and formative assessment, and modelling and explaining are introduced in Professional Studies before being developed through English-specific exemplification and mentor-supported implementation. The final ITAP, focusing on subject-specific pedagogy and adaptive teaching, is delivered entirely within Subject Studies.

Adaptive Practice

English at Key Stage 3 and 4 has its own recurring set of barriers that also feed into literacy challenges in other subjects:

- **Decoding and fluency.** A pupil reading below their chronological age meeting Shakespeare's early modern syntax or a dense nineteenth-century sentence for the first time faces a barrier that has nothing to do with their capacity to understand the ideas.
- **Vocabulary.** Both general academic vocabulary (*juxtaposition, ambiguity*) and text-specific vocabulary tied to historical period and register (the social vocabulary of *A Christmas Carol*, the military vocabulary of First World War poetry).
- **Prior and cultural knowledge.** A pupil with no context for Victorian class structures, or for trench warfare, is missing knowledge the text assumes.
- **The demands of extended writing.** Composing an analytical paragraph asks a pupil to hold argument, textual evidence and accurate sentence construction in mind at once. For pupils with weaker working memory, or for pupils with SEND affecting spelling and sentence formation, this load is a barrier independent of their grasp of the text.
- **EAL.** Comprehension and composition are both affected by stage of English acquisition, in ways that are easy to mistake for a lack of understanding of the literature itself.
- **Common misconceptions.** Treating a writer's technique as decorative, or conflating a character's viewpoint with the author's, recur across cohorts and can be anticipated in planning instead of corrected on the spot.

A series of pupil case studies are interwoven into each session to enable student teachers to address a range of learning needs, experiences and backgrounds.

Five Essential Readings

Daly, C. and Davison, J., 2020. *Debates in English teaching*. Abingdon, Oxon: Routledge.

Mann, A., Brewer, F., Rowlands, L., Macis-Riley, K., Hind-Portley, M., Holder, R., Tsabet, L., Shah, Z., Wimbush, H. and Bawden, L., 2021. *Succeeding As an English Teacher*. London: Bloomsbury Publishing Plc.

Watson, A. and Newman, R., 2022. *A practical guide to teaching English in the secondary school*. Abingdon, Oxon: Routledge. CGP Books. (2019).

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
7 September (AM)	Introductions, ice breakers and the context of English as a subject.	Essential Reading: • Ofsted research review for English • Response from English Association • National curriculum for English Student Activity: <i>Prepare for microteach – an inclusive talk on something relevant to the English curriculum.</i> Join subject networks • NATE • Litdrive	—	—	—
11 September	The role and nature of English as a subject AM: Introduction to the Key Stage 3 curriculum (appropriate for Phase 1) AM: The National Curriculum for English at Key Stage 3 AM: The LJMU teacher of English AM: The context of a school curriculum: vision for knowledge, skills and values for successful learning	Essential Reading: • Teaching Key Stage 3 literature: the inclusive challenges of accountability, gender and diversity • Graham, S., Hebert, M. & Harris, K. (2015) 'Formative assessment and writing: A meta-analysis', Elementary School Journal, 115(4), 523-547 • Flash fiction: Anne Enright Student Activity: • Access and complete the English Subject Knowledge Audit (Canvas). Baseline Subject	• How does the English department communicate the curriculum to pupils and parents? • What is the departmental vision for English within the wider curriculum?	• Q1 – Establishing high expectations (vision for knowledge, skills and values) • Q3 – Building subject content knowledge, Curriculum sequencing	• Expectations: 1.1, 1.2, 1.3 • Curriculum/subject knowledge: 3.1, 3.2, 3.3 • Planning: 4.3, 4.8

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
	AM: Evidence and reading to support the delivery of a coherent curriculum AM: The ITTCCF at LJMU AM: What is subject knowledge? What is descriptive writing? What is confident reading? AM: Transition from Key Stage 2 PM: Creative writing — visit to art gallery	Audit 1 — launch on Canvas and upload to QTS file.		and coherence, Building on prior knowledge (transition from KS2)	
18 September	Microteaches and feedback AM: Introduction to ITAP expectations AM: Structuring an effective microteach AM: Understanding the role of feedback in professional development PM: Deliver a microteach without visual aids on a topic relevant to the English curriculum PM: Participate in peer feedback using Padlet PM: Reflect on communication clarity and subject knowledge	<i>Essential Reading:</i> <u>Rosenshine's Principles in English</u> <i>Student Activity:</i> Post <i>inclusive</i> and supportive feedback on peers' microteaches: https://padlet.com/p_f_atherton/microteaches	- How does an English teacher make expectations clear? - What classroom management challenges are specific to English? - How to support pupils with a range of additional needs and use the SEND Code of Practice	- Q5 — Effective lesson structure (structuring a microteach) - Q9 — Reflective Practice, Acting on feedback (peer feedback, reflection on communication clarity)	Curriculum/ subject knowledge: 3.1, 3.2, 3.3
25 September (all day)	ITAP 1: Establishing routines and expectations — How do I start lessons in a calm and purposeful manner?	<i>Essential Reading:</i> Bennett, T. (2020) Running the Room: The Teacher's Guide to Behaviour. Woodbridge: John Catt Educational	Review your classroom management and identify areas for development	Q8 — Routines and expectations (lesson entry routines,	- Expectations: 1.1, 1.5, 1.6, 1.7, 1.8 - Classroom management:

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		• Lemov, D. (2015) Teach Like a Champion 2.0. San Francisco: Jossey-Bass • See resources on SBEC in Canvas Student Activity: To begin to be able to: start a lesson in a calm and controlled manner Obtain silence and pupils' attention Respond effectively to disruption during teacher talk Look at classroom management issues particular to English and strategies to manage these Areas of focus: lesson entry routines English starters (retrieval quizzes, silent reading, vocabulary recall) Signalling for silence and attention Positive attention and non-verbal cues Establishing consistent routines around reading, writing and discussion Practical application: practise scenarios, establishing effective classroom routines, developing appropriate professional responses, building consistent practice patterns • Practise entering, setting up and starting a short English activity, focusing on routines, expectations and transitions. • Reflection on <i>inclusive</i> routine implementation	• How to use consistent language and non-verbal signals for common classroom directions • How to explicitly establish routines at the beginning of the school year, both in classrooms and around the school	obtaining silence, consistent routines) • Q1 – Establishing high expectations, Creating a safe and positive learning environment	7.1, 7.2, 7.3, 7.8, 7.9, 7.10

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		• Response strategy development			
2 October (all day)	ITAP 2: Modelling, explaining, planning and feedback — How do I model and explain knowledge, processes and skills in my subject, and use feedback to move learning forward?	Essential Reading: • Rifesser, J. and Hazell, C. (2023) 'Teaching grammar as and in context' (Ch.9). In Pachler, N. and Redondo, A. (eds) A Practical Guide to Teaching in the Secondary School • Rosenshine's principles document: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf • Wiliam, D. and Black, P. (1998) Inside the Black Box: Assessment for Learning in the Classroom. London: GL Assessment • See resources on SBEC in Canvas Student Activity: To begin to be able to: model and explain one aspect of English Break down complex concepts or skills into bite-size chunks Practise the 'hand-over' from teacher to pupil activity Give and use effective, actionable feedback Focus: instructional and transactional language for tasks Explaining and modelling reading, annotation and written responses Dual coding Scripting explanations in early-stage lesson planning	• What is your mentor's view of the English curriculum? • To what extent is the curriculum carefully sequenced? • What are the key stages for planning effective English lessons?	• Q5 – Modelling and explanations • Q7 – Giving high quality feedback	• Subject knowledge: 3.1-3.8 • Planning: 4.3, 4.8 • Expectations: 1.1, 1.5-1.8 • Assessment: 6.1-6.7

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		Explaining and modelling grammar and sentence-level skills (inductive and deductive) WAGOLs (What A Good One Looks Like) and success criteria Sentence builders and scaffolded writing frames Effective feedback: written and verbal, and how pupils act on it Morning: planning in English — identifying essential concepts, knowledge, skills and principles; understanding how children learn through well-designed tasks. • Practise anticipating and identifying possible misconceptions and plan how to prevent these forming • Demonstrate how to use and develop <i>inclusive</i> resources aligned with the school curriculum			
9 October (all day)	ITAP 3: Questioning, formative assessment and Rosenshine's Principles — How do I ask and respond to questions in my subject, and use Rosenshine's Principles to structure formative assessment?	<i>Essential Reading:</i> • Classroom management: https://padlet.com/peteath/classroom • Planning: https://padlet.com/peteath/planning • Rosenshine, B. (2012) 'Principles of Instruction.' American Educator, 36(1), 12-19 • Christodoulou, D. (2017) Making Good Progress? The Future of Assessment for Learning. Oxford: Oxford University Press	• How can formative assessment be effectively integrated into English lessons? • What are the most common misconceptions in English and how can they be prevented?	• Q5 – Questioning Techniques • Q7 – Formative assessment • Q6 – Adaptation strategies (targeted questioning:	• Expectations: 1.1, 1.2, 1.3, 1.4 • Adaptive teaching: 5.1 • Assessment: 6.1, 6.2, 6.3, 6.4, 6.5 • Subject knowledge/planning: 3.1, 3.2, 3.3, 4.3, 4.8

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		• Mewald, C. (2023) 'Assessment for learning' (Ch.3). In Pachler, N. and Redondo, A. (eds) A Practical Guide to Teaching in the Secondary School Student Activity: To begin to be able to: ask effective questions to check pupil understanding Respond effectively to hesitant or incorrect pupil responses Explore different modes of pupil response (e.g. written responses, mini-whiteboards) Apply Rosenshine's Principles of Instruction to plan formative checks for understanding Observe and reflect on questioning when introducing new vocabulary/terminology Questioning when promoting recall / checking prior knowledge of texts Questioning to check understanding and deconstruct misconceptions Questioning for facilitating reading, writing and speaking & listening practice Critical and cultural awareness of texts Wait time; think/pair/share; mini-whiteboard usage; facilitating a culture of error; targeted questioning (support and challenge) Afternoon: practical application of formative assessment techniques and Rosenshine's Principles in English lessons Practise and feed back on peers' retrieval tasks, use of mini whiteboards, vocal and	• How can Rosenshine's Principles be effectively applied to English lesson planning? • What role does group work play in formative assessment?	support and challenge)	

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		written responses, checking for understanding. • Complete <i>inclusive</i> retrieval practice in English — collaborative doc: https://docs.google.com/presentation/d/1i4eXmO2Aie8DwlsdDcrzzXrxHUQg2VZnLm0IyABYIUy/edit • <u>Reassess collaborative feedback of your microteach</u>			
16October (all day)	ITAP 4: Subject-specific pedagogy and adaptive teaching — How do I deploy a subject-specific pedagogy effectively, and adapt my teaching to meet individual needs?	<i>Essential Reading:</i> • Oakhill, J., Cain, K. and Elbro, C. (2014) Understanding and Teaching Reading Comprehension: A Handbook. Abingdon: Routledge • Myhill, D. (2018) 'Grammar as a meaning-making resource for improving writing.' L1 Educational Studies in Language and Literature • EEF (2021) Special Educational Needs in Mainstream Schools guidance report. Education Endowment Foundation • See resources on SBEC in Canvas <i>Student Activity:</i> To begin to be able to: use subject-specific pedagogy to support pupil knowledge, understanding and skills Promote the use of appropriate subject-specific (English) vocabulary	• What conditions, attitudes and behaviours support learning for all, ambition for all? • How can adaptive teaching strategies be effectively implemented in English lessons? • What role does grammar instruction play in overall English language development? • With your mentor, explore	• Q6 – Adaptation strategies, Inclusive approaches to teaching, Supporting all pupils (SEND) • Q3 – Building subject content knowledge (subject-specific pedagogy)	• Subject knowledge: 3.3, 3.4, 3.5, 3.6, 3.10 • Adaptive teaching: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 • Planning: 2.1

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		Recognise and respond to common pupil misconceptions in English Begin to adapt lessons to meet the needs of all pupils, including those with SEND Exploration of different pedagogical approaches to reading, writing and grammar instruction; advantages/disadvantages of explicit/systematic vs exploratory approaches Carry out observations of reading/writing/grammar teaching with different classes Make notes in relation to issues raised at LJMU/in literature; identify pupils' misconceptions in the observed lessons Discuss departmental grammar and adaptive teaching policy with mentor With your mentor, identify two grammar or reading points to teach with two different classes; discuss and analyse effectiveness of teaching and pupils' learning • Read and critique the SEND Policy for school and subject	applications of scaffolding to support all learners		
23 October	Effective pedagogy in English: modelling and explaining	<i>Essential Reading:</i> • Rosenshine in English • Research Review: English • https://padlet.com/peteath/classroom • https://padlet.com/peteath/skd • The LJMU English Teacher	• How can literature be effectively used to contextualise subject learning? • What are the most effective	• Q5 – Modelling and explanations, Effective lesson structure	• Expectations: 1.1, 1.2 • Subject knowledge: 3.2-3.8

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		Student Activity: AM: What are examples of group activities? What is pedagogy in English? What is scaffolding in English? AM: Effective pedagogies: modelling annotation, modelling reading, modelling oracy, co-teaching language and literature, group/paired work PM: Effective pedagogies to develop foundational knowledge of reading, writing and speaking and listening PM: Starting and ending the lesson, and effective approaches in the classroom PM: Worked examples: accumulate and refine a collection of powerful resources, stimulus, illustrations, examples, explanations; develop skills in demonstrations PM: Literature materials for subject contextualisation • Develop collection of worked examples and resources • Practice implementing effective lesson openings and closings • Focus: English pedagogies • Modelling creative writing • Worked examples • Creative writing skills development • AQA requirements for English language and literature • Establish clear and effective classroom management and routines	ways to start and end English lessons? • How can worked examples be developed and refined for maximum impact? • How can scaffolding be effectively implemented in English teaching?	• Q4 – Developing literacy skills, Developing oracy skills (foundational knowledge of reading, writing, speaking and listening)	• Planning: 4.2, 4.4, 5.3

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		• Modelling creative writing techniques • Worked examples implementation • Creative writing skills development • AQA requirements for English language and literature • How to communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences How to organise information and ideas, using structure • Practical application of scaffolding techniques • Learning without talking strategies • Implementing effective classroom routines • Practise scaffolding techniques and learning without talking			
Phase 2a — Half term					
6 November	Cross-curricular study implementing effective classroom routines	<i>Essential Reading:</i> • English readings: https://padlet.com/peteath/reading-for-sref-history-and-english-i18zehw21c31yz02 <i>Student Activity:</i> AM: Understanding the role of teacher as role model in English education	• How can modelling and scaffolding be effectively integrated across all four language skills? • What are the most effective assessment	• Q1 – Establishing high expectations (clear expectations in English learning) • Q4 – Developing	• Expectations: 1.1, 1.2, 1.4 • Planning: 4.9 • Assessment: 6.1 • Classroom management: 7.1

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		AM: Theoretical foundations of assessment and pupil wellbeing AM: The importance of clear expectations in English learning AM: Collaborative session with history: lenses to examine war poetry, source analysis, sharing good practice PM: Modelling and scaffolding in English: reading, writing, speaking and listening activities across language and literature texts • PM: Practical application of scaffolding techniques; learning without talking strategies; Lenses to examine war poetry • Source analysis • Sharing good practice List texts we are teaching and resources you are using: https://padlet.com/peteath/texts-we-are-teaching-plus-resources-fdg8maaogj6muyv1 • Follow up reading: https://padlet.com/peteath/pedagogies	strategies for tracking pupil progress in English? • How can your teaching benefit other parts of the school curriculum?	literacy skills, Developing oracy skills (modelling/sc affolding reading, writing, speaking, listening) • Q10 – Professional Collaboration (cross-curricular session with history)	• Professional behaviours: 8.2
13 November	Navigating and applying literature in English PM: Practise scaffolding techniques	Essential Reading: English readings: https://padlet.com/peteath/reading-for-sref-history-and-english-i18zehw21c31yz02 Student Activity: AM: 09:00-10:30 SREF assignment AS2 briefing	• How can literature review skills be applied to improve classroom practice? • What are the most effective	• Q3 – Building subject content knowledge, Curriculum sequencing	• Subject knowledge: 3.1-3.8 • Planning: 4.3, 4.8

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		AM: 10:30-4:00 subject time — research and evidence associated with effective approaches to the teaching of English AM: Pedagogy in practice; retrieval questions AM: Navigating literature in your subject focus, exploring effective pedagogies and approaches to subject teaching PM: Apply pedagogic theory at KS3 and 4 PM: Organise groups for textual analysis; critically assess pedagogic strategies • Complete SREF assignment preparation • Apply pedagogic theory at KS3 and 4 • Organise groups for textual analysis • Critically assess pedagogic strategies • Apply pedagogic theory at KS3 and 4 Practise scaffolding techniques	pedagogic strategies for KS3 and 4 English teaching? • How can retrieval questions be effectively integrated into English lessons?	and coherence (KS3/4 pedagogic theory) • Q2 – Developing retrieval practice strategies (retrieval questions)	
20 November	Adaptive practice in English	<i>Essential Reading:</i> • The SEND Policy for school and subject • Adaptive teaching in English: https://padlet.com/peteath/adaptive • Stretch and challenge in English: https://padlet.com/peteath/stretch • Inclusion: https://padlet.com/peteath/inclusiontel <i>Student Activity:</i>	• With your mentor, explore applications of scaffolding to support all learners considering capability. Making connections to the ways pupils may learn,	• Q6 – Adaptation strategies, Inclusive approaches to teaching, Supporting all pupils (EAL, PP, CIC)	• Expectations: 1.6 • Adaptive teaching: 5.1-5.7

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		AM: Adaptive and responsive teaching strategies in the subject AM: Planning to ensure the individual needs of pupils are addressed in your lessons AM: Where you can expect to find support for pupils who have difficulties in accessing learning AM: The SEND Policy for school and subject; exploring scaffolding and chunking through the teaching PM: Meeting individual needs in the subject classroom — English PM: Inclusive teaching in English; numeracy in English; actively promoting literacy: fiction vs non-fiction PM: Adaptive teaching in English; stretch and challenge in English Adaptive and responsive teaching strategies in the subject - To consider ways in which you can plan to ensure that the individual needs of pupils are addressed in your lessons - To consider where you can expect to find support for pupils who have difficulties in accessing learning - To consider how to make effective use of that support and scaffolds to support learning - Exploring scaffolding and chunking through the teaching Meeting individual needs in the subject classroom - English	store, recall and apply knowledge and obstacles pupils face in the subject - How can adaptive teaching strategies be effectively implemented in English lessons? - What are the key principles of inclusive teaching in English?		

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		- Teaching and learning for individual needs - Inclusive teaching in English - Numeracy in English and its uses in the wider curriculum - Actively promoting literacy in English: fiction vs non-fiction			
27 November (all day)	Assessment, feedback and inclusion — Principles of assessment	<i>Essential Reading:</i> Graham, S., Hebert, M. and Harris, K. (2015) 'Formative assessment and writing: A meta-analysis.' Elementary School Journal, 115(4), 523-547 <i>Student Activity:</i> What is effective assessment in English? Progression and retrieval in English Developing critical thinking skills, active learning and creativity in English Meeting individual needs in the subject classroom — English: teaching and learning for individual needs, inclusive teaching, actively promoting literacy How to plan lessons using the LJM template; how to model behaviours; how to adapt resources on oracy to your context.	How can formative assessment principles be effectively applied in English writing instruction?	- Q7 – Formative assessment - Q6 – Inclusive approaches to teaching, Supporting all pupils - Q2 – Developing retrieval practice strategies	- Planning: 4.1, 4.2, 4.7 - Adaptive practice: 5.1, 5.3, 5.4 - Assessment: 6.1, 6.2, 6.5
4 December (all day)	Planning: Principles of assessment: inclusive feedback and checking for understanding	<i>Essential Reading:</i> - J Oakhill, K Cain and C Elbro, 'Understanding and teaching reading comprehension: a handbook', Routledge, 2014 - Assessment: https://padlet.com/peteath/assess	How is your lesson planning going? What are you finding difficult/challenging/puzzling?	Q7 – Formative assessment	Assessment: 6.1, 6.2, 6.5

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		○ Literacy: https://padlet.com/peteath/litED ○ Numeracy: https://padlet.com/peteath/numera cy • Dual coding and teaching graphic novels: https://doi.org/10.1002/trtr.1797 • Inclusion: https://padlet.com/peteath/inclusiontel Student Activity: Plan and deliver a learning episode in English. Visiting speaker: Megan Thompson (Calday Grammar) — analysing texts at Key Stage 3. Numeracy, literacy and retrieval practice • What are the Magenta Principles in English? • What is dual coding? • Dual coding can scaffold and inspire in English. Numeracy in English. Afternoon: effective feedback in English — subject workshop, peer assessment and oracy	How would you like to plan your lessons differently? How do you feel about your own English grammar? • What role does grammar instruction play in overall English language development? How is grammar taught in your school?		
11 December (all day)	Get That Job Day The day will provide detailed support from senior school leaders on finding your first teaching post.	Essential Reading: <i>Canvas resources on finding a teaching job</i> Student Activity: <i>Draft a personal statement</i>	Discuss with mentors: how to search for jobs and be more employable.	Q10: the professional knowledge and behaviours of a teacher,	Professional Behaviours ‘Fulfil wider professional responsibilities’
18 December	Inclusive feedback, retrieval, Shakespeare and drama	Essential Reading: <i>Resources, activities and theories on Shakespeare:</i>	• How can high-quality classroom talk be effectively	• Q4 – Developing oracy skills	• 4.7 High-quality classroom talk

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		https://padlet.com/peteath/the-tempest-2026-27-jqevw5fmquqmb35 Student Activity: AM: Drama activities on The Tempest and Romeo & Juliet PM: Progression and retrieval in English PM: Developing critical thinking skills, active learning and creativity in English PM: Meeting individual needs in the subject classroom — English Deepening your subject knowledge of The Tempest - a blueprint for teaching other Shakespeare plays. • Focus on: Clips from a performance of The Tempest and teaching ideas • Foundational knowledge and literacies	facilitated in English lessons? • How can pupils be supported to act on feedback and regulate their own learning?	(high-quality classroom talk) • Q7 – Giving high quality feedback • Q6 – Meeting individual needs	• 4.9 Paired and group activities • 6.1-6.7 Effective assessment and feedback
Phase 2b — Christmas Holiday, followed by Alternate Placement					
26 February	Ways into poetry and other creative writing	Essential Reading: <i>Chris Warren's ways into teaching poetry:</i> https://padlet.com/peteath/chris-warren-s-resources-5gydpjzp4tislicu Student Activity: AM: Visiting speaker: Chris Warren from NATE and Triptico PM: Shakespeare and creativity, cross-curricular activities and LOTC	• How could collaborations with Shakespeare North provide opportunities to promote literacy and engage with the subject of English?	• Q3 – Building subject content knowledge (Shakespeare subject knowledge) • Q4 – Developing literacy skills	• Subject knowledge: 3.3, 3.4, 3.5, 3.10

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		PM: Visiting speaker: Evonne Bixter — Shakespeare North Playhouse <i>Review your knowledge of ways into poetry and modelling essential skills of creative/imaginative writing.</i>		(promote literacy)	
Phase 3a					
5 March	Shakespeare close study, working memory; dual coding in English	Essential Reading: - Literacy: https://padlet.com/peteath/litED - Inclusion: https://padlet.com/peteath/inclusionotel Student Activity: AM: Deepening your subject knowledge of The Tempest — a blueprint for teaching other Shakespeare plays AM: Clips from a performance of The Tempest and teaching ideas AM: Foundational knowledge and literacies PM: 🎤 Visiting speaker: Dr. Martin Brooks - War poetry of Edward Thomas PM: Preparing for Phase 3 and tutorials; subject knowledge target setting<i>Pursue a deeper and clearer engagement with the Tempest.</i> <i>Set targets on inclusive subject knowledge</i>	- What strategies work best for supporting pupils with weak prior knowledge? - How can lesson adaptation maintain high expectations while meeting individual needs?	- Q2 – Applying cognitive load theory, Developing retrieval practice strategies (working memory, dual coding, retrieval practice) - Q3 – Building subject content knowledge	- Pupil progress: 2.3-2.6 - Subject knowledge: 3.3, 3.4, 3.5, 3.10 - Planning: 4.9
12 March	Subject knowledge: policy and student mastery; LOTC	Essential Reading:	How can medium-term	Q3 – Building	Subject knowledge:

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		Tomkinson, F., 2018. Stevie Smith's Myth-Kitty. <i>Women: a cultural review</i>, 29(3-4), pp.352-367. Student Activity: AM: Visiting speaker: Helen Webber (University of Liverpool) — Shakespeare and classical mythology AM: The 'Myth Kitty' concept and its literary/societal influence AM: Textual analytical skills through Shakespeare extracts AM: Medium term planning sequences of learning and schema in English AM: Subject knowledge audit and update PM: Visit to Central Library — Learning Outside the Classroom (LOTC)	planning effectively build pupil schema in English? • What evidence indicates that pupils have retained learning from previous lessons?	subject content knowledge, Curriculum sequencing and coherence (medium-term planning, schema)	3.3, 3.4, 3.5, 3.10
19 March	Exam boards and English; equality and diversity	Essential Reading: Fenn (2026) <u>https://www.tes.com/magazine/teaching-learning/secondary/diversity-gcse-english-remove-popular-books</u> Student Activity: AM: Exam boards for GCSE and A Level Language and Literature AM: Celebrating diversity through texts AM: Visiting speaker: Hayley Sheard (AQA) — exam board requirements and equality and diversity PM: Medium term planning sequences of learning and schema in subject PM: Theoretical foundations of schema development and medium-term planning principles	• What does the Ofsted Research review tell us about knowledge retention in English? • What are the key principles for designing effective SOL in English?	• Q3 – Curriculum sequencing and coherence (medium-term planning, schema) • Q1 – Creating a safe and positive learning environment	• Subject knowledge: 3.3, 3.4, 3.5, 3.10

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		—		(equality and diversity)	
Easter Holidays					
16 April	Classics and etymology, A level English Language	Essential Reading: <i>Classics for All resources.</i> Student Activity: AM: Visiting speaker: Classics for All — Classics and etymology PM: Update SKD audit; 21st Century Language aspect of A level PM: LOTC in English: risk assessments, activities, learning outcomes and supporting materials—	• How can A Level language study be effectively integrated into the curriculum sequence? • How has your subject knowledge development impacted your teaching confidence and effectiveness?	• Q3 – Building subject content knowledge, Curriculum sequencing and coherence • Q10 – Professional Behaviours	• Subject knowledge: 3.3, 3.4, 3.5, 3.10 • Professional behaviours: 8.1, 8.2, 8.3
23 April (all day)	How media and film texts can make you a better English teacher	Essential Reading: • Flipping the classroom: https://bit.ly/33Mpplu • Recent issues in English: https://padlet.com/peteath/5m2cxt2cfcu0r50 Resources from today: https://docs.google.com/presentation/d/1dWqr0KEJ65rJT1izc825TPVmqgBr7dDFRb9oG9l7QdU/edit?usp=sharing Student Activity:	—	• Q4 – Developing literacy skills, Developing oracy skills (visual language vs written/spoken language) • Q3 – Curriculum sequencing and coherence	—

Date	Title and Objectives	Essential Reading and Student Activity (pre/post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
		Media and film texts in English: visual language vs written and spoken language Curriculum design in English		(curriculum design)	
30 April	Reflections on subject knowledge and planning for Triangulation PM: Reflections on my progress: a nano presentation of no longer than one minute about the best lesson delivered this year	Essential Reading: https://Edenfiftyone.com Student Activity: AM: Essential skills in English — working with a selected essential skill in English PM: Shadow marking and internal moderation of GCSE coursework and exams PM: AI feedback on creative writing; preparation for triangulation PM: Hidden curriculum twilight sessions: extending and refining in the final phase	• How can essential skills be effectively embedded across different key stages in English? • What role does AI feedback play in developing creative writing skills?	• Q9 – Reflective Practice (reflections on progress, nano presentation) • Q7 – Summative assessment (shadow marking, internal moderation of GCSE coursework)	• Enrichment and subject clubs: 8.c