

**Part B**

# **English PGCE**

**Subject Specific  
Pages**

# Secondary PGCE Programme Handbook Contents

## Part B – English Information

### Section 1: Introduction and general information

Welcome	3
Nature + form of the PGCE in English with Media/ Drama	3
Tutorial support	4
English staff	4
Aims and objectives	5
Standards for the award of QTS	5

### Section 2: Course structure and timetable

How is the course structured?	6
Individualised and flexible learning opportunities	7
A Rights Respecting PGCE	8
Course outline	9
PGCE English Professional year	20

### Section 3: Assessment of course

Engagement tasks	24
Course reading	24
Formal Assignments	24
ICT in English with Media/ Drama	24

### Section 4: Lesson and longer-term planning

Lesson planning	26
Key concepts in lesson planning	26
Lesson evaluations	27
English lesson plan grid	28

### Section 5: Course literature and resources

Reading lists for English, Media and Drama	33
Useful contacts	39

# Section 1

## Introduction and General Information

### Welcome

Welcome to London Metropolitan's PGCE course for English, with Media and Drama. You join the English teaching profession at an exciting time. The revised *National Curriculum for English*, introduced in September 2008, has begun to take hold in schools, resulting in many instances of innovative, creative practice. It is our aim to introduce you to many examples of these while giving you the confidence to draw on your own ideas and experiences to develop your own unique teaching style. There are over 20 of you on the course, from a large variety of backgrounds, so opportunities will be built into the programme to enable you to learn from one another, collaborating and co-operating in a range of activities.

While the primary focus of the course is on English, in its many forms, there will also be opportunities to explore Media and Drama teaching, both as integral parts of the English curriculum and as discrete subjects of their own. English – and its interplay with Media and Drama - has always generated a good deal of debate. What exactly is English? Where should its focus lie? What is it for? By the end of the course we hope that you have a clearer idea in your own mind of answers to these questions. Most importantly, we want you to leave the course confident that you have the skills, knowledge and practical experience to set you on the way to a successful teaching career.

### Nature and form of the PGCE in English with Media/ Drama

The course has been designed to take into account the large variety of expectations placed on teachers of English, Media and Drama, both in terms of content and practice. Thus the course will be grounded in a full understanding of the statutory documents which guide English teachers, particularly in terms of curriculum content, through the *National Curriculum*. You will be encouraged to bring a critical approach to this document and others in order to understand the historical, political and pedagogical processes behind their construction and how best they can inform your own teaching practice. You will be also encouraged to consider the shape of English in the future, in keeping with current consultations for a revised curriculum.

The course will consider how to teach each of the subject's four component profiles, reading, writing and speaking and listening, while bearing in mind that it cannot in reality be separated into such neat segments. Thus you will be encouraged to explore links between reading and listening, for example, or between speaking and writing. You will also be directed to investigate how English is constantly changing and to explore how it can best make use

of new technologies that are increasingly available in the classroom. This, in turn, will be linked to an exploration of *multimodal* forms of meaning-making.

Literacy and literacies are words which have been used increasingly within the subject in recent years. The course will, therefore, examine the overlap between English and literacy/literacies, while also searching for actual definitions of the words, as applied both to a functional, skills-based notion of the subject and, in a more sophisticated way, to exploring different modes of social engagement and communication.

The course will always bear in mind that English, as a language, is the medium for all other subjects. Thus it will take care to examine how to accommodate students with vastly different language capabilities, be they speakers of English as an additional language, students with special educational needs, or gifted students.

Fundamentally the course aims to ensure that you are familiar with the different models of English available to the classroom teacher and are able to adapt them to your own use. This includes being familiar with the use of Media and Drama. To best give you experience of these models the taught sessions will aim to use lively, interactive approaches that require you to work in small groups most of the time. There will also be a number of visiting practitioners, along with the opportunity to consider possibilities that exist for the subject outside of the classroom and the chance to share your own areas of expertise.

## **Tutorial support**

As specified in the generic section of this handbook, you will be entitled to three tutorials with PGCE course tutors, held at key points of the year. The first of these will be designed to discuss key issues as you start the course, including the tasks which have been set before the commencement of the PGCE, and to set targets relating to subject knowledge development and your first school placement.

### **Tutorials will tend to focus on:**

- Support and guidance for your assignments
- Reviewing your progress against the standards for Qualified Teacher Status
- Discussing key issues or concerns
- Planning and reviewing School Experience

You will also have the opportunity to discuss matters on a one-to-one basis with course tutors on visits during your School Experiences. You should contact your course leader as soon as possible if you experience any significant problems during your School Experiences.

## **English Staff: Andrew McCallum (Course leader + Senior Lecturer)**

Andrew is the course leader for the PGCE in English with Media/ Drama, having worked in education in inner London for 15 years, at various times holding the posts of classroom teacher, Head of English and LEA Literacy

consultant. He has held his current post for three years, during which time he has begun to develop research interests in English teaching and creative learning, the concept of voice in the classroom, teacher autobiography and issues-based class-readers. He is currently studying for a Doctorate in Education with IPSE at London Metropolitan and is writing a book to be published by Routledge in 2012, entitled *Creativity and Learning in Secondary English: Teaching for a creative classroom*.

## **Course Aims and Objectives**

Primarily the course aims to ensure that you develop the skills, attributes, knowledge and understanding required of English teachers in order to ensure effective learning and progression of children in the subject, to engage and stimulate children and to facilitate the development of active, participatory learners.

- To ensure that you are a competent and reflective teacher of English and that you are able to meet the standards required of Qualified Teacher Status (QTS)
- To enhance your subject knowledge and understanding of the key concepts, processes and range and content relevant to English teaching
- To give you practical experience of a range of teaching methods, the creation of effective learning resources and the planning of learning opportunities including individual lesson plans, medium term and long term sequences of learning and extra-curricular learning opportunities
- To develop your awareness of the National Curriculum for the teaching and assessment of English and the various approaches to its delivery in schools
- To develop your knowledge of the National Literacy Strategy and how the *Framework for Secondary English* applies to delivering lessons
- To inform you about and to facilitate your access to the network of services and organisations available to support the teaching of English
- To support you in identifying areas for progression and particular areas of strength throughout the PGCE year and through the Career Entry and Development Profile (CEDP)

## **Standards for the award of QTS**

The generic section of the handbook contains the standards for the award of Qualified Teacher Status (QTS). You must meet these standards during the course in order to achieve QTS. Please note that much of the award of QTS will be based upon a holistic judgement of your ability across the PGCE. You will meet a number of the standards on a day to day basis, whilst others will require you to take specific action in order to show that you can meet a particular standard. It is good practice to keep particular pieces of evidence which clearly demonstrate that you have the ongoing ability to meet particular standards. You should record such evidence on the Pebblepad electronic portfolio provided for all trainees.

### How is the course structured?

During the first term the course has been designed to follow the key concepts of the National Curriculum for English. Thus the work will be structured around *creativity, competence, critical understanding* and *cultural understanding*. In part this is to acknowledge the many facets of English teaching. It is also intended to help trainees familiarise themselves with the structure of the National Curriculum itself. The course will begin with an examination of what English teaching is, before covering a broad range of material, taking care also to cover the key processes of the National Curriculum: *Speaking and Listening, Reading and Writing*. A focus on Media teaching and Drama teaching, both within English and as discrete subject areas, has been built into the programme, drawing on expert practitioners at regular intervals. These are clearly indicated in the course outline.

As the course develops time will be devoted to careful planning and to reflection on actual practice. Three days will also be given over specifically to exploring the provision of English, Media and Drama in out-of-school locations. Additionally trainees will be encouraged to pass on their own expert knowledge, particularly within the fields of Media and Drama, at regular intervals.

Underpinning all the sessions will be an awareness of the following crucial aspects of English and teaching.

#### 1. Understanding English

This aspect will focus on developing an understanding of the differing, and sometimes contested, aims of English teaching. It will also explore the key concepts and processes which make up English and the importance of these in defining the subject.

#### 2. The Learning and Teaching of English

This aspect focuses on developing the necessary skills required to teach English, in order to develop effective learning in the subject. Primarily, this will include:

- **Subject knowledge:** The National Curriculum for English requires teachers of the subject to cover a wide range of topics. It is important that you have effective knowledge and understanding of this range. You will undertake an audit of your knowledge early on in the course and revisit this as the course progresses. Some of the subject knowledge will be taught through formal sessions, though much of it will be through individual research and peer teaching.
- **Learning in English:** English is a unique subject in that it covers so many areas, is difficult to define precisely and is the medium

through which all other subjects are taught. It, therefore, requires a range of approaches in order to make the learning process effective. This aspect will explore how children learn, considering a range of philosophical, moral and societal issues which need to be considered when planning for learning in the subject.

- **Teaching English:** This aspect will consider the range of approaches to the teaching of English which can be utilised to develop learning objectives and outcomes.

### **3. Assessment for English**

This aspect of the course will consider the theoretical and practical considerations surrounding assessment generally, and then more specifically assessment and the importance of Assessment for Learning. We will consider what we should be assessing in English and the practical difficulties surrounding it. The course will also explore various approaches to assessment and recent developments in assessment in the subject. We shall also examine the assessment requirements for KS3 (including APP) and GCSE English and English Literature.

### **4. Cross-curricular Opportunities**

The new National Curriculum makes explicit reference to drawing cross-curricular links between subjects. Thus the course will examine where English can collaborate with other areas of the curriculum in order to enhance learning and to expose students to a wider range of experiences and approaches. At all times the course will take into account that many of you have an expertise and interest in Media and Drama.

## **Individualised and flexible learning**

The course has built-in flexibility to give each trainee support according to individual requirements. Whilst we will be following the course outline given over the next few pages, there will be times when additional sessions will be included or other sessions are extended. Where possible, sessions will also be differentiated so that groups of students can opt to have additional training in their weaker areas. Training will also be responsive to individual needs and this will largely be achieved through university tutorials and your weekly mentor meetings in school. In addition, all trainees are encouraged to develop a focus in project work which addresses their own training needs.

It is likely that many of you will have particular expertise in areas relating to Media and/ or Drama, in addition to English experience. While the main focus of school placements is on English teaching, many of our partner schools also offer opportunities in Media and Drama. While there is no guarantee that you will be placed in such schools, attempts will be made to give you such experience, if you indicate that you want it, in at least one of your placements.

## **English , Media + Drama and the Rights Respecting PGCE**

The English with Media/ Drama PGCE is fully committed to the rights-respecting agenda followed by all of London Metropolitan's secondary PGCE courses. Sessions with a Human Rights focus are clearly indicated in the course outline. A particular focus will be given to a *pedagogy of Human Rights*, exploring in particular how lessons can be planned to include all students, with a focus on student voice and what this means from a human rights' perspective.

You will also be given the opportunity to plan lessons with a specific rights focus, using materials provided by Amnesty International. Additionally you will work with Music PGCE students on a human rights project that involves both subject areas working collaboratively.

## PGCE English with Media and Drama Course outline 20011/12

Date	Session titles	Session content	QTS reference	Related reading
<b>Monday 12 September</b> 10.00 am – 1.00 pm	1. What is English?	After a brief introduction to the course, you will explore your own experiences of English teaching, before investigating different representations of English teachers and notions of English as a subject.	7a, 7b, 14	Moss, J (2009) 'Which English?' and Davison, J (2003) 'Battles for English' in Davison, J + Dowson, J (ed) <i>Learning to Teach English in the Secondary School</i> Abingdon: RoutledgeFalmer  The English Classroom as a Multimodal Sign' in Kress, G (2005) <i>English in Urban Classrooms: A multimodal perspective on teaching and learning</i> London: RoutledgeFalmer
<b>Monday 12 September</b> 2.00 – 4.00 pm	2. The National Curriculum	Following a brief introduction to the history of the National Curriculum you will explore the 2008 Programme of Study, analysing how it can be interpreted in relation to the notions of English explored in session 1.	3a, 15	QCA (2005) <a href="#">English 21 Playback</a> London: HMSO  QCA (2005) <a href="#">Taking English Forward: the four Cs</a> London: HMSO
<b>Weds 14 September</b> 10.00 am – 1.00 pm	3. Creativity in the National Curriculum	Following a discussion of <i>creative teaching</i> and <i>teaching for creativity</i> , you will explore the possibilities for creativity opened up by the National Curriculum.	3a, 15	QCA (2007) <a href="#">The National Curriculum for England: English</a> London:HMSO National Advisory Committee on Creative and Cultural Education (NACCCE) (1999) <a href="#">All Our Futures: Creativity, Culture and Education</a> London: DFEE
<b>Weds 14 September</b> 2.00 – 4.00 pm	4. Approaches to writing	As well as considering what kind of writing to teach, thought needs to be given to the different pedagogical approaches to writing that are available. The competing process v. genre models are both explored here.	10	Robinson, M. & Ellis, V. (2000) 'Writing in English and responding to writing' pp. 70-88 in J. Sefton-Green & R. Sinker (eds) <i>Evaluating Creativity: Making and learning by young people</i> : London & New York: Routledge  Cope, B. & Kalantzis, M. (1993) <i>The Powers of Literacy: A Genre Approach to Teaching Writing</i> Pittsburgh: University of Pittsburgh Press
<b>Thurs 15 September</b> 10.00 am – 1.00 pm	5. Using Drama in English	An exploration of approaching reading texts using drama techniques.	3a, 15	Fleming, M (2003) <i>Starting Drama Teaching</i> London: David Fulton  Neelands, J (2003) <i>Beginning Drama 11-14</i> London: David Fulton

<b>Thurs 15 September</b>  <b>2.00 – 4.00 pm</b>	6. Classroom talk	An exploration of the meaning and uses of <i>dialogic talk</i> in order to consider planning for constructive use of talk in the classroom	4, 10, 14, 18	Britton, J (1969) 'Talking to Learn' in Barnes, D, Britton, J and Torbe, M. <i>Language, the Learner and the School</i> Heinemann  Alexander, R (2008) <i>Towards Dialogic Teaching: Rethinking Classroom Talk</i> York: Dialogos  Mercer, N. (1995) <i>The Guided Construction of Knowledge: Talk amongst teachers and learners</i> Clevedon: Multilingual Matters
<b>Fri 16 September</b>  <b>10.00 am – 1.00 pm</b>	7. The class reader	John Boyne's <i>The Boy in the Striped Pyjamas</i> and Joe Simpsons's <i>Touching the Void</i> will be used to explore the use of class readers in the English classroom.	1, 4, 14,	Burgess, M (2004) 'Sympathy for the Devil' <i>Children's Literature in Education</i> 35 (4) pp.289-300  <a href="http://www.filmeducation.org/">http://www.filmeducation.org/</a> - unit of work based around <i>Striped Pyjamas</i>
<b>Fri 16 September</b>  <b>2.00 – 4.00 pm</b>	8. Library induction and children's literature	Denise Adams, librarian for English education, explains how to use the full range of university library services available. This is followed by an exploration of texts available to young readers.	1, 4, 14,	Freire, P. 'Literacy and Critical Pedagogy' in Freire, P., Macedo, D. (1987) <i>Literacy: Reading the Word and the World</i> London: Routledge and Kegan Paul pp. 141-159  Meek, M (1988) <i>How Texts Teach What Readers Learn to Read</i> . Stroud: The Thimble Press  Myhill, D. (2007) 'Reading the World: using children's literature to explore controversial issues' in Claire, H., Holden, C., eds. (2007) <i>The Challenge of Teaching Controversial Issues</i> Stoke-on-Trent: Trentham Books
<b>Week beginning 19 September</b>				
<b>Monday 19 September</b>  <b>10.00 am – 1.00 pm</b>	9. English and Media Centre	Jenny Graham, who leads on Media at the renowned English and Media Centre, leads with an introduction on the use of Media in the English classroom, an introduction to Media Studies as a discrete subject and an introduction to the English and Media Centre.	14,15	McDougall, J (2006) <i>The Media Teacher's Book</i> London: Hodder Arnold  Buckingham, D (2003) <i>Media Education: Literacy, Learning and Contemporary Culture</i> London: Polity
<b>Monday 19 September</b>  <b>2.00 – 4.00 pm</b>	10. English and Media Centre			Buckingham, D., Sefton-Green, J., (1996) 'Making sense of the media: from reading to culture' in Brindley, S., ed. (2006) <i>Teaching English</i> London: Routledge

<b>Weds 21 September</b> 10.00 am – 1.00 pm	11. Reading and listening	You will explore ways of teaching creatively poetry from the AQA Anthology. Specifically you will consider the importance of listening and 'voice's in the English classroom.	10, 14,	Alexander, J (2008) 'Listening – the Cinderella profile component of English' <i>English in Education</i> 42 (3) pp.219-233  Moon, B (1998) <i>Studying Poetry</i> Australia: Chalkface Press
<b>Weds 21 September</b> 2.00 – 4.00 pm	12. What does an English lesson look like?	As a first stage to thinking about how to plan lessons, you will explore the different structures available to English teachers.	22	
<b>Thurs 22 September</b> 10.00 am – 1.00 pm	13. English and multimodality	Multimodality refers to how meaning is generated in the combination of different communication systems (e.g. music, moving image, verbal language in film). This session explores its potential in English teaching.	14	Cope, B. & Kalantzis, M. (eds) (2000) <i>Multiliteracies: Literacy learning and the design of social futures</i> London & New York: Routledge  Kress, G. (2010) <i>Multimodality</i> London & New York: Routledge
<b>Thurs 22 September</b> 2.00 – 4.00 pm	14. Punctuation and grammar	After an overview of the National Strategy's Framework for Teaching English, you will investigate approaches to teaching punctuation and grammar, including the use of lesson starters.	3a, 15	DCSF (2008) <a href="#">The Framework for Secondary English</a> London: HMSO  Westbrook, J. (2009) 'The National Literacy Strategy' in Davison, J. + Dowson, J. (eds) <i>Learning to Teach English in the Secondary School</i> Abingdon: RoutledgeFalmer
<b>Fri 23 September</b> 10.00 am – 1.00 pm	15. Preparing for Kingsmead project	You will be teaching two Y7 poetry lessons in Kingsmead School, Enfield on the theme of the Olympics. Here you will begin to work in small groups with a focus on planning the lessons.	22,23	Bleiman, B, Grahame, J, Oliver, K and Webster, L (2008) <i>English Allsorts</i> London: English and Media Centre  Sansome, P (2004) <i>Writing Poems</i> Bloodaxe Books  Cliff Hodges, G (2003) <i>Possibilities with Poetry</i> in Davison, J + Dowson, J (ed) <i>Learning to Teach English in the Secondary School</i> Abingdon: RoutledgeFalmer  Moon, B (1998) <i>Studying Poetry</i> Australia: Chalkface Press
<b>Fri 23 September</b> 2.00 – 4.00 pm	16. Human Rights: CND Peace Education workshop	Anna Liddle, from CND, leads on English as it relates to Peace Education.	18	

<b>Week beginning 26 September</b>				
<b>Monday 26 September</b> 10.00 am – 1.00 pm	17. Preparing for Kingsmead	Continuing preparation. At this stage, you should be completing your lesson plan and finalising resources. You will get a chance to compare your work with other groups.	22,23	
<b>Monday 26 September</b> 2.00 – 4.00 pm	18. Examining class data	Maggi Fisher from Kingsmead School presents data on the classes you will be teaching.	22,23, 32	
<b>Week beginning 3 October</b>				
<b>Monday 3 October</b> 10.00 am – 1.00 pm	19. Kingsmead Project 1	You will spend the day at Kingsmead Secondary School and gain the following experiences: observation of English lessons, a talk from the Head of Department, teaching your first poetry lesson.	1, 2, 4, 25a,c,d, 32	
<b>Monday 3 October</b> 2.00 – 4.00 pm	20. Kingsmead Project 1			
<b>Thurs 6 October</b> 10.00 am – 1.00 pm	21. English, exams and assessment	A look at levelling at KS3 and the formal assessment requirements of GCSE coursework and exams.	11, 12	Paul Black, Chris Harrison, Clare Lee, and Bethan Marshall (2003) <i>Assessment for Learning: Putting it into Practice</i> Open University Press
<b>Thurs 6 October</b> 2.00 – 4.00 pm	22. Primary case study peer assessment? tutorials	You will peer assess each other's primary case studies to be included in your portfolios. This experience will form part of an exploration of formative assessment strategies.	5.	Paul Black, Chris Harrison, Clare Lee, and Bethan Marshall (2003) <i>Assessment for Learning: Putting it into Practice</i> Open University Press
<b>Fri 7 October</b> 10.00 am – 1.00 pm	23. Tutorials/ preparing for Kingsmead	When not in your tutorials, you should prepare for Kingsmead.	7a,7b	

<b>Fri 7 October</b> 2.00 – 4.00 pm	24. Tutorials/ preparing for Kingsmead	When not in your tutorials, you should prepare for Kingsmead.	7 a,7b	
<b>Week beginning 10 October</b>				
<b>Monday 10 October</b> 10.00 am – 1.00 pm	25. Kingsmead Project 2	You will return to Kingsmead Secondary School to teach your second poetry lesson and create a display from resources students produce.	1, 2, 4, 25a,c,d, 32	
<b>Monday 10 October</b> 2.00 – 4.00 pm	26. Kingsmead Project 2			
<b>Thurs 13 October</b> 10.00 am – 1.00 pm	27. Tutorials	Setting targets for SE1 and discussing pre-course targets.	7a, 7b	
<b>Thurs 13 October</b> 2.00 – 4.00 pm	28. The Globe	Training at The Globe from their education department.	14	Gibson, R (1998) <i>Teaching Shakespeare: A Handbook for Teachers</i> Cambridge University Press  <a href="#">Shakespeare for all ages and stages</a> – DCSF Standards website  <a href="#">Improving the teaching of Shakespeare</a> - DCSF Standards website
<b>Fri 14 October</b> 10.00 am – 1.00 pm	29. Preparation for SE1	Looking at a range of different teaching activities to give you ideas for SE1.	25a	
<b>Fri 14 October</b> 2.00 – 4.00 pm	30. Preparation for SE1	Reflecting on what you have learned so far in order to prepare for SE1.	7a, 7b, 25a	

<b>Week beginning 24 October</b>			
<b>Monday 24 October</b>	31. Starting to plan and teach	You will start to consider how to plan for your timetable during SE1.	25a-d
<b>10.00 am – 1.00 pm</b>			
<b>Monday 24 October</b>	32. Planning a sequence of lessons	Looking at planning over the medium term to help you with SE1 and also your curriculum project.	25a-d
<b>2.00 – 4.00 pm</b>			
<b>Tues 25 October</b>	33. Teaching GCSE	The specific requirements of planning for KS4 students.	11
<b>10.00 am – 1.00 pm</b>			
<b>Tues 25 October</b>	34. Planning for inclusion	Consideration of planning for inclusion, including looking at the specific needs of EAL and AEN students.	18, 19
<b>2.00 – 4.00 pm</b>			
<b>Week beginning 5 December</b>			
<b>Monday 5 December</b>	35. Reviewing SE1	Reflecting on what you have achieved and experienced in your school so far.	7a, 7b
<b>2.00 – 4.00 pm</b>			
<b>Tues 6 December</b>	36. Preparing for Project 1	Consideration of different aspects of English teaching that might influence your work.	14
<b>10.00 am – 1.00 pm</b>			
<b>Tues 6 December</b>	37. Preparing for Project 1	Consideration of how to show progression in your sequence of lessons.	14
<b>2.00 – 4.00 pm</b>			

<b>Week beginning 2 January 2012</b>			
<b>Tues 3 January</b>	38. Project 1 workshop	A review of the work you have done on your projects so far.	15, 22, 23
<b>10.00 am – 1.00 pm</b>			
<b>Tues 3 January</b>	39. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>2.00 – 4.00 pm</b>			
<b>Weds 4 January</b>	40. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>10.00 am – 1.00 pm</b>			
<b>Weds 4 January</b>	41. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>2.00 – 4.00 pm</b>			
<b>Thurs 5 January</b>	42. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>10.00 am – 1.00 pm</b>			
<b>Thurs 5 January</b>	43. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>2.00 – 4.00 pm</b>			
<b>Fri 6 January</b>	44. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b
<b>10.00 am – 1.00 pm</b>			

<b>Fri 6 January</b> 2.00 – 4.00 pm	45. Tutorials and working on project 1	Reviewing targets from SE1 and setting new targets for SE2.	7a, 7b	
<b>Week beginning 9 January 2012</b>				
<b>Monday 9 January</b> 10.00 am – 1.00 pm	46. Teaching Shakespeare	Exploring active approaches to teaching the Bard.	14, 24a-d	Gibson, R (1998) <i>Teaching Shakespeare: A Handbook for Teachers</i> Cambridge University Press  <a href="#">Shakespeare for all ages and stages</a> – DCSF Standards website  <a href="#">Improving the teaching of Shakespeare</a> - DCSF Standards website
<b>Monday 9 January</b> 2.00 – 4.00 pm	47. Out of school learning brief	An exploration of opportunities opened up by outside school learning and expectations for your portfolio project.	21a	
<b>Weds 11 January</b> 10.00 am – 1.00 pm	48. Visit to BFI	How to use film in English, led by the BFI's Mark Reid at the BFI Southbank.	14	
<b>Weds 11 January</b> 2.00 – 4.00 pm	49. Visit to the British Library	A session at the British Library with their education department.	14	
<b>Fri 13 January</b> 10.00 am – 1.00 pm	50. Out of school learning project	All day to film your out of school learning project.	10, 24, 30	
<b>Fri 13 January</b> 2.00 – 4.00 pm	51. Out of school learning project		10, 24, 30	

<b>Week beginning 16 January 2012</b>				
<b>Monday 16 January</b>	52. Editing out of school learning project	Editing footage from last week.	10, 24, 30	
<b>10.00 am – 1.00 pm</b>				
<b>Monday 16 January</b>	53. Editing out of school learning project		10, 24, 30	
<b>2.00 – 4.00 pm</b>				
<b>Weds 18 January</b>	54. Preparing for SE2	A chance to plan ahead for SE2.	14	
<b>10.00 am – 1.00 pm</b>				
<b>Weds 18 January</b>	55. Applying for jobs	Advice on job applications and the interview process.	9	
<b>2.00 – 4.00 pm</b>				
<b>Thurs 19 January</b>	56. Student led sessions	Small group workshops on areas of your expertise.	32	
<b>10.00 am – 1.00 pm</b>				
<b>Thurs 19 January</b>	57. Student led sessions	Small group workshops on areas of your expertise.	32	
<b>2.00 – 4.00 pm</b>				
<b>Fri 20 January</b>	58. Student led sessions	Small group workshops on areas of your expertise.	32	
<b>10.00 am – 1.00 pm</b>				
<b>Fri 20 January</b>	59. Viewing and assessing out of school learning projects	Peer assessment of your short films.	10, 24, 30	
<b>2.00 – 4.00 pm</b>				
<b>Week beginning 14 May 2012</b>				
<b>Monday 14 May</b>	60. Reflecting on SE2	A chance to look back on your second teaching experience. This will inform the synoptic writing piece for the portfolio.	7a, b, 8	Bruner, J (2006) 'Life as Narrative'. In Bruner, J. <i>The Selected Works of Jerome S. Bruner: In Search of Pedagogy Vol 2</i> Abingdon: Routledge 129-140

10.00 am – 1.00 pm			
<b>Monday 14 May</b>	61. Current issues in education and their link to English	A look at current issues to inform writing project 2.	14
2.00 – 4.00 pm			
<b>Weds 16 May</b>	62. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
10.00 am – 1.00 pm			
<b>Weds 16 May</b>	63. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
2.00 – 4.00 pm			
<b>Thurs 17 May</b>	64. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
10.00 am – 1.00 pm			
<b>Thurs 17 May</b>	65. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
2.00 – 4.00 pm			
<b>Fri 18 May</b>	66. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
10.00 am – 1.00 pm			
<b>Fri 18 May</b>	67. Tutorials/ planning for Project 2	Reviewing targets for SE2 and setting targets for your first teaching post.	7a, 7b
2.00 – 4.00 pm			
<b>Week beginning 11 June 2012</b>			
<b>Monday 11 June</b>	68. Review of the year	A chance to reflect on the progress you have made over the course of the year and to comment on the course as a whole.	7a, 7b
10.00 am – 1.00 pm			
<b>Monday 11 June</b>	69. CEDP transition point	Preparation for your first teaching placement.	7a, 7b
2.00 – 4.00 pm			
<b>Tues 12 June</b>	70. Project 2 presentations	10 minutes each on your project 2 work.	3a, b, 8

<b>2.00 – 4.00 pm Weds 13 June</b>	71. Project 2 presentations	10 minutes each on your project 2 work.	3a, b, 8
<b>10.00 am – 1.00 pm Weds 13 June</b>	72. Project 2 presentations	10 minutes each on your project 2 work.	3a, b, 8
<b>2.00 – 4.00 pm Thurs 14 June</b>	73. Project 2 presentations	10 minutes each on your project 2 work.	3a, b, 8
<b>10.00 am – 1.00 pm Thurs 14 June</b>	74. TBC		
<b>2.00 – 4.00 pm Fri 15 June</b>	75. TBC		
<b>10.00 am – 1.00 pm Fri 15 June</b>	76. Group outing to The Globe	Group outing to watch a production at The Globe (confirmed when next season's programme released).	14
<b>2.00 – 4.00 pm</b>			

## English with Media/ Drama Teaching & Assessment Calendar 2011-12 Autumn Term (1/2)

	12/9	19/9	26/9	3/10	10/10	17/10
Uni wk	2	3	4	5	6	7
Mon	CS1 What is English?	CS9 English and Media Centre	CS17 Preparing for Kingsmead	CS19 Kingsmead Project	CS25 Kingsmead Project	
	CS2 The National Curriculum	CS10 English and Media Centre	CS18 Considering data in planning: Kingsmead	CS20 Kingsmead Project	CS26 Kingsmead Project	
Tue	PS1 Children's Rights & Teachers' Responsibilities 10-11 Lecture 11.30-1 Workshop	PS3 Inclusion (1): Patterns of inequality 10-11 Lecture 11.30-1 Workshop	PS5 Inclusion (2): SEN Primary Briefing 10-11 Lecture 11.30-1 Workshop	PS7 Classroom Behaviour (1) 10-11 Lecture 11.30-1 Workshop	PS9 & 10 Carousel of workshops including: (i) Inclusion (3): EAL (ii) Looking after your voice	
	PS2 How Children Learn (1) 2-3 Lecture 3.15-4 Workshop: Set presentation task	PS4 How Children Learn (2) 2-4 Workshop: Planning presentations	PS6 How Children Learn (3) 2-4 Workshop: Presentations on learning	PS8 PebblePad and QTS 2-4 Workshop: ICT	(iii) Peer assessment for Primary Report (iv) Student Voice – what students want from lessons	
Wed	CS3 Creativity in the NC	CS11 Reading and Listening				
	CS4 Approaches to writing	CS12 What does an English lesson look like?				
Thu	CS5 Using Drama in English	CS13 English and multimodality		CS21 English, exams and assessment	CS27 Tutorials	
	CS6 Classroom talk	CS14 Punctuation and Grammar		CS22 Primary case study peer assessment? tutorials	CS28 The Globe training	
Fri	CS7 The class reader	CS15 Preparing for Kingsmead		CS23 Tutorials/ preparing for Kingsmead	CS29 Preparation for SE1	
	CS8 Library induction and children's literature	CS16 Peace Education with CND		CS24 Tutorials/ preparing for Kingsmead	CS30 Preparation for SE1	

CS=Curriculum Studies; PS=Professional Studies; IS=Independent Study

## Secondary ITE Teaching & Assessment Calendar 2011-12 Autumn Term (2/2)

	24/10	31/10	7/11	14/11	21/11	28/11	5/12	12/12
Uni wk	8	9	10	11	12	13	14	15
Mon	CS31 Starting to plan and teach						PS11 Project 1: Medium term planning 10-11.30 Lecture	
	CS32 Planning a sequence of lessons						CS35 Reviewing SE1	
Tue	CS33 Teaching GCSE						CS36 Preparing for project 1	
	CS34 Planning for inclusion						CS37 Preparing for project 1	
Wed	IS							
	IS							
Thu	IS							
	IS							
Fri	IS							
	IS							

CS=Curriculum Studies; PS=Professional Studies; IS=Independent Study

## Secondary ITE Teaching & Assessment Calendar 2011-12 Spring Term

	2/1	9/1	16/1	23/1	30/1	6/2	13/2	20/2	27/2	5/3	12/3	19/3	26/3
Uni wk	18	19	20	21	22	23	24	25	26	27	28	29	30
Mon	Bank	CS46 Teaching Shakespeare	CS52 Editing out of school learning project				IS						
	Holiday	CS47 Out of school learning brief	CS53 Editing out of school learning project				IS						
Tue	CS38 Project 1 workshop	PS12 Classroom Behaviour (2) 10-11 Lecture 11.30-1 Workshop	PS14 Inclusion (6): SEN 10-11 Lecture 11.30-1 Workshop				IS						
	CS39 Tutorials and working on project 1	PS13 Project 2: Teacher as researcher 2-2.45 Lecture 3-4 Workshop	PS15 Inclusion (7): Planning for inclusion on SE2 2-4 Workshop				IS						
Wed	CS40 Tutorials and working on project 1	CS48 Visit to BFI	CS54 Preparing for SE2				IS						
	CS41 Tutorials and working on project 1	CS49 Visit to British Library	CS55 Applying for jobs				IS						
Thu	CS42 Tutorials and working on project 1		CS56* Student led sessions				IS						
	CS43 Tutorials and working on project 1		CS57* Student led sessions				IS						
Fri	CS44 Tutorials and working on project 1	CS50 Out of school learning project	CS58* Student led sessions				IS						
	CS45 Tutorials and working on project 1 Submission: Project 1	CS51 Out of school learning project	CS59* Viewing and assessing out of school learning projects.				IS						

CS=Curriculum Studies; PS=Professional Studies; IS=Independent Study

\* Additional 'intervention' workshops may run on these days to provide focused support for students with concerns arising from SE1

## Secondary ITE Teaching & Assessment Calendar 2011-12 Summer Term

	16/4	23/4	30/4	7/5	14/5	21/5	28/5	4/6	11/6
Uni wk	33	34	35	36	37	38	39	40	41
Mon				Bank Holiday	CS60 Reflecting on SE2. CS61 Current issues in English			IS	CS68 Review of the year CS69 CEDP transition point 1
Tue					PS16 Contemporary education policy 10-11.15 Lecture 11.45-1 Workshop PS17 Portfolio peer assessment 2-4 Workshop			IS	PS18 Preparing for your NQT year 10-11.15 Lecture 11.45-1 Workshop CS70 Project 2 presentations
Wed					CS62 Tutorials/ planning for project 2 CS63 Tutorials/ planning for project 2			IS	CS71 Project 2 presentations CS72 Project 2 presentations
Thu					CS64 Tutorials/ planning for project 2 CS65 Tutorials/ planning for project 2			IS	CS73 Project 2 presentations CS74 TBC
Fri					CS66 Tutorials/ planning for project 2 CS67 Tutorials/ planning for project 2 Submission: Portfolio			IS	CS75 TBC Submission: Project 2 CS76 Group outing

CS=Curriculum Studies; PS=Professional Studies; IS=Independent Study

#### Engagement tasks

Over the course of the year, a number of tasks will be set which are designed to develop your practice and engage you in the subject, its pedagogy and the current issues surrounding it. Some of these have been highlighted in the course outline against relevant sessions. Others will be introduced alongside sessions; some may need completing before the sessions, others after. These tasks are in addition to your three summatively assessed pieces (two projects and a portfolio of several 'patchwork' texts) and it is an expectation that you complete them to demonstrate your competency against specific QTS standards.

#### Course reading

Recommended reading to accompany each session is listed in the course outline. The sessions will not necessarily refer specifically to this reading, but it will further inform your practice and so it is essential that you get through as much as possible. A list of highly recommended text is at the start of section 5.

In preparation for your projects, you will need to complete more reading. A full reading list is enclosed in section 5 of this handbook, including a selection of texts that might usefully prepare you for Project 1.

There are a number of textbooks available about teaching English in secondary schools. They all cover similar territory, so to simplify matters the London Metropolitan course will draw largely from *Learning to Teach English in the Secondary School*, ed. Jon Davison and Jan Dowson (RoutledgeFalmer). Students may wish to buy themselves a copy of this, or access it online through the university library service.

#### Formal Assignments

In the generic section of the handbook you will find the course requirements for the formally assessed assignments. It is very important that you familiarise yourselves with the nature of these assignments, the assessment criteria and deadlines.

The assignments have been designed with all PGCE subject areas in mind. You will be informed during curriculum sessions where the requirements for English differ slightly from that of other courses.

#### ICT in English with Media/ Drama

The course will make use of and explore ICT at various points. The initial subject knowledge audit will include a section on ICT and its uses. This will be used to target individual areas for improvement in future sessions. The course will also explore whether or not ICT is now an integral part of the subject of English in the form of 'new digital literacies'.

### Lesson Planning

For each lesson you teach, you will need to write a lesson plan to be kept in your school folder. These lesson plans should use the London Metropolitan proforma provided. Although they take time to get used to and to write, they are the fundamental basis of good lessons.

We will be spending a considerable amount of time on the planning of lessons and you will receive additional support materials at various points.

Individual lesson plans come in all shapes and sizes. The influence of the National Strategy led in many schools and subject areas to a three- or four-part lesson plan as a default model, using starters and plenaries at all times. Advice in 2008 from the latest National Curriculum and the revised National Strategy is that this should not be seen as a default model: it is simply one lesson planning option among many. Indeed Ofsted has reported that excessive use of such a structured lesson plan has led, in many cases, to uninspiring teaching. You are, therefore, encouraged to experiment and reflect on a range of lesson structures during your practice.

### Key concepts in lesson planning

**Objectives:** these will identify what a student actually learns from an activity. Typically objectives will start with phrases like *know that ...*, *develop/ be able to ...*, *understand how/ why ...*, *be aware of ...*

**Outcomes:** these are often confused with objectives. They refer to what a student produces during the course of a lesson (be this in discussion or something more tangible). Outcomes are the means by which the teacher can assess to what extent a student has learned a lesson's objectives.

**Formative assessment:** this is assessment which informs future learning. It does not involve giving a mark or a grade, but is more than a simple comment of praise. Good formative assessment acknowledges what a student has done well and gives an indication of how he or she can progress further. Formative assessment often involves peer, group or self-assessment.

**Summative assessment:** this involves giving a final grade or mark to a piece of work. Research shows that the benefits of formative assessment are negated when it is given out at the same time as summative assessment.

**Differentiation:** this refers to how lessons need to be planned and adapted in order to allow all students to take part. Good teachers will be sparing in their use of the phrase *differentiation by outcome*, instead developing a range of materials or activities to suit different learners.

**Timings:** good lesson planning involves real precision in timings, particularly at the beginning of a teaching career, where everything involved in a lesson should be included down to the last detail.

**Starters:** these last between five and 10 minutes and are meant to provide engaging, interactive introductions to lessons. Observations show that starters are often rather dull and involve copying down, used as a means of control rather than engagement. Good starters tend to link into the body of the lesson rather than teach a separate topic (such as something to do with grammar) and are often discussion based. **Plenaries:** five to 10 minutes at the end of a lesson to reinforce learning. Timing for plenaries can be very difficult and something most teachers need to work hard at. There is no statutory requirement for every lesson to use starters and plenaries.

## Lesson evaluations

You must write a detailed evaluation of at least three lessons each week. These are to be kept in your school file or on Pebblepad. To make these purposeful and effective they should be reflective in nature, identifying what went well in a lesson (and why) and what could be improved (and how). There is space at the bottom of the second side of the lesson planning proforma to write your evaluations if you wish.



Timings	Activities/ directions		Differentiation
<b>Lesson evaluation</b>	<b>What went well (and why)</b>	<b>What could be improved (and how)</b>	<b>General comments</b>

## Reading Lists for English, Media and Drama

This extensive list covers key aspects of the course. You should also make use of the library's keyword search in order to identify additional resources which can be used. Some of the resources listed are not currently available in London Metropolitan's library, but you may be able to access them in other University libraries or through bookshops.

### Recommended reads drawn from various sections

- Attridge, D. (2004) *The Singularity of Literature* London & New York: Routledge
- Bakhtin, M. (2006) *Speech Genres and Other Late Essays* Austin: University of Texas Press
- Carter, R. (2004) *Language and Creativity: The Art of Common Talk* London and New York: Routledge
- Chang, G.L. & Wells, G. (1988) 'The literate potential of collaborative talk' in M. Maclure, T. Phillips & A. Wilkinson (eds)
- Oracy Matters* Milton Keynes: Open University Press
- Cope, B. & Kalantzis, M. (1993) *The Powers of Literacy: A Genre Approach to Teaching Writing* Pittsburgh: University of Pittsburgh Press
- Cope, B. & Kalantzis, M. (eds) (2000) *Multiliteracies: Literacy learning and the design of social futures* London & New York: Routledge
- Dewey, J. (2005) [1934] *Art as Experience* New York: Perigree Books
- Dixon, J. (1967) *Growth Through English: A report based on the Dartmouth Seminar 1966* Oxford: Oxford University Press
- Eagleton, T. (1983) *Literary Theory: An Introduction* Oxford: Blackwell Publishers
- Fish, Stanley (1990) *Is There a Text in this Class?* Cambridge, Mass.: Harvard University Press
- Fisher, R., Harris, A. & Jarvis, C. (2008) *Education in Popular Culture: Telling Tales on Teachers and Learners* London & New York: Routledge
- Freire, P. (1996) [1970] *Pedagogy of the Oppressed* trans. By Bergman Ramos, M. London: Penguin
- Gardner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligences* London: Fontana Press
- Gee, J.P. (2007) *What Video Games Have to Teach Us About Learning and Literacy* New York: Palgrave Macmillan
- Gibson, R. (1990) *Teaching Shakespeare* Cambridge: Cambridge University Press
- Grainger, T., Gooch, K & Lambirth, A. (2005) *Creativity and Writing: Developing voice and verve in the classroom* London and New York: Routledge
- Kearney, R. (2002) *On Stories* London & New York: Routledge
- Knights, B. & Thurgar-Dawson, C. (2006) *Active Reading* London & New York: Continuum
- Kress, G. (1995) *Writing the Future: English and the making of a culture of innovation* Sheffield: NATE
- Kress, G. (2003) *Literacy in the New Media Age* Abingdon: Routledge
- Kress G, Jewitt C, Bourne J, Franks A, Hardcastle J, Jones K and Reid U (2005) *English in Urban Classrooms* London RoutledgeFalmer

- Mercer, N. (1995) *The Guided Construction of Knowledge: Talk amongst teachers and learners* Clevedon: Multilingual Matters
- Misson, Ray & Morgan, Wendy (2007) 'How critical is the aesthetic? The role of literature in English' pp. 73-87 in Viv Ellis, Carol Fox & Brian Street *Rethinking English in Schools* London & New York: Continuum
- Robinson, M. & Ellis, V. (2000) 'Writing in English and responding to writing' pp. 70-88 in J. Sefton-Green & R. Sinker (eds) *Evaluating Creativity: Making and learning by young people*: London & New York: Routledge
- Scholes, R. (1985) *Textual Power: Literary Theory and the Teaching of English* New Haven and London: Yale University Press
- Volosinov, V.N. (2000) *Marxism and the Philosophy of Language* Harvard, Mass.: Harvard University Press
- Vygotsky, L (1986 [1936]) *Thought and Language* Cambridge, Mass & London: The MIT Press

### **Teaching English – General**

- Brindley, S (ed) (1994) *Teaching English* The Open University Press
- Britton J (1987) 'Vygotsky's Contribution to Pedagogical Theory' in *English in Education* 21 (3)
- Clarke, S Dickinson, P and Westbrook J (eds.) (2009) *The Complete Guide to Becoming an English Teacher* London: Paul Chapman
- Davison, J and Dowson, J (2009) *Learning to Teach English in the Secondary School* London: RoutledgeFalmer
- DCFS (2008) *The Framework for Secondary English* London: HMSO
- DES (1975) *A Language for Life* (The Bullock Report) HMSO
- Ellis, V, Fox, Street (2007) (eds) *Rethinking English in Schools* London: Continuum
- Fleming, M and Stevens, D (2004) *English Teaching in the Secondary School: Linking Theory and Practice* London: David Fulton
- Kress G, Jewitt C, Bourne J, Franks A, Hardcastle J, Jones K and Reid U (2005) *English in Urban Classrooms* London RoutledgeFalmer
- Kress, G. (1995) *Writing the Future* Sheffield: NATE
- NATE *English in Education – English: What for?* Journal Volume 40 number 1 Spring 2006
- QCA (2007) *The National Curriculum for England: English* London: HMSO

### **Speaking and Listening**

- Alexander, R (2008) *Towards Dialogic Teaching: Rethinking Classroom Talk* York: Dialogos
- Barnes D, Britton J and Rosen, F (eds) (1975) Revised edition 1990 *Language, the Learner and the School* Harmondsworth: Penguin
- Carter, R. (2004) *Language and Creativity: The Art of Common Talk* London: Routledge
- Coultas, V. (2007) *Constructive Talk in Challenging Classrooms*, London: Routledge
- Maybin, J. (2006) *Children's Voices: talk, knowledge and identity*, Basingstoke: Palgrave MacMillan
- Mercer, N (1995) *The Guided Construction of Knowledge: Talk Amongst Teachers and Learners Multilingual Matters*
- Mercer, N. & Hodgkinson, S.(eds) (2008) *Exploring Talk in School* London: Sage

Mercer, N. & Littleton, K. (2007) *Dialogue and the Development of Children's Thinking - a sociocultural approach* Abingdon: Routledge

Turvey, A, Brady, M., Carpenter, A., Yandell, J. (2006) 'The many voices of the English classroom' *English in Education* 40 (1) pp.51-63

### **Reading**

Barrs, M. and Cook, V. (2001) *The Reader in the Writer* CLPE

Bettelheim, B. (1976) *The Uses of Enchantment: The Meaning and Importance of Fairy Tales* London: Penguin

Clark, C. & Foster, A. (2005) *Children's and Young People's Reading Habits and Preferences* London: The National Literacy Trust available at <http://www.literacytrust.org.uk/assets/0000/0577>

/Reading\_Connects\_Survey\_2005.pdf

Dymoke, S. (2009) *Teaching English Texts 11-18* London: Continuum

Gregory, E. & Williams, A. (2000) *City Literacies: learning to read across generations and cultures*, London/New York: Routledge

Hunt, P. (1994) *An Introduction to Children's Literature* Oxford University Press

Knights, B. (2007) *Active Reading* (Continuum)

Meek, M. (1991) *On Being Literate* The Bodley Head

Meek, M. (1988) *How Texts Teach What Readers Learn* Stroud: Thimble Press

Millard, E. (1997) *Differently Literate: Boys, Girls and the Schooling of Literacy* Falmer Press

Rose, J. (1993) *The Case of Peter Pan, or The Impossibility of Children's Fiction* University of Pennsylvania Press

Walkerdine, V. (2000) *Schoolgirl Fictions* London: Verso Books

### **Writing**

Barrs, M (2003) *Boys and Writing* CLPE

Barrs, M and Cork, V (2001) *The Reader in The Writer* CLPE

Cowley, S (2004) *Getting the Buggers to Write 2* London: Continuum

Evans, J (2001) *The Writing Classroom* London: David Fulton

Grainger, T., Gooch, K. + Lambirth, A. (2005) *Creativity and Writing: Developing voice and verve in the classroom* New York + London: Routledge

Kress, G (1982) *Learning to Write* Routledge Kegan Paul

Lewis, M (2000) *Literacy in the Secondary School* London: David Fulton

Rosen, M (1998) *Did I Hear You Write?* Andre Deutsch

Williams, M (ed) (2002) *Unlocking Writing: A Guide for Teachers* London: David Fulton

Wray, D and Lewis, M (1998) *Extending Literacy: children reading and writing non-fiction* London: Routledge

### **Shakespeare**

Crystal, B (2009) *Shakespeare on Toast* Icon Books

Gibson, R (1998) *Teaching Shakespeare* Cambridge University Press

Haddon, J. (2009) *Teaching Reading: Shakespeare* Abingdon & New York: Routledge

Ward, S. & Connolly, R. (2008) 'Let them eat Shakespeare: Prescribed authors and the national curriculum', *The Curriculum Journal* 19 (4), 293-307

### **Poetry**

Benton, M & Fox, G (1985) *Teaching Literature 9-14* Oxford University Press

Brownjohn, S (1989) *The Ability to Name Cats* Hodder and Stoughton

Dymoke, S (2003) *Drafting and Assessing Poetry* Paul Chapman Publishing

Koch, K (1971) *Wishes, lies and dreams* Vintage

The English and Media Centre: *The English Curriculum: Poetry*

The English and Media Centre (1995) *The Poetry Pack: Exploring Poetry at GCSE and A' Level*

### **Drama**

Bennathan, J (2000) *Developing drama skills 11-14* Oxford: Heinemann

English and Media Centre (2002) *The Drama Book KS3 English Series*

Fleming, M (1997) *The Art of Drama Teaching* London: David Fulton

Kempe, A. & Nicholson, H. (2001) *Learning to Teach Drama 11-18* London & New York: Continuum

Johnson, L and O'Neill, C (eds) (1991) *Dorothy Heathcote: Collected Writings on Education and Drama* Evanston, IL, Northwestern University Press

Needlands, J (1988) *Beginning Drama 11-14* London: David Fulton

Nicholson, H. (Ed.) (2000) *Teaching Drama 11-18* London: Continuum

Nicholson, H. (2009) *Theatre and Education* London: Palgrave

### **Language Issues**

Cameron, D. (2007) *The Teacher's Guide to Grammar* Oxford: Oxford University Press

Carter, R (1990) *Knowledge about Language in the Curriculum* London Hodder and Stoughton

Crystal, D (1997) *The Cambridge Encyclopaedia of Language* Cambridge: CUP

Crystal, D (1998) *Rediscover Grammar* Harlow: Longman

Dean, G. (2003) *Grammar for improving reading and writing in the secondary school* London: David Fulton

Locke, T. (2010) *Beyond the Grammar Wars: A resource for teachers and students on developing language knowledge in the English/ literacy curriculum* Abingdon: Routledge

QCA (1999) *Not Whether but How: Teaching Grammar in English at Key Stages 3 and 4* London: QCA

Ross, A. and Hunt, P. (2006) *Language Knowledge for Secondary Teachers* London: David Fulton

### **Media + New Digital Literacies**

Baker, J. & Toland, P. (2008) *Teaching Film at GCSE* London: British Film Institute

Bazalgette, C. (1991) *Media Education* London: Hodder & Stoughton

Bazalgette, C. (ed) (1994) *Report of the Commission of Enquiry into English: Balancing Literature, Language and Media in the National Curriculum* London: BFI

Buckingham, D. & Sefton-Green, J. (1994) *Cultural Studies Goes to School* Taylor and Francis

Buckingham, D (2003) *Media Education: literacy, learning and contemporary culture* Polity: Cambridge

- Burn, A & Durran, J. (2007) *Media Literacy in Schools: practice, production and progression* London; Paul Chapman
- Dutton, B (latest edition) *Media Studies: An Introduction* Longman
- Fisher, R., Harris, A. & Jarvis, C. (2008) *Education in Popular Culture* London & New York: Routledge
- Gee, James Paul (2003) *What Video Games Have to Teach Us About Learning and Literacy* New York: Palgrave MacMillan
- Goodwyn, A (2000) *English in the Digital Age* London: Cassell
- Goodwyn, A. (2004) *English Teaching and the Moving Image* London: Routledge
- Hughes, J. (2008) 'The 'screen-size' art: Using digital media to perform poetry *English in Education* 42 (2) 148-164
- Kress, G + Van Leeuwen, T (2001) *Multimodal Discourse: The Modes and Media of Contemporary Communication* London: Arnold
- Kress, G (2003) *Literacy in the New Media Age* London: Routledge
- Lewis, E. (2008) *Teaching Television at GCSE* London: British Film Institute
- McDougall, J (2006) *The Media Teacher's Book* London: Hodder Arnold
- McDougall, J. & O'Brien, W. (2008) *Studying Videogames* Auteur
- Quy, S. (2007) *Teaching Short Film* London: BFI
- Unsworth, L. (2008) (Ed.) *New Literacies in the English Curriculum* London & New York: Continuum
- White, C. & Walker, T. (2008) *Tooning In: Essays on popular culture and education* Lanham, MD ; Plymouth : Rowman and Littlefield
- White, M.L. (2008) *Teaching Digital Video Production at GCSE* London: British Film Institute
- Whittaker, J. (2008) *Magazine Production* Abingdon: Routledge

### **Inclusion**

- Datta M (2001) *Bilinguality and Literacy* Poole: Continuum
- Gregory, E. (1996) *Making Sense of a New World: Learning to read in a second language* Paul Chapman Ltd
- James, F (1998) *Effective Differentiation* London: Collins Educational

### **Assessment**

- Black P, Harrison C, Lee C, Marshall B and William D (2003) *Assessment for Learning: Putting it into Practice* Buckingham OUP
- Black, P and William, D (1998) *Inside the Black Box* London; School of Education, Kings College, University of London
- Brooks, V (2002) *Assessment in Secondary Schools, The New Teacher's Guide to Monitoring, Assessment, Reporting and Accountability* Buckingham Open University Press
- Marshall, B and William, D (2006) *English inside the Black Box* NFER Nelson

### **Creativity**

- Attridge, D. (2004) *The Singularity of Literature* London & New York: Routledge

- Banaji, S. & Burn, A. (2010) *The Rhetorics of Creativity: a literature review* [online] Available at <https://www.creativitycultureeducation.org/research-impact/literature-reviews/>
- Cliff Hodges, G. (2005) 'Creativity in Education' *English in Education* 39(3) 47-61
- Cremin, T. (ed.) (2009) *Teaching English Creatively* Abingdon: Routledge
- Kearney, R. (2002) *On Stories* London & New York: Routledge
- National Advisory Committee on Creative and Cultural Education (NACCCE) (1999) *All Our Futures: Creativity, Culture and Education* London: DFEE
- Pope, R. (2005) *Creativity: Theory, History, Practice* London & New York: Routledge  
[www.cep.culture.gov.uk/images/publications/Nurturingcreativityinyoungpeople.pdf](http://www.cep.culture.gov.uk/images/publications/Nurturingcreativityinyoungpeople.pdf)
- Willis, P. (1990) *Common Culture: Symbolic work at play in the everyday cultures of the young* Milton Keynes: Open University Press

### **Useful Journals and Magazines**

The following are all available from the university library service, either online or on the shelves:

- Changing English
- Children's Literature in Education
- EnglishDramaMedia
- English in Education
- English Teaching: Practice and Critique
- Language Arts
- Media Education Journal
- NATE Classroom
- Research in Drama Education
- The English Magazine
- The Lion and the Unicorn
- The Media Magazine
- The Secondary English Magazine

<b>Organisations and useful addresses for English teaching</b>		
<b>Booktrust</b> 45 East Hill London SW8 2QZ Tel: 020 8516 2977 <a href="http://www.booktrust.org.uk">www.booktrust.org.uk</a>	<b>Royal National Theatre</b> Royal Festival Hall London SE1 8XX Tel: 020 7452 388 <a href="http://www.nationaltheatre.org.uk/education">www.nationaltheatre.org.uk/education</a>	<b>Government Bodies</b> <b>Curriculum Online</b> Caxton House 6-12 Tothill Street London Sw1H 9NA Tel: 0870 0002288 <a href="http://www.curriculumonline.gov.uk">www.curriculumonline.gov.uk</a>
<b>British Film Institute</b> 21 Stephen Street London W1P 2LN Tel: 020 7255 1444 <a href="http://www.bfi.org.uk">www.bfi.org.uk</a>	<b>Shakespeare's Birthplace Trust</b> Shakespeare Centre Henley Street Stratford-upon-Avon CV37 6QW Tel: 01789 201805 <a href="http://www.shakespeare.org.uk">www.shakespeare.org.uk</a>	<b>Department for Education and Skills (DfES)</b> Sanctuary Buildings Great Smith Street London SW1P 3BT Tel: 0870 0012345
<b>Channel 4 – 4 Learning</b> Channel 4 TV Corporation 124 Horseferry Road London SW1 2TX Tel: 08701 246444 <a href="http://www.channel4.com/learning">www.channel4.com/learning</a>	<b>Shakespeare's Globe Theatre</b> Tour and Education 21 New Globe Walk Bankside London SE1 9DT Tel: 020 7401 9919 <a href="http://www.shakespearesglobe.com">www.shakespearesglobe.com</a>	<b>The National Grid for Learning</b> <a href="http://www.nglf.gov.uk">www.nglf.gov.uk</a>
<b>Film Education</b> Alhambra House 27-31 Charing Cross Road London WC2H 0AH	<b>The Centre for the Children's Book</b> 4 Terrace Level At Peter's Marina Newcastle-upon-Tyne NE6 1TZ Tel: 0191 276 4289 <a href="http://www.centreforthechildrensbook.org.uk">www.centreforthechildrensbook.org.uk</a>	<b>National Curriculum Online</b> <a href="http://www.nc.net.uk">www.nc.net.uk</a>
<b>London Association for the Teaching of English (LATE)</b> C/O John Wilks (General Secretary) 20 Vanbrugh Hill London SE3 7UF	<b>The English and Media Centre</b> 18 Compton Terrace London N1 2UN Tel: 020 7359 8080 <a href="http://www.englishandmedia.co.uk">www.englishandmedia.co.uk</a>	<b>Ofsted</b> Alexandra House 33 Kingsway London WC2B 6SE Tel: 020 7421 6800 <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
<b>National Association for the Teaching of English (NATE)</b> 50 Broadfield Road Broadfield Business Centre Sheffield S8 0XJ Tel: 0114 255 5419 <a href="http://www.nate.org.uk">www.nate.org.uk</a>	<b>The Poetry Library</b> Level 5 Royal Festival Hall London SE1 8XX	<b>Qualifications and Curriculum Council (QCA)</b> PO Box 99 Sudbury CO10 2SN Tel: 01787 884 444 (publications order) <a href="http://www.qca.org.uk">www.qca.org.uk</a>
<b>National Drama</b> 142 Prince Consort Road Gateshead, Tyne and Wear NE8 4DU Tel: 0191 477 7034 <a href="http://www.nationaldrama.co.uk">www.nationaldrama.co.uk</a>	<b>The Poetry Society</b> 22 Betterton Street London WC2 9BU <a href="http://www.poetrysociety.org.uk">www.poetrysociety.org.uk</a>	<b>The Basic Skills Agency</b> Commonwealth House 1-9 New Oxford Street London WC1A 1NU Tel: 020 7405 4017 <a href="http://www.basic-skills.co.uk">www.basic-skills.co.uk</a>
<b>National Literacy Trust</b> <a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a>	<b>Theatre Museum</b> 1e Tavistock Street London WC2E 1PR Tel: 020 7943 4806	<b>Virtual Teachers Centre</b> <a href="http://www.vtc.ngfl.gov.uk">www.vtc.ngfl.gov.uk</a>