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Introduction

Welcome to the Secondary PGCE & School Direct English course for /17. We look forward to working with you this year and supporting your development towards becoming successful teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. The pre-course educational autobiography is designed to start this process of critical reflection, by encouraging you to explore your current philosophy and attitudes towards teaching and learning, based on your personal experience.

By the end of the course, we hope that you will have gained a deeper understanding of the nature and purpose of English and the role of the English teacher in developing pupils' thinking and knowledge. We are very aware of the central place of English within the National Curriculum but also its importance for schools to demonstrate their effectiveness. That said, we are keen to develop articulate advocates for the subject who are able to impact on the delivery of the subject at school level but also have a perspective on wider debates around English teaching.

We are very pleased that for the last few years, nearly all our English trainees have been successful in securing English teaching posts by the start of the new academic year. Our trainees generally choose to remain in Sussex at the end of the year, gaining teaching posts in the local area. Sussex's strong commitment to School Direct has further cemented our partnership with schools in Sussex and our near counties: Surrey, Kent and Hampshire. Our employment rates indicate a mutual recognition between our schools and trainees of the quality of education that each provides and we have a developing teacher research network across Sussex with increasing numbers of ex-trainees choosing to return to Sussex to study for the MA in Education Studies.

The English handbook is designed to extend the main PGCE handbook, giving subject-specific guidance to trainees and mentors. All elements of the secondary PGCE English course are devised to enable trainees to meet the professional ‘Standards’ for Qualified Teacher Status (Ofsted, 2012). The course is also organised to ensure that trainees have the opportunity to meet the Standards more than once, in both school and university-based elements.

Sue Pinnick is the programme leader for English but the core English team includes Dr Julia Sutherland, Eddie Slater, Keith Perera and Rosie Pannett. Jo Westbrook and Jacqui Shepherd will also teach specialist sessions on the English curriculum. The team boasts respected academics, teachers, practitioners, examination board members and senior leaders in schools. You will be allocated a tutor who will visit and observe you in schools, support you in preparing for assignments, mark your work and answer any queries about your school experience.

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Rationale & Aims of the secondary English course

The idea of working together in partnership underpins all aspects of the course, and is central to the English programme. The Sussex PGCE and School Direct programmes are run by a partnership between the University of Sussex and many local schools: The Sussex Consortium for Teacher Education and Research. All the partners in the Consortium share responsibility for planning, evaluating and successfully running the programme, and remain closely in touch throughout the year. Planning for the English course is carried out jointly by mentors and the curriculum tutor at a series of mentor training meetings. Monitoring and evaluation also takes place in these meetings and informally during the year. Trainees are also encouraged to feedback their experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other. Therefore, work in the university and schools is designed to:

- be complementary and mutually reinforcing;
- ensure trainee progress throughout the year so that all trainees meet the Standards;
- provide scope for individually differentiated training needs, targets and review;
- offer additional enhancement of trainee experience.

Examples of the above are:

1. Complementary and reinforcing

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the Standards: see the calendar mentor sessions for Placements 1 and 2 in the main handbook.
- Trainees, mentors and university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review and assessment purposes.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of trainees’ experiences.
- Trainees are given tasks to complete in school, which are discussed in both mentor and curriculum sessions.

2. Trainee progress and differentiated training needs

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into the directed tasks set during the course, and the subject audit, both of which are regularly reviewed throughout the course by mentors and curriculum tutors
- Mentors are provided with trainees’ initial audit information to plan a suitable timetable and training programme
- Mentors review trainee progress weekly and more formally at the end of each school placement, prior to completion of the Professional Practice Profile. Mentors use the calendar of mentor training sessions to structure their training, but tailor this to the particular needs of their trainees. The Professional Practice Profile is started at the end of placement 1 and is passed to the second-placement mentor and professional tutor, who use it to plan a suitable timetable and mentor programme, ensuring that the trainees’ needs are met so that they can achieve the Standards at an appropriate level. The professional tutor and mentor complete this document at the end of second placement, reviewing all the accumulated evidence, in consultation with the trainee.
- Trainees keep records of their mentor-training sessions to provide an ongoing record of their progress in meeting targets and make these available to second-placement mentors and curriculum tutors.
3. Enhancement

Each year, we run a range of interesting curriculum sessions enhanced by outside speakers, topics or venues. We hope to run most of the following sessions this year:

- Additional training sessions led by visiting mentors with particular expertise in key areas of English, e.g. Media, ICT, Drama and working with more and less able students.
- A day visit to an ‘outstanding’ urban, multi-lingual school to explore community diversity, teaching students with English as an Additional Language and achievement.
- Cross-curricular experiences to explore links between the subjects and to plan lessons including an introduction to the Mass Observation archive at The Keep
- A dedicated session on reading at a primary school.
- The opportunity to develop expertise in the teaching, monitoring and assessment of small groups of pupils from early in the course, through a particular focus on this aspect, for example, in the form of sessions on guided reading and thinking skills.
- Visit to the Globe for a performance
- Mass observation archive session
- Joint Practice Development run by a Brighton and Hove English teacher

Professional values and expectations

As a trainee teacher, you will be regarded as a professional colleague by staff in the university and school, and should be treated as a member of staff by pupils in your school placement. There is thus a requirement that you behave in a proper and professional manner at all times. You are on a professional course so punctuality, full attendance and completion of all tasks are essential on all aspects of the school and university components. This includes not only formal written assignments and presentations, but also readings, lesson observations, preparation of lessons and so on. It is also essential that you take responsibility for maintaining your teaching files in an orderly and up to date state. Failure to meet these requirements may put your progress on the course in jeopardy.

Please ensure that you understand your school’s policy on reporting absence in induction week, in the event of illness: whom to contact, by which time in the morning and at which point a doctor’s certificate would be required. It is essential that you do not solely communicate absence by text or e-mail as your lessons need to be covered, so it is your responsibility to ensure that key teachers have this information early in the morning. You should always set work or give the school some idea of the content of the lesson, so that cover for your lesson can be arranged. As a trainee teacher, you will also broadly follow school holidays (see calendar in the main handbook), although note that half-terms are ‘directed study weeks’, allowing you to focus on assignments and school preparation and that you are sometimes required to attend university during this time. School holidays are long, compared with those of other professions, and so non-urgent dentist or other appointments must be arranged in these.
Trainee-Mentor Meeting Programme
Trainees are entitled to one hour a week with their mentor and it is essential to make the most of this opportunity. Trainees must keep a detailed record of the meetings.

The following recommended programme for mentor sessions is provided as a guide and is designed to relate to the Professional Studies programme at University. Curriculum Tutors may also provide their own subject-specific guidance.

Trainees should prepare for each meeting in advance.
- Identifying the suggested focus for the week using the programme (below), and confirming agreement with their mentor. This programme is flexible and trainees or mentors can negotiate another focus to meet individual needs at any time.
- Reflecting on the overall school-based training over the past week.
- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with mentor in advance of the meeting.

During the meeting trainees should:
- Keep a summary of key discussion points
- Identify targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Complete the ‘To Do’ list as required.

After the meeting trainees should:
- Complete Form F.
- Pass the form to the mentor and professional tutor for comments and their records
- Complete ITE Progress Tracker (Form G)
- Upload Form G to English VLE

After the meeting mentors should:
- Check that the notes taken during the meeting correspond to your understanding of the discussion.

Autumn Term 2016: Placement 1

Weeks Beginning – 29th August and 5th September 2016
Pre-induction fortnight - Focus: Induction for SD trainees
On non-university days, trainees should attend INSET days and shadow induction for Year 7 and/or sixth form, attend department meetings and make themselves known to other trainees at the school.

Weeks Beginning – 12th September and 19th September, 2016
University induction weeks for all.

Week Beginning – 26th September 2016
Session 1 - Focus: Trainee’s individual differentiated needs
Trainees should be prepared to discuss their strengths and areas for development. For example, their:
- Prior experience
- Subject knowledge strengths and ‘gaps’; the reading carried out before the course.

Mentors should identify and suggest useful areas to research for subject gaps, where possible.
- Identify out of class opportunities were the trainee could contribute.
- Set provisional targets for development
- Make available Schemes of work and syllabuses for KS3, GCSE, A-level etc.
- Help for Subject Gap presentation at the university

**Week Beginning – 3rd October 2016**

**Session 2 - Focus: Lesson planning and students’ individual needs inc. ICT**
- Preparing for joint planning – devising clear learning outcomes. (Lessons should be team-taught: trainee to take starter/other activities when ready; mentor to take the rest of the lessons).
- Discuss how the trainee might contribute to GCSE work.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught
- Identify pupils to be ‘followed’ for any observation tasks
- Who to contact in school SENCO etc
- What ICT is used in the department? *Does the trainee require some time for learning a new program etc?* Are copies of the software available for the trainee to use?

**Week Beginning – 10th October 2016**

**Session 3 - Focus: Behaviour management**
- Strategies for creating an orderly and purposeful environment
- Establishing rules and routines
- Use of voice, body language
- Teacher ‘geography’ in the classroom
- Use of praise, rewards and sanctions

**Week Beginning – 17th October 2016**

**Session 4 - Assessment**
- Mentor to share school procedures for target setting
- Exploration of targets for each class and prior attainment
- Using data to inform planning
- *Trainees should teach at least one whole class lesson this week*
- Completion of Professional Practice 1A Report

**Week Beginning – 24th October 2016 – Directed Study Time Week**

**Half term**

**Week Beginning – 31st October 2016**

**Session 5 - Focus: Assessment**
- Review of subject knowledge development
- Introducing department mark schemes
- Identifying assessment opportunities – when might they occur/be planned for (inc. homework)?

**Week Beginning – 7th November 2016**

**Session 6 - Focus: Working with data and eLearning**
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught
- How is data used to inform planning, track progress and improve learning?
- What data is used in the school/department?
- How to use this and local/national data
- Consider how eLearning is used in the school and department
- Consider opportunities for using the school’s Learning Platform to enhance student learning
- Agreeing preparation work for half-term
Week Beginning – 14th November 2016
Session 7 - Focus: Assessment for Learning – Modelling and Questioning
- Use of modelling to promote student understanding - consider this as a focus of an observation
- How is questioning used? Consider this as a focus of an observation
- Types of questioning e.g. Closed/Open, High/Low order, Thinking time, involving all pupils
- Developing appropriate questions
- Review of preparation work from before half-term inc. Developing subject knowledge
- Discussion of Applying Professional Knowledge assignment

Week Beginning – 21st November 2016
Session 8 - Focus : Assessment for Learning, ICT and review of needs
- Introduction to Assessment for Learning in school context
- Formative and summative assessment
- How is ICT integrated into departmental units of work
- Issues arising from work so far

Week Beginning – 28th November 2016
Session 9 - Focus: Differentiation (SEN) and Transition
- Look at departmental strategies for different needs and abilities, especially SEN (inc. EAL)
- Planning differentiated tasks and lessons
- Pupil groupings and peer teaching/support
- Arrangements for pupil transition

Week Beginning – 5th December 2016
Session 10 - Focus: Assessment for Learning – feedback and assessment
- Review of subject knowledge development
- Developing assessment criteria
- Giving oral and written feedback
- Peer and self-assessment
- Assessing without Levels

Week Beginning – 12th December 2016
Session 11 - Focus: Personalised Learning and review of term
- Planning differentiated tasks, especially for more able
- Brief discussion about progress of Applying Professional Knowledge assignment
- Review of trainee progress and target setting for Spring term
- Planning (requirements) for Spring term
- Return of Professional Practice 1B Report

Week Beginning – 19th December 2016 – Christmas Holiday
Week Beginning – 26th December 2016 – Christmas Holiday

Spring Term

Week Beginning – 2nd January, 2017
Session 12 - Focus: Applying for Jobs
- Review of targets for Spring term
- Writing a job application
- Interview techniques
- What would you look for in a candidate?
Week Beginning – 9th January, 2017
Session 14 - Focus: Open session

Week Beginning – 16th January
Session 15 - Focus: Review of RoE and SKAs
- Review of subject knowledge development
- Checking paperwork – forms and logs etc
- Reviewing evidence for Standards
- Review of progress, Portfolio and RoE
- Pupil transition between Key Stages/schools

Week Beginning – 23rd January
Session 16 - Focus: Assessment
- Assessment at KS4 using NC Levels - discussion of individual pupil work
- Reporting assessment information to parents/guardians
- Feeding back to pupils
- What does an outstanding learning in this subject look like? How can you work towards this?

Week Beginning – 30th January
Session 17 - Focus: Assessment
- Presentation of mark book and assessment records
- Tracking of progress over longer term
- Identification of support strategies for targeted pupils

Week Beginning – 6th February
Session 18 - Focus: Preparation for Placement 2
- Review of main placement and targets for placement 2
- Return of Professional Practice 2C Report

Week Beginning – 13th/20th February – Directed Study Time Week - Half term

Spring Term:

Week Beginning – 27th February
Session 19 - Focus: Trainee’s individual differentiated needs
- Discuss and review identified strengths and targets from first placement and agree priorities.
- Identify out of class opportunities were the trainee could contribute
- Induction into department – SOW etc

Week Beginning – 6th March
Session 20 - Focus: Transition (KS4 to KS5)
- KS2/4 continuity and progression

Week Beginning – 13th March
Session 21 - Focus: SEN, Working with data and Personalised Learning
- Relevant contacts in school SENCO etc
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught
- What data is used in the dept?
- Personalised Learning within the subject
Week Beginning – 20th March  
Session 22 - Focus: Working with parents/guardians and Teaching Assistants  
• Parents’ evenings or open evenings?  
• Arrangements for participation in meeting with parents  
• When and how to phone home – what to say/not to say, school procedures etc  
• Issues around writing reports  
• How Teaching Assistants are used in the department  
• Ideas for working effectively with Teaching Assistants

Week Beginning – 27th March, 2017  
Session 23 - Focus: Reviewing individual needs and progress, and SEN  
• Review of trainee progress  
• Target setting for Summer term  
• Planning (requirements) for Summer term  
• Strategies for managing the learning of pupils with specific disabilities  
• Completion of Professional Practice 2D Report

Week Beginning – 4<sup>th</sup> April – Easter Holiday  
Week Beginning – 10<sup>th</sup> April/17<sup>th</sup> April – Easter Holiday

Summer Term

Week Beginning – 24th April  
Session 24 - Focus: 14-19 courses, examination work and moderation  
• Review of subject knowledge development  
• 14-19 courses and qualifications – what is offered  
• Assessing GCSE (and A Level, where applicable) course/exam work using exam board criteria

Week Beginning – 1<sup>st</sup> May  
Session 25 - Focus: Assessment using NC levels at KS3, Personalised Learning and Outstanding Lessons  
• Assessment at KS3 using NC Levels - discussion of individual pupil work  
• Reporting assessment information to parents/guardians  
• Feeding back to pupils  
• What does an outstanding lesson in this subject look like? How can you work towards this?

Week Beginning – 8<sup>th</sup> May  
Session 26 - Focus: Diversity, Equal Opportunities and Meeting Individual Needs  
• Strategies for working with EAL pupils  
• Consideration of issues relating to:  
  o Gender  
  o Ethnic groups  
  o Class  
• Target-setting for individuals

Week Beginning – 15<sup>th</sup> May  
Session 27 - Focus: preparation for RPK  
• Risk assessment of trips (if not covered previously)  
• Review of subject knowledge development  
• Review of progress and Portfolio
Week Beginning – 22nd May  
Session 28 - Focus: preparation for NQT year 
but to include:
- Identify targets for NQT year 
- The NQT Year 
- Completion of Professional Practice 2E Report 

There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated. Please contact your curriculum tutor by email or telephone if you are unable to attend a professional studies or curriculum session. If you have advance warning of an absence, then you should seek permission from the university or placement school. In either case, you should find out what you have missed and fill any gaps. Of course, illness and extreme personal difficulties afflict us all from time to time, and university tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

In school, do remember that teachers are constantly busy and work under immense pressure. Though your mentor is committed to your training and you can expect every support in accordance with the course requirements, do remember the obvious: choose appropriate moments to ask for help, always express thanks to colleagues, be helpful in the department and try to smile even when you are under pressure. Always thank teachers whose lessons you are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson: all of us find being observed a somewhat daunting experience!

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of English teaching with you. Much of this inevitably happens in teachers’ ‘free time’ and you can repay this goodwill in a number of ways. Always be ready to discuss whatever is on the agenda for a lesson or meetings, have lesson plans prepared in advance (you should have the week’s lesson plans ready to be checked by your mentor and teachers on the Monday of each week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about English education and may experience some new elements of practice that some teachers may not have had access to, so be prepared to share your insights with your colleagues.

Always be professional in your dealings with pupils. Be firm, fair and consistent with them, and make your expectations clear from the start. Never be sarcastic or derogatory to pupils, regardless of their behaviour and try to treat each lesson as a blank sheet, in terms of your expectations, welcoming and smiling at the class to start in a positive mode. Praise pupils whenever possible, but of course balance this by applying school sanctions for behaviour management, as appropriate. Ensure that you are fully prepared to teach pupils, with well planned lessons. Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils’ work with your mentor, but work should not usually be kept by you for longer than a week at the most. It is important that you gain formative feedback from your mentor/class teacher on your lesson plans. Our expectation is that you deliver your lesson plan 2 working days before you deliver the lesson. This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.
Organisation

As with any professional training, there is a certain amount of paperwork generated during the course. It is therefore essential that trainees establish a system for organisation from the beginning of the year. The following files need to be set up:

- **Teaching Experience Files** (one for each of the two placements) – these should be divided by the classes you teach and should contain material from your school placements, including and in this order: pupil data (CAT and NC test scores; target levels; SEN or Gifted & talented data), *all* schemes of work (school and trainee’s own), lesson plans, classroom resources, observation records, and assessment information - copies of pupils’ marked work, your records of assessment for all pupils and other school assessment materials, e.g. pupil reports (see the main handbook for more details).

- **Reflecting on Professional Knowledge Portfolio (RPK)** – this is your personal tracking document, enabling you to chart your progress towards achieving the Standards. This file will contain any audits completed, Professional Practice Profile (summative reports from both placements), completed directed tasks, and other key documents (full details in the main handbook). It will be reviewed regularly by your mentor and curriculum tutors. You should update your subject audit with evidence, each month.

- **Curriculum File** – this should contain English session outlines, readings & handouts with your own notes and reflections on your curriculum sessions.

- **Professional Studies File** – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues, combining the knowledge and understanding gained from sessions at university with that gained in your school programme.

**Trainees are required to provide evidence throughout the year to demonstrate that they are meeting the QTS Standards. Guidance is in the main handbook. This will be assessed during the RPK interviews.**

**Directed study weeks** will take place in school half-terms, allowing you to work on your school lesson-planning, updating subject knowledge and completing university assignments. Curriculum Tutors are available for tutorials during directed study weeks to review assignments or school experience. **Please ensure that you book a set time for these with your tutor in advance.** Tutors will also receive and give feedback on e-mail drafts of assignments.

**Essential preparation for seminars**

All seminars will entail preparatory reading, which will be set nearer the time of each, for example by giving you hand-outs of articles or naming a chapter in one of the key English Education texts. However, some seminars stipulate texts that must be read *in advance* and brought to the session, e.g. autobiographical writing, Macbeth, Hamlet, Romeo and Juliet, A Midsummer Night’s Dream, Much Ado about Nothing, PLUS *Private Peaceful* etc Michael Morpurgo, *Romeo and Juliet, The Handmaid’s Tale*, Margaret Atwood, *Nineteen Eighty Four*, George Orwell and a range of GCSE texts: *The Lord of the Flies*, William Golding, *To Kill a Mocking Bird*, Harper Lee, *Of Mice and Men*, Steinbeck, *Pride and Prejudice*, Austen, *An Inspector Calls*, J B Priestley. Please look at the course outline now so that you can obtain copies of these key texts as soon as possible and read them in preparation for the date of the relevant seminar.
Virtual Learning Environment

The English Virtual Learning Environment (VLE) has proved to be a valuable way of communicating and supporting trainees. Essentially the VLE provides a platform to enable different types of communication and learning to take place and includes the following facilities:

- help and discussion forums
- news items
- sharing resources
- subject mini-assignment submission
- feedback facilities
- sharing teaching ideas
- a social space

The Sussex University VLE uses Moodle and is called ‘Study Direct’. It can be accessed directly at: https://studydirect.sussex.ac.uk. After logging in the Study Direct home page will appear and you will see a list of Course Sites. Click on PGCE English 2016-16. - This site is for both PGCE and SD trainees. Further information on the VLE will be given in a lecture and curriculum session. From time to time we will ask you to upload your good lesson ideas, your creative resources or specific notes relating to your Directed Tasks.

Study Direct is the primary method of communicating with subject groups when trainees are off-campus. The central course VLE is called ‘Reflecting on Professional Knowledge’ and is used to send reminders and announcements and to host discussion forums. Study Direct plays a vital part in facilitating and supporting your learning both in the university and in school and is an important way to keep in contact with your peers. It is essential that you login in to Study Direct regularly, particularly when you are away from university in school placements.

Reflective Journals

Sussex has championed reflective practice for many years and it is something that we are keen that all trainees should adopt and embed in their training year as it has the potential to impact significantly on their practice throughout their entire teaching career. Reflective practice develops over time and a reflective ‘diary’ or ‘journal’ can be a significant tool developmentally.

Rather than being required to fully evaluate every lesson, trainees write and upload a Reflective Journal at key points in the year to the VLE. Prompt questions will be provided and there will be opportunities to comment on pedagogy, practice and progress over time. It may also include the trainee’s comments on personal challenges etc.

Andrew Pollard (Reflective Teaching 2002) writes this about a reflective diary:

A very personal diary can provide vivid and flexible accounts of ideas and feelings. It can offer a safe space to express the emotional side of teaching, as well as more systematic attempts to analyse and reflect. When a diary is ‘unofficial’ it may be a place to speculate, propose, theorize and generally enter into a conversation with oneself. This is extremely valuable, for the act of writing serves to ‘scaffold’ understanding (Tharp and Gallimore, 1988). A diary is also a record, and can be re-visited in later days, weeks or years to consider both specific issues or the process of continuing professional development.

The Journal will only be viewed by the trainee and their tutor and nothing in this will be used against a trainee (unless it is clearly un-professional). However, it is expected that parts of it will be selected by trainees for use as ‘evidence’ for meeting a number of the QTS Standards.
Further information on reflective practice and the Reflective Journal can be found in the main handbook and will also be given in a Professional Studies lecture and curriculum studies session. Journal deadlines are clearly identified on the main PGCE calendar and also in the English detailed course outline.

Subject Tasks

Trainees are required to complete the following tasks in their induction week/s and those following. They must make notes on the tasks, all of which will be included as part of the Reflecting on Professional Knowledge Portfolio and presented during the Professional Dialogue at the end of the programme. The idea of these tasks is to enable trainees to develop their reflective skills, subject and pedagogic knowledge and understanding, through reading and focused observations. Trainees should be prepared to discuss their findings at university in curriculum sessions – dates for each of the directed tasks are given on the separate course outline. At times, we may also ask you to share your notes or comments on particular DTs on the English VLE.

Autumn Term Subject Tasks (DTs):

<table>
<thead>
<tr>
<th>ST1. Teaching a ‘starter’ activity at KS3 (Mentor to watch and give written feedback on this starter for trainee to bring to university for discussion). Feedback on 22nd September 2016</th>
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<td>Develop your subject knowledge of your designated area of grammar and devise an interesting ‘starter’ activity (or set of 2-3 starters if this is more appropriate) to teach an element of this topic to a Year 7-9 class, using the Secondary National Strategy objectives for language. Try to be imaginative in your approach, using drama, the IWB, DARTs (active reading strategies) or any other visual or kinaesthetic strategies. You must submit the written plan of your starter and all written and electronic resources so that these can be placed on the VLE for your peers.</td>
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ST2. Peer teaching on a Subject Gap: Presentation to tutor and peers on Friday 30th September and Friday, 7th October

Choose a gap, in discussion with your mentor and curriculum tutor and research this area in a pair with another English trainee. The pair will give a 10 minute presentation on this gap, using PowerPoint to curriculum tutors and peers. You will also submit all the written material you have used for this presentation, including slides and supporting information, with a bibliography.

Include a brief outline of where the area of subject knowledge chosen fits, in terms of the National Curriculum for English, the Secondary National Strategy objectives (see Framework), or relevant syllabus/assessment criteria for GCSE or A Level. It is useful to cite relevant A Level English Literature or Language criteria for all topics to ensure that you have addressed these, e.g. a study of poetry from different cultures should include post-colonial theory; a study of a Shakespeare play might include a range of theoretical perspectives, such as feminist or Marxist; a study of the development of Standard English would include descriptive and prescriptive attitudes towards dialect/accent and so on. You can choose a title or particular focus for your talk, having researched your area, as it is only a maximum of 10 minutes.

Subjects chosen by previous trainees include:

1. The metaphysicals: the poetry of John Donne or a collection of poets.
2. Postcolonial literature & theory: J.Agard, G. Nichols, D. Walcott, Sujatta Bhatt, Moniza Alvi, Chinua Achebe, or a specific selection drawn from the anthology, etc.
3. One or two modern poets, contextualised and drawing on critical theory: e.g Seamus Heaney, Gillian Clarke, Simon Armitage, Duffy, T.S. Eliot, Yeats.
4. Victorian poetry: Browning or Tennyson
5. The History of Standard English
6. Language and Gender
7. Critical theory in relation to pre-1914 KS4 texts, e.g. Dickens: Great Expectations, Hard Times, A Christmas Carol; Shelley’s Frankenstein, etc.
8. Shakespeare, context and performance: Romeo and Juliet/Macbeth/Henry V
9. Postcolonial and/or cultural materialist perspectives on Othello, The Tempest, Much Ado about Nothing, etc.
10. World War 1 poetry: contexts and critical theory.
11. The Lyrical Ballads: A radical break with the past?
14. Multimodal Texts
15. From Enlightenment to Romanticism and Beyond
ST3. Speaking & listening: 2 lessons, one KS3 and one KS4 Feedback on Friday 14th October 2016

Mentor to identify appropriate class for observation purposes.

Observe a lesson for KS3 and KS4 and do the following:

a) Focus on the teacher

Note the range of different speaking and listening activities used in the lesson overall. Record the proportion of time spent on whole-class to pair and/or group work.

**Whole-class talk**: use the observation grid provided in class to record the teacher’s discourse strategies, noting the range of questions, statements or commands used. Try to identify whether questions are higher or lower-order and whether these appear in a sequence, e.g. starting with lower-order and building to higher-order. Does the teacher ever use statements or speculations, rather than questions to encourage pupils to talk? (e.g. I wonder what...I'm interested in...) Identify whether additional follow-up questions are used to encourage the pupil to elaborate on an answer. Is ‘wait-time’ used? Note body language, position of teacher in the classroom and ways in which tone or register is used to establish an encouraging atmosphere in which pupils feel comfortable about responding. Is an IRE pattern used consistently or is this broken up at times? Reflect on the amount and quality pupil talk in the lesson, in terms of its cognitive level and the level of participation by teacher and all pupils.

How does the teacher select her respondents? How many pupils are engaged in the talk? Do they appear to include a range of pupils (e.g. different sexes, range of abilities – including SEN and EAL - & personalities)? Is the ‘no-hands’ up rule used at all? Is this effective at encouraging all pupils to contribute to the talk?

b) Focus on the pupils in pair or group talk

Either in the same classes as those above OR in different ones, focus your observation on group or pair work. Listen to one particular group or pair and try to assess the quality of the pupil talk. Do all members contribute? Is it relatively balanced or dominated by one member? Is it co-operative and purposeful (i.e. are pupils on task?) Do pupils give reasons for their opinions, challenge each other or tend to agree? Is the talk descriptive, factual (recalling information) or basic comprehension (i.e. recalling events in a plot or the literal meaning of a text)? Or does it involve some analysis (e.g. exploring different interpretations of characters, language devices, etc) or reasoning (I think this because...) or evaluation (assessing characters, the quality of the writing, etc)? Consider the group task set & the teacher scaffolding of the task in the introduction or throughout the lesson. If the teacher intervenes in the pair/group talk, consider why & how she does this and the effect this has on the pupils’ talk.
**Other Suggested Subject Tasks for First Placement** *(these will all be useful as part of your RPK to show evidence against standards):*

**A Lesson Observation which focuses on Lesson Planning:**
Choose one class to observe and use the observation sheet in this handbook. Identify the learning objectives, i.e. what the teacher wanted these pupils to learn. Note the structure of the lesson, which texts and other resources were used (e.g. handouts, worksheets and ICT), teaching and learning strategies (including whole-class and group work, questions asked etc.), differentiation (e.g. pupil groupings, differentiated tasks and worksheets) and how the learning was consolidated (e.g. plenary session, homework). Reflect on whether the learning objectives seemed to have been met for the majority of pupils, that is, whether most were able to access the lesson and develop their understanding of the topic. Identify particular strengths of the lesson, in relation to pupil achievement/understanding and motivation. Reflect on the approach to pedagogy in this lesson, for example, did the lesson follow the four-part Secondary National Strategy lesson structure? Did it use National Curriculum, Secondary National Strategy or the Assessing Pupils’ Progress objectives? Did the teacher use types of formative assessment to identify what pupils know, understand and can do, e.g. questioning, monitoring group or written work and peer or self-assessment?

**B. A lesson observation which focuses on behaviour management**
Observe one or two lessons and list all the classroom management strategies that are used to maintain the pupils’ concentration on their learning. Identify which strategies you found to be most effective and explain why. Consider how comfortable would you be using these strategies and explain your reasons.

**C. Video of a lesson – of you teaching!** You could arrange to discuss this in a mentor session, selecting a small part of the video to analyse and discuss. Discuss with your mentor which lesson you would like to video, reflecting on what you hope to gain from this exercise. For example, is your focus:

- class management issues; transitions
- whole-class talk: instructions, explanations – clarity and fullness?
- whole-class questioning, including follow-ups to raise the level of discussion
- handling of pair or group work
- formative feedback to individuals/small groups
- something else?
D. A classroom or wall display: do take photos
Choose any class that you have designed a unit of work for during the placement and mount a display, presenting pupils’ work in an interesting, coherent way. Take some digital photographs of this for your RPK and to show peers at university and be prepared to discuss how you approached this task and to evaluate its worth, in terms of pupil learning and motivation.

E Assessing pupils in guided reading
Mentor to provide opportunities for trainee to teach guided reading at KS3 to a small group in one of their classes, whilst mentor teaches whole class. Mentor to provide background information on pupils (e.g. CAT and SAT scores, SEN info. etc.) Ideally, this would take place over several of the early weeks in schools, enabling the trainee to take responsibility for planning, teaching and assessing a small group from early in the placement. Guided reading often uses reading ability groups to enable precise targeting of the reading needs of the group. You may have a particular low or high-ability group of pupils that would benefit from this input, or want the trainee to rotate the groups over several weeks, before they take responsibility for the class as a whole.

Plan and teach guided reading to a small group, as introduced at university, drawing on background information on pupils provided by your mentor, at least once, but ideally several times across a few weeks. Keep notes on the progress of this group (on record sheet provided) and record how you used the assessment information in your planning. NB, ideally, you would teach one guided reading group a few times, over the first few weeks, to support your understanding of planning, progression and assessment. Alternatively, you could rotate, taking a different group for the guided session (e.g. 3 groups in total, each once).
CLASSROOM OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>Date:</th>
<th>School:</th>
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<tr>
<td>School Type:</td>
<td>Class:</td>
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<td>Subject:</td>
<td>Teacher: F/M</td>
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<td>Students: T:</td>
<td>F: M:</td>
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<td>Time:</td>
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<td>Topic:</td>
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Teaching materials:

Condition of classroom, walls/ noticeboards:

Focus: (see below for ideas)

Seating plan: seats/board/teacher’s position/observer’s position/door/windows etc.

Other observations

- Lesson objectives (on board? Referred to? In pupil language?)
- How pupils enter class
- Teacher greeting and introduction to lesson
- Ground-rules implicit (bags off table, coats off, sch uniform checked, silence, books & pens out)
- 1st set of instructions – is it repeated? Clear? On IWB as well as spoken?
- Lesson structure – is it announced? What form does it take?
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Student activity</th>
<th>Observations/remarks/analysis</th>
</tr>
</thead>
</table>

Post-Lesson reflections by observer, if needed
Observation guidelines and focus points

Always use a focus – e.g. one of the QTS Standards.

- Teacher talk: instructions, explanations, questioning;
- Pace – fast enough but balanced with slower episodes of writing/talk?; transitions – what can you learn from these – instructions for them?
- behaviour management (including dealing with low-level disruption), including: 
  * Lesson openings and Lesson endings* or parts of the lesson ending – how is this achieved? Use plenaries and mini plenaries?
- Is there an *illustrative event* in your class re class management or pupil learning that you could write about at greater length?
- lesson planning
- type and range of learning activities: reading, writing, S and L, drama; individual, pair, group, whole-class – balance? How are groups and pairs organised?
- Differentiation – which types in evidence? Use of TA (planned for?), differentiated resources; teacher talk and monitoring of pupils/groups; group or pair peer support; differentiated task; differentiated by outcome
- Resources – IWB, hard-copies, differentiated?

Reading Lists

The following is a list of books recommended for each of the key topics taught in the university sessions. These may be supplemented by additional reading, in particular critical reading that needs to be done in advance of each university session. Further reading will be provided in the Professional Studies lectures and seminars.

Assessment

- Torrance, H. (Ed) Evaluating Authentic Assessment, Buckingham: OUP.
Behaviour Management


Drama

- Journals – *Research in Drama Education*
  - website: www.kentaylor.co.uk

English Language Issues and Use, KS3 to A Level

General, including grammar texts

- Crystal, D. (1995) *The Cambridge Encyclopaedia of the English Language*, CUP (a lovely thing to own – Christmas present?)
KS3 National Strategy Framework for Teaching English (2001) and Objectives banks

English Language: practical books, with texts for students to analyse & activities

- Keith, G. and Shuttleworth, J. (1997) Living Language (Hodder and Stoughton)
- (Look out for others in the same series, e.g.: Reah, D. The Language of Newspapers, Goddard, A. The Language of Advertising, McRae, J. The Language of Poetry and Sanger, K. The Language of Fiction.)

English Language: Language Acquisition


English Language: sociolinguistics and discourse analysis (for special studies using analysis of transcripts of pupil/pupil or teacher/pupil talk)

- Trudgill, P. (1975) Accent, Dialect and the School, Edward Arnold
English Language: A Level


Websites
http://www.ex.ac.uk/damyhill/grammar: for those with little grammar knowledge – organised into 3 sections: word classes, sentences and discourses.

ICT

- Canterbury Christ Church University College (1999) *Talking about Information Communications Technology in Subject Teaching: A Guide for Teachers*, Canterbury Christ Church University College


**Inclusion - Differentiation for Gifted and Talented**


**Inclusion - differentiation for Special Educational Needs pupils**


• Stipek, D (1998) *Motivation to Learn: From Theory to Practice*, 3rd Ed. Massachusetts, Allyn and Bacon


Journal of Research in Special Educational Needs
British Journal of Special Education Support for Learning

Electronic sources:
www.dyslexiaaction.org.uk
www.widgit.com
www.supportingdyslexicpupils.org.uk/
http://www.autismeducationtrust.org.uk/about-aet.aspx

Inclusion: Ethnicity and EAL

- CiLT Positively Bilingual. As accessed from www.cilt.org.uk

Inclusion: Gender

- Ali, S. (2003) To be a girl: culture and class in schools, Gender and Education, 15, pp 269-83
• Mairin Mac an Ghaill (1994) The Making of Men: Masculinities, Sexualities and School, Buckinghamshire: OUP
• Myhill, D. AND Jones, S. (2006) She doesn’t shout at no girls

Inclusion: Social class

• Callender, C (1997) Education for Empowerment: the practice and philosophies of Black teachers, Stoke on Trent, Trentham
Government Policy documents

You will be signposted to relevant policy documents during the course as many of these are in transition. One of the most useful websites at the moment is the Department for Education where current policy initiatives are detailed and discussed: http://www.education.gov.uk/

Literature teaching: GCSE and A Level: The Handmaid’s Tale (see also Poetry, Shakespeare and Reading, too)


Also, the following texts, published by the English and Media Centre

- Moon, B. (1990) *Studying Literature: Theory and Practice for Sixth Formers*
- *Texts in their Times: Victorian and Modern* (2001)

Poetry

- John Agard (2004) (ed) *Anthology of Poems from all over the World*
- John Agard (2000), *Weblines*,
- Bineta Breeze, J. (2000) *The Arrival of Brighteye and other poems*
- Clarke, Gillian. *Collected Poems (Poetry Pleiade)*
- Clarke, Gillian. *Five Fields*
- Clarke, Gillian. *Making the Beds for the Dead*
- Moon, B. (1990), *Studying Literature, Theory and Practice for Senior Students*, Australia: Chalkface Press (and EMC)
- Moon, B. (1992), *Literary Terms, a Practical Glossary*, Australia: Chalkface & EMC
- *Studying Blake’s Songs* (book and CD rom). London: English and Media Centre
- *Studying AQA Poetry*, London: English and Media Centre

Websites
www.poetryclass.net (includes lesson plans for all Key Stages, developed by professional poets; info on The Poetry Society; space to discuss ideas with teachers)
www.englishandmedia.co.uk;
http://geocities.com/Athens/Acropolis/2012/poems/index.html (pre1923 poetry)
http://www.bbc.co.uk/schools/GCSE and SATs
http://ourworld.compuserve.com/homepages/Harry Dodds/ (link to the Virtual Teachers’ Centre
http://teachit.co.uk/
http://englishonline.co.uk/
http://www.inform.umd.edu/edres/readingroom/ (to obtain texts of all kinds)

Useful anthologies are:
• Couzyn, J (1985) *The Bloodaxe Book of Contemporary Women’s Poets: Eleven British Writers*, Newcastle: Bloodaxe
• Heaney, S., Hughes, T (2000?) *The Schoolbag*, Faber
• Harrison, Stuart-Clarke (1999) *One Hundred Years of Poetry for Children*, OUP,


**Literature: Shakespeare**

  Hodder & Stoughton.
• Kinder, D., Harrison, J. (2001), *Pre-1770 Drama*, EMC Advanced Lit Series, London: EMC
  Thomson Publishing.

Websites: http://www.shakespearesglobe.com
  www.clicknotes.com/macbeth/welcome.html (some available free, some subscription)
  http://www.bbc.co.uk/drama/shakespeare/macbeth
  http://www.bbc.co.uk/drama/shakespeare/interactive.shtml
  http://www.rsc.org.uk/exploringshakespeare
  http://www.bfi.org.uk/sightandsound

Media
• Bazalgette, C. (2009) *Teaching Media Literacy In Schools: Briefing For The Associate Parliamentary Media Literacy Group From The Media Education Association*,
  http://www.apmlg.org.uk/node/147


**Primary Education and Transition from KS2 to 3**


Reading

- Collins, F. (2005) "She's sort of dragging me into the story!" Student teachers' experiences of reading aloud in Key Stage 2 classes Literacy Vol. 39 No. 1, pp. 10-17.
• Sarland, C. (1991) *Young People Reading: Culture and Response*, English Language and Education series, Milton Keynes: Open University Press (includes chapters on gender and literature).

**Speaking and Listening: teacher and pupil talk**

• Bennett and Dunne (1992) *Managing Classroom Groups*, Hemel Hempstead, Simon & Schuster
• Harrison, C. (2002), *Key Stage 3 English, Roots and Research*, DfES

Writing

• Ackroyd, J. (2000), *Literacy Alive: Drama Projects for Literacy Learning*, London: Hodder and Stoughton (aimed at primary-school years, but with some creative approaches to teaching literacy, using drama. These could be applied to Years 7-9.)
• DfES (2001) *KS3 National Strategy Objectives* banks for Yrs 7-9; also *Spelling, Sentences* banks, London: DfES.
- Keith, G. (2001), *Learning about Language, Teacher’s Resource and Learning about Language*, London: Hodder and Stoughton (useful ideas for word, sentence and text level work and for brushing up on your own grammar)
- Ofsted (2001) The Teaching of Writing in Primary Schools; Could Do better’: [www.ofsted.gov.uk/assets/957](http://www.ofsted.gov.uk/assets/957)
- Ofsted (2003) ‘Yes He can: Schools where boys write well’ from: [www.ofsted.gov.uk/assets/3317](http://www.ofsted.gov.uk/assets/3317)
- Packwood and Messenheimer, T. (2002) ‘Writing: the state of the state vs the state of the Art in English and American Schools’ *Reading Literacy and Language*, 36.2
- N.B. A useful series to teach KS3 and 4 is the CUP one:
- For A Level language or Language/Literature, the series by Hodder and Stoughton, on all aspects of language, edited by Keith and Shuttleworth is excellent (see Reading list on English Language session), e.g. Keith, G. and Shuttleworth, J. (1997) *Living Language*, Jago (2001) *Living Language: Grammar and Living Language: Original Writing*.
Reading List for Mentors


Reading: KS3 fiction - in-class and independent readers

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Alison Allen-Gray</td>
<td>Unique</td>
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<tr>
<td>David Almond</td>
<td>Skellig, Heaven’s Eyes, Kit’s Wilderness</td>
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<tr>
<td>Barnard Ashley</td>
<td>Little Soldier</td>
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<tr>
<td>Nina Bawden</td>
<td>Carrie’s War</td>
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<tr>
<td>Tim Bowler</td>
<td>Riverboy</td>
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<tr>
<td>Malorie Blackman</td>
<td>Hacker, Pig-heart boy, Noughts and Crosses</td>
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<tr>
<td>Teresa Breslin</td>
<td>Whispers in the Graveyard</td>
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<td>Melvin Burgess</td>
<td>Junk</td>
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<td>John Boyne</td>
<td>The Boy in the Striped Pyjamas</td>
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<td>Gennifer Choldenko</td>
<td>Al Capone does my Shirts</td>
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<tr>
<td>Cassandra Clare</td>
<td>City of…series</td>
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<tr>
<td>Suzanne Collins</td>
<td>The Hunger Games Trilogy</td>
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<td>Lin Coughlan</td>
<td>Bretevski Street</td>
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<tr>
<td>Frank Cottrell Boyce</td>
<td>Millions</td>
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<td>Susan Cooper</td>
<td>The Dark is Rising</td>
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<td>Robert Cormier</td>
<td>I am the Cheese</td>
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<td>Helen Cresswell</td>
<td>Ordinary Jack</td>
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<td>Gillian Cross</td>
<td>Tightrope, Calling a Dead Man, The Demon Headmaster</td>
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<tr>
<td>James Dashner</td>
<td>The MazeRunner Series</td>
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<tr>
<td>Nathan Filer</td>
<td>The Shock of the Fall</td>
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<tr>
<td>Anne Fine</td>
<td>Goggle Eyes, Flour Babies, The Tulip Touch</td>
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<tr>
<td>Catherine Ford</td>
<td>Fat Boy Swin</td>
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<tr>
<td>Neil Gaiman</td>
<td>Coraline</td>
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<tr>
<td>Jamila Gavin</td>
<td>Coram Boy</td>
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<td>Morris Gleizman</td>
<td>Two Weeks with the Queen, The Once Series</td>
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<tr>
<td>A. Gibbons</td>
<td>Shadow of the Minotaur, The Edge</td>
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<tr>
<td>Nigel Gray</td>
<td>Black Harvest</td>
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<tr>
<td>Michael Grant</td>
<td>The Gone Series</td>
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<td>Philip Gross</td>
<td>The Lastling</td>
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<td>John Green</td>
<td>The Fault in our stars, Looking for Alaska</td>
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<tr>
<td>Mark Haddon</td>
<td>The Curious Incident of the Dog in the Night-Time</td>
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<td>Sonya Hartnett</td>
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<td>Carl Hiaasen</td>
<td>Hoot</td>
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<tr>
<td>Charlie Higson</td>
<td>The young Bond series e.g. By Royal Command</td>
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<tr>
<td>Antony Horowitz</td>
<td>Stormbreaker, Point Blanc</td>
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<tr>
<td>Judith Kerr</td>
<td>When Hitler Stole Pink Rabbit</td>
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<tr>
<td>Susan King</td>
<td>King of Shadows</td>
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<tr>
<td>Caroline Lawrence</td>
<td>The Thieves of Ostia, The Pirates of Pompeii</td>
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<tr>
<td>C.S.Lewis</td>
<td>The Lion, the Witch and the Wardrobe</td>
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<td>Penelope Lively</td>
<td>The Ghost of Thomas Kempe, A Stitch in Time</td>
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<td>Catherine Macphail</td>
<td>Tribes</td>
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<td>G. McCoughrean</td>
<td>A Pack of Lies, The Kite Rider</td>
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<td>Margaret Mahy</td>
<td>The Haunting, The Changeover</td>
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<td>William Mayne</td>
<td>Low Tide</td>
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<td>Michelle Magorian</td>
<td>Goodnight Mister Tom</td>
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<td>Nicola Morgan</td>
<td>Mondays are Red</td>
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<td>Jill Murphy</td>
<td>The Worst Witch</td>
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<td>Michael Morpurgo</td>
<td>Wreck of the Zanzibar, Private Peaceful, Kensuke’s Kingdom</td>
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<tr>
<td>Patrick Ness</td>
<td>The Chaos Walking Trilogy</td>
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<tr>
<td>William Nicholson</td>
<td>The Wind Singer, Slaves of the Mastery, Firesong</td>
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<tr>
<td>R.J. Palacio</td>
<td>Wonder</td>
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<tr>
<td>Michelle Paver</td>
<td>Wolf Brother</td>
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<tr>
<td>Philippa Pearce</td>
<td>Tom’s Midnight Garden</td>
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<tr>
<td>Phillip Pullman</td>
<td>The Ruby in the Smoke, His Dark Materials trilogy (Northern Lights, The Subtle Knife, The Amber Spyglass)</td>
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<tr>
<td>Celia Rees</td>
<td>Witch Child</td>
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<td>Philip Ridley</td>
<td>Scribble Boy</td>
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<td>Rick Riordan</td>
<td>The Percy Jackson series</td>
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<td>The Divergent Series</td>
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<td>Rainbow Rowell</td>
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<td>JK Rowling</td>
<td>Harry Potter</td>
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<td>Louise Sacher</td>
<td>Holes</td>
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<tr>
<td>Lemony Snicket</td>
<td>A Series of Unfortunate Events</td>
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<td>Darren Shan</td>
<td>Cirque du Freak</td>
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<td>Robert Swindells</td>
<td>Stone Cold, Brother in the Land</td>
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<tr>
<td>Eleanor Updale</td>
<td>Monmorency</td>
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<td>Cynthia Voigt</td>
<td>Homecoming, Dicey’s Song</td>
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<td>Jacqueline Wilson</td>
<td>Tracey Beaker, The Illustrated Mum, Double Act</td>
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<td>Adeline Yen Mah</td>
<td>Chinese Cinderella</td>
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<td>Author</td>
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<tr>
<td>Achebe Chinua</td>
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<td>Adams, Douglas</td>
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<td>- Green Days by the River</td>
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<td>Ashley, Bernard</td>
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<td>Fahrenheit 451, The Golden Apples of the Sun</td>
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<td>Braithwaite, E.R.</td>
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<td>Bronte C &amp; E</td>
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