SCHOOL OF EDUCATION AND SOCIAL WORK

ITE English Subject Handbook 2018/19
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Introduction

Welcome to the Secondary PGCE & School Direct English course for 18/19. 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; the core English team also includes: Dr Julia Sutherland, Dr Eddie Slater, Dr 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 and 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.
   - Subject knowledge enhancement (SKE) sessions have been offered prior to the course starting and during the course to develop and improve expertise in a number of different areas.
   - 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. ‘A’ level, assessment in action
- 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
- Visit to The British Library / English and Media Centre for a dedicated session on English literature in context
- A day exploring KS3 literature and grammar teaching at a vibrant 11-16 comprehensive school on the South coast.

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.
Professional Practice Tracker

The purpose of the Professional Practice Tracker is to:

- Record your progress towards the Teachers’ Standards
- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections
- Provide a dialogue between you and your university tutor when you are in school

The Professional Progress Tracker is an online tool that uses a G-Suite (Google) account. You will be sent details of your username and password along with a link to your personal tracker document later on in the course.

The Professional Practice Tracker will be monitored on a regular basis by your university tutor and at specific points of the year by your mentor. The tracker will feed directly into your PPP reports and final RPK assessment so it is vital that you keep it up-to-date.

More specific training on how to complete the tracker will be provided in the early part of the course. As an overview, there are different sections on the tracker that you have to complete as follows:

Weekly tracker

- Set the agenda for your weekly mentor meeting and make brief notes (up to 150 words) of what was discussed.
- Record the strengths and targets from your officially observed lesson each week. Strengths and targets should be written exactly as worded on the lesson observation proforma.
- Record your key reflection for the week.

Teachers’ Standards

- On a regular basis use the tracker to reflect on and review your progress towards the Standards.
- Highlight the statements that make up each of the standards you feel you have met in the phase that you are teaching in.
- This has to be supported by evidence that you have met particular strands of the Standards ready to be discussed with your mentor twice a half term. In a typical 6 week half term this would be once in week 3 or 4 and once at the End of Phase review meeting in week 5 or 6.
- For the End of Phase Review meeting complete in advance the reflection sections on the tracker based on the overall progress you have made over the term. These reflections will populate the corresponding sections on the PPP form that your mentor will use to grade your progress towards meeting each of the Standards.
Lesson Observations

Trainees should be given informal feedback (‘what went well’ and even better if’s) after every lesson.

Every week, they should have one formal observation, preferably by the mentor but, once every two weeks, this can be by an experienced class teacher/post-holder within the department, or the Professional Tutor, using the lesson observation form. Please note, that one of the targets should have a subject specific focus such as those below.

English Subject Specific Pedagogy

This is by no means a comprehensive list but could include some of the following:

TEACHING READING

- pre-reading skills
- phonological awareness
- whole word recognition (or sight vocabulary)
- synthetic and analytic phonics
- grammatical knowledge in reading
- contextual knowledge in reading:
  I. opportunities to read connected text, not simply workbooks;
  II. integration of reading with speaking, listening and writing
  III. using subject specific vocabulary in context
  IV. use of active reading strategies
  V. teaching note-taking

- guided reading strategies:
  I. Clarifying: readers identify tricky parts of the text – language, passages or concepts – and look at how to make sense of them, e.g. using a dictionary.
  II. Predicting: readers make connections using their own prior knowledge and information from the text to imagine what might follow.
  III. Questioning: readers ask questions about parts of the text they find unclear or find ways to make connections. It can deepen understanding and encourage skills of inference-making.
  IV. Summarising: readers identify important information in a text (or part of a text) to organise into a clear description of the whole. It uses recall and literal understanding.
  V. Visualising: readers may arrive at a mental representation of a text. Encouraging children to verbalise what they see can be a useful way to support understanding.
  VI. Evaluating: children are encouraged to begin to consider a text critically and to form and justify opinions. It might require linking to prior knowledge and understanding.

Teacher modelling of inferencing:
- teachers “thinking aloud” their thoughts as they read aloud to pupils
- teachers asking themselves questions that show how they monitor their own comprehension
- teachers making explicit the thinking processes that result in drawing an inference.

Word level work:
- developing fluent basic reading skills (e.g. practice in decoding print)
- vocabulary building: aurally and in reading; using morphology and etymology
- lexical training, e.g. in local cohesive devices (such as pronouns and connectives).
Text level work:
- making explicit the structure of stories
- discussing the role and usefulness of a title
- emphasising that fiction allows multiple interpretations and inference making.

Questioning by the teacher:
- asking ‘How do you know?’ whenever an inference is generated in discussion of a text
- asking questions about relationships between characters, goals and motivations
- asking questions that foster comprehension monitoring, such as Is there information that doesn’t agree with what I already know?
- ensuring that pupils are not interrupted in their reading by asking questions during reading time, or launching into questioning too soon afterwards.

Questioning by pupils:
- training pupils to ask themselves Why-questions while reading
- teaching the meaning of the question words ‘who’, ‘when’, ‘why’ etc.
- asking pupils to generate their own questions from a text using these question words

Activation of prior knowledge:
- asking pupils to generate associations around a topic, and discuss and clarify their collective knowledge.

Prediction and contextualisation:
- working on predictive and contextualising skills for example via cloze and similar exercises.

Aural work:
- listening to stories and story tapes
- listening comprehension activities
- practising inferential questions on aurally presented texts.

Choosing the right texts:
- taking care not to choose texts that are too easy for classwork: very explicit texts provide few opportunities for inferences to be made.

TEACHING ENGLISH LANGUAGE AND GRAMMAR
- using games/ short activities to teach grammar
- text reduction
- use of a thesaurus to grasp the field or area of meanings connoted by a word
- exploring the conventions of correct use
- an exploration of signs and the representation of sounds (e.g to come up with the 42 distinguishable sounds which signify in English speech)
- syntax through exploration of word order
- morphology and etymology through standard/non-standard English
- guiding students to reflect on what we do instinctually in our language behaviour
- exploration of dialects
- an exploration of sentence length/type to determine function of punctuation
- presenting text with punctuation removed

TEACHING WRITING
- prewriting activities to generate ideas
- being clear about the purpose of the writing, the audience and the form
- using examples of texts to establish conventions
- modelling the kinds of sentences or text required as well as the process of writing
- ensuring pupils have an outline to work to
- using writers' workshops to emphasise writing for authentic audiences, interventions while students are writing and cycles of writing to secure improvement
- setting clear targets for improvement
- reflecting on structural and linguistic choices writers make
- annotating examples
- using a range of stimuli e.g. images, paintings, music, objects, sensory stimuli (food, soap, feathers etc)
- using diaries to stimulate writing
- using collaborative talk or writing to motivate and scaffold the writing process
- exploring the overall structure of texts
- rewriting texts into a different form, purpose or audience
- engaging students by choosing texts that interest them
- using ICT to edit, draft and present texts
- using drama/simulation activities e.g. students are reporters with 'breaking news' items
- exploring distinctions between speech and writing
- providing real audiences and purposes e.g. 500 words competition radio 2/ BBC School Report
- students sharing and critiquing each others' writing
- students coming up with own success criteria
- students reflecting critically on their own / others' work e.g. using structured self and peer assessment
- teacher as writer, sharing first drafts
- teaching students strategies for planning, revising and editing
- sentence combining to construct more complex, sophisticated sentences
- encourage and support wide reading
- regularly read substantial texts aloud and make explicit links between reading and writing
- provide authentic purposes and allow students to choose their own topics
- teach spelling, punctuation and grammar within the context of texts studied or being written

**Teaching Spelling**
- Study the origins of words e.g. "auto" means "by itself"
- Create neologisms to teach spelling e.g. Shakespeare played with words and their meanings to create new words like "bedroom" and "bloodstained"
- Perform contraction surgery e.g. Take two words which can be contracted — "should not", for example — and write them on a strip of paper. Use scissors to cut out the letter to be omitted (in this case, the letter "o" in "not"). Next, use masking tape to connect "shouldn" to the separated "t". Finally, draw an apostrophe over the tape joining the two parts of the word together.
- Get pupils to spot irregular verbs Spelling patterns mainly differ for irregular verbs, so pupils need to learn these, e.g. to walk > walked > has walked = regular; to fly > flew > has flown = irregular
- Mark by the letter; tick all of the correct letters in a misspelled word and then put a dot or cross beside the incorrect letter. This approach means pupils only have a single letter to focus on, which they can often correct independently by sounding out the word again.
- Teach Spelling Rules e.g. I before E: The rule is "i before e except after c"
TEACHING SPEAKING AND LISTENING

a) Questioning

- Create a culture of extended student answers & student questions – reasoning is the norm.
- Ask authentic questions: shift identity roles & be a learner
- Plan open, higher-order questions, requiring: analysis, inference, synthesis, evaluation/comparison, hypothesis, speculation BUT... Don’t worry if it’s a weak question
- ‘What’s going on here?’ in a dialogic science lesson can work, as pupils will treat question as exploratory
- Wait time, Gall (1970)
- Use class-pair-class to deepen thinking – EAL, SEN, girls
- Avoid pseudo-questions & cueing: ‘it begins with A...’
- Chip away at the IRF: avoid evaluating & closing sequence
- Use expression & body-language to show interest instead
- See Bloom’s taxonomy of higher-order thinking
- Ask fewer but richer BIG, inquiry questions
- Avoid scatter-gun questions: stay longer with each student (see Alexander, 2000)
- FOLLOW UP: probe student’s thinking
- ‘Take up’ words & ideas from student’s response to probe precisely & give value: ‘But why blue? What are the associations?’
- Pass the ball, from peer to peer, across class: What do the rest of you think of Jake’s point?
- Student throws toy rat to ask a peer a question!
- Speculate, make a personal statement, predict, observe, play devil’s advocate: ‘I found the last part of that argument intriguing...’ ‘I wonder what would happen if...’
- ‘Some people would argue that...’

b) Pair/Group Talk:

- Plan groupings, no ICT ‘random generator’: 4-5 max, mixed-sex, diagonal seating: consider personality-mix, ability (mixed is often best), non-friendship (though could put 2 same-sex pairs of friends together for security); consider where to put EAL & SEN to maximise their learning & confidence; consider social class – i.e. mix pupils up, not reinforcing ability & social-class divisions.
- Keep groups stable for a few weeks, to develop trust, working relationships and rapport – pupils MUST feel at ease with peers
- Induct students in ground-rules, expectations & language of group talk: display their ‘rules’ around class & refer to them each time e.g. Ground-rules for talk:
  - Everyone must join in (be prompted to do this, by questions and encouragement by others)
  - All opinions must be listened to & respected
  - The group must try to reach agreement (or agree to disagree)
  - You should develop your own talk, giving reasons or evidence for your opinions
  - Challenges are good, if reasons are given
  - Don’t just agree, but try to develop others’ points, using more reasons or evidence (e.g. facts, quotations)
  - Keep asking questions: why? where’s the evidence? what do you mean?
- Set structured, higher-order, collaborative, timed task: problem-solve, compare, evaluate, e.g. ‘diamond’ sorting tasks.
- Raise status of group talk & emphasise process: written outcome must not dominate: Praise students for talking well in groups, giving precise feedback. ‘Well done for staying on task today & I heard lots of ‘why?‘ questions. Next week, let’s focus on giving more reasons, too!’
- Monitor groups, without over-intervening & taking over
Listen at a distance, using body-language & expression to show interest
- Practise weekly; try out roles (Chair, scribe, questioner, devil’s advocate, messenger) Be flexible: roles can be rigid; Chairs need rotating
- Students to reflect on quality of talk as group, set targets for next talk - Talk about talk! Good questions? Roles in talk? Dominance? Gender?
- Model ‘how to talk like a scientist...musician’ with another student or a TA to rest of the class. Show them how to do it, then ask them to practise
- Model how to seek help of peers in a group: be persistent & ask precise questions - and to give help – give precise explanations (Webb & Mastergeorge, 2009). Model useful talk strategies (polite disagreement?)
- Use sentence stems on IWB: I agree because… why do you think that? But don’t you think…? ‘Maybe it means…’ or use ‘chance’ cards
- Challenge pupils’ expectations about talk. Talk for Learning is not about performing to a class: it involves collaborating and creating fresh ideas, by jointly constructing meaning with peers
- Reflect on how you act & speak in different parts of lesson: be dialogic and LISTEN to students, without talking: give them the floor in groups and expect them to become mature & responsible, over time, staying on task & taking responsibility for the group’s progress & for quality talk
- Be prepared to do pair/group talk with your most challenging groups: research shows they will benefit the most (Mercer/Littleton, 2007; Coultas, 2007)
- But use earlier structured, timed approach, building up to longer group discussions
- Effective group talk doesn’t just happen because of a creative task: it builds gradually, with practice, guidance & when students respect/trust peers and are given responsibility to act more independently, using each other, not the teacher, as a source of understanding
- Experiment with different types of grouping and task. Eg: Home & Envoy (5 envoy grps research 5 topics. 1 member of each returns to ‘home’ grps & is responsible for feeding back on their specialist topic – see Coultas book).

**c) Suggested Group Tasks for English lessons**

- genuine ‘group’ tasks – i.e. they can only complete it as a group, not individually
- Tasks must ask grps to: make a choice; rank something in importance; evaluate something, weighing up evidence; solve a problem; debate a topic, using evidence; speculate/hypothesise. Group talk is good for exploring a range of ideas in some depth and can aid differentiation.
- Could involve a challenge/competition between the grps (see below)
- Think of tasks that enable pupils to do the following sorts of higher-order thinking:
  - Analyse – 3 texts – which is the most persuasive or effective and why? (picture, poem, non-fiction or media text)
  - Speculate/hypothesise/predict – speculate about the lives of the characters in pictures from the clues given – build up character portraits AND a storyline to be developed as a short story OR predict some elements of the story BUT do it in a sophisticated way – not just randomly guess what might happen, but, BASED on what pupils already know of the characters, states of mind/relationships, plot, type of story/genre, etc…how might things develop? Explain their reasoning to each other.
  - Evaluate – decide on which of 3-10 things is the most significant and say why? Use the diamond shape idea of cut-ups. (Which 3 of 8 charities deserves lottery funding and why? Which 4 things are the most important of these?)
  - Synthesise – can pupils draw together the main points from 2 articles against genetic engineering/cloning and put them into a combined argument of their own to argue that it needs more regulations?
**Teaching Shakespeare**

- Come back to the direct experience of the script i.e. acting it out
- Making Shakespeare learner-centred e.g. students drawing on our cultures for interpretations
- Shakespeare as a cooperative, shared activity e.g. students working together to share the language of a speech
- Making Shakespeare exploratory e.g. students infer or speculate ‘what ifs’ etc
- Addressing the distinctive qualities of the play e.g. exploring themes by students designing a book cover or theatre programme/poster/trailer
- Offering choice and variety in responses, resources and activities e.g. performance and physical exploration, discussion, all types of writing
- Explore multiple interpretations e.g. students explore alternative viewpoints of a scene / alternative endings through hot-seating/writing or stage a scene from an interpretative/theoretical perspective e.g. feminist
- Experimenting with Shakespeare’s language e.g. changing the order of word/phrases/making up own words/iambic pentameter
- Getting to know the story by watching a 30 minute animated version then writing it as a min-saga on enacting it in 10 lines or as a ‘Whoosh’
- Exploring character/theme by active approaches e.g. role playing job interviews/lifetime achievement award TV programmes/hot-seating/using props/ranking characters/preparing tableaux
- Exploring openings by constructing the opening sequence of a film version
- Teacher as performer/follow-my leader e.g. speaking the script
- Student as director
- Using film/theatre visits

**Using Drama**

- Use drama techniques such as teacher-in-role, hotseating, tableaux to involve students in examining themes, issues and meanings
- Use performance of texts to develop students’ understanding and appreciation of language, dramatic form, character and performance
- Use role play, script writing and a range of stimuli to develop students’ reading, writing and speaking and listening
- Require students to reflect upon and evaluate features of their own and others’ performance to develop their understanding of techniques for conveying meaning

**Media**

- Experience, enjoy and discuss moving-image texts of many kinds (for example, cinema films, factual and dramatic TV programmes, YouTube clips, computer games), texts from the printed media, and texts which combine different modes (for example, websites carrying writing, images and sound).
- Consider complex meanings such as ambiguity, through close analysis of media texts.
- Research media institutions (broadcasters, news conglomerates, game companies) and their practices, motivations and functions
- Consider complex audience formations in relation to social class, gender and ethnicity; and how audiences are becoming producers in the digital age.
- make media texts in different forms, developing more complex skills for example in filming, visual design of printed media, editing, game design and online media design (such as navigation, hyperlinking, uses of widgets and plug-ins).
- develop complex representations of themselves, of their peers, of other individuals and groups in society, and of ideas.
- simulate media institutions (for example, film and television production companies, museums and cinemas, newspapers, film agencies and institutes, regulators, broadcasters, game developers, social media start-ups, archives) in their own productions.
- develop further their understandings of media audiences: across social groups, over time, internationally, across and between different media.
- explore, through research, simulation and creative practice, the wider contexts of media culture: taste, pleasure and cultural value; the functions of the media in entertainment, high art, popular culture, politics and education; the relationship between the media arts and the digital sciences (for example, in computer-generated imaging in films, electronic design of newspapers and magazines, the programming of games).

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 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.

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 their progress against the Teachers’ Standards since the last mentor meeting using the Professional Practice Profile tracker.
- 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.

After the meeting trainees should:
- Make additional comments on progress if requested.
- Ensure the on-line Professional Practice Tracker has been updated
- Complete a ‘To Do’ list as required.

Once a half term, trainees should update their Professional Practice Tracker by:
- Highlighting the relevant, agreed upon statements that best reflect their progress against the Teachers’ Standards after discussing this with the mentor. Note where the evidence can be found that demonstrates the progress made.
- Keeping a summary of key discussion points.
- Identifying targets (coming out of the discussion) for the forthcoming weeks and strategies for achieving them.

After the meeting mentors should:
- Check that the notes taken during the meeting correspond to your understanding of the discussion.
Weeks Beginning – 3rd, 10th and 17th September
University induction weeks for all

On non-university days (Monday 3rd and Tuesday 4th September), School Direct 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. Mentor should start preparing trainee’s timetable following mentor training on Sept 20th.

Week Beginning – 24th September 2018
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.
- Finalise trainee’s timetable
- 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.

Week Beginning – 1st October 2018
Session 2 - Focus: Lesson planning and students’ individual needs incl. use of IWB
- Observations – trainee should observe all of the classes they will be teaching, plus a range of other teachers.
- 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).
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught
- Help with Subject tasks
- Who to contact in school SENCO etc
- Which IWB software is used in the department? Does the trainee require some time for learning a new program etc?

Week Beginning – 8th October 2018
Session 3 - Focus: Behaviour management
- Trainees should teach at least one starter/ part of a lesson or team teach a lesson this week
- 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 15th October 2018
Session 4 – Focus: First teaching tasks
- Trainees should teach at least one whole class lesson this week
- Mentoring session should focus on reviewing this session and agreeing targets.
- Discussion of Applying Professional Knowledge assignment – a possible class and pedagogical approach; rationale
- Completion of Tracker and Professional Practice Profile A (due 19th Oct)
**Academic Assignment – the ‘APK’**

During this term, the trainee should begin working on their Applying Professional Knowledge (APK) essay. It would be helpful if the mentor could guide the trainee towards an appropriate class and pedagogical approach e.g. using dialogic talk with a Year 10 class to explore GCSE poetry. Details of the assignment are given below.

In consultation with your curriculum tutor and mentor, identify an appropriate topic in your specialist curriculum and/or phase to develop a unit of work or sequence of lessons.

Using established school based models, research literature and electronic resources as appropriate, critically reflect upon different approaches to both teaching and learning and outline how your own unit of work develops existing practice and responds to the specific needs of pupils in your professional practice placement.

The unit of work/sequence of lessons should be designed so that it could be taught over a period of approximately 4 - 6 hours pupil contact time as a norm. The lessons should be taught in part or in full during professional practice in the Autumn, or first part of the Spring terms.

Advice should be sought from your curriculum tutor and mentor about the overall learning objectives and the most appropriate time to plan and teach the lessons. Enough time should be left to ensure that all issues arising from its teaching and assessment should be fully evaluated.

The assignment itself should therefore include the following:

- **A Rationale** - this should include a discussion on why the topic selected should be taught, how it responds to statutory requirements in your subject area/phase as well as the local needs of the pupils you teach. It should explain why teaching and learning approaches have been adopted, an analysis of how pedagogic theory informed planning as well as how pupil learning is assessed. A variety of scholarship should underpin this discussion.

- **The Unit of Work/Lesson Sequence** - this should include an overview grid outlining objectives and learning outcomes, more detailed lesson plans, teaching and learning resources and assessment activities and criteria. Individual taught lessons will also include evaluations on an agreed format.

- **Evaluation** - this should reflect upon the overall impact of the lessons on pupil learning as well as issues emerging from individual lessons. Strong assignments will include critical analysis which pick up on issues discussed in the rationale and relate these to relevant literature and scholarship. If teaching every lesson has been difficult then critical reflections upon how prior teaching episodes informed the planning process should be included. The evaluation should conclude with a clear indication of how this lesson sequence planning could be developed.

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**Week beginning – 22nd October 2018 – Half Term/ Directed Study Time Week for all trainees**

**Week Beginning – 29th October 2018 (Directed Study Time for Brighton and Hove trainees)**

**Session 5 – Focus: Differentiation (SEN) and working with TA**

- Look at departmental strategies for different needs and abilities, especially SEN (incl. EAL)
- Planning differentiated tasks and lessons
- Pupil groupings and peer teaching/support
- Effective planning for using TAs
- Planning for teaching for upcoming weeks
- **Trainee should be teaching 2 – 3 lessons of a KS3 class**
- Finalise APK focus
Week Beginning – 5th November 2018
Session 6 - Focus: AFL and Transition
- Introducing department mark schemes and policy including how to mark formatively, using self and peer-assessment effectively; DIRT activities
- Identifying assessment opportunities – when might they occur/be planned for (incl. homework)?
- Mid term planning and short term planning with a focus on trainee’s classes
- Arrangements for pupil transition (trainee will need to visit feeder school for 1 – 2 days before Christmas)
- Trainee should be teaching 2 – 3 lessons of a KS3 class and planning to take another class next week

Week Beginning – 12th November 2018
Session 7 – Focus: Teaching GCSE
- Review of subject knowledge development
- Planning for teaching KS4 – looking at exam syllabus and SOW
- Assessment at KS4 using numerical grades - discussion of individual pupil work including some moderation of marked pieces.
- Trainee should be teaching two KS3 classes, one of which should be APK SOW and planning on picking up some GCSE lessons next week or the following week

Week Beginning – 19th November 2018
Session 8 - Focus: Pedagogy for writing and ideas for the more able
- Effective strategies for teaching writing e.g. modelling, using visualisers, shared writing, talk for writing, writing frames, word banks
- Discussion of school policy for more able/ G and T
- How to stretch and challenge more able in English

Week Beginning – 26th November 2018
Session 9 - Focus: Working with data and e-learning
- Information on pupils’ CATS/SATS scores, SEN info, targets, IEPs etc on trainees’ classes
- 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
- How to use ipads/cameras in English lesson – discussion of how trainee can get involved with BBC School Report
- Consider opportunities for using the school’s Learning Platform to enhance student learning

Week Beginning – 3rd December 2018
Session 10 - Focus: 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 and planning appropriate questions
- Trainee should be teaching approx. 8 hrs a week

Week Beginning – 11th December 2017
Session 11 - 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 (KS3)
• Discussion of APK (evaluation of SOW)
• Review Tracker and completion of Professional Practice Profile B (due Dec 14th)

w/b 17th December 2018 – Christmas Holiday
w/b 24th December 2018 – Christmas Holiday
w/b 31st December 2018 – Christmas Holiday and Curriculum Studies (3rd, 4th Jan 2019)

Spring Term

Week Beginning – 7th January 2019
Session 12 - Focus: Personalised Learning and review of term
• Planning differentiated tasks, especially for EAL learners
• Brief discussion about progress of Applying Professional Knowledge assignment
• Review of trainee progress including subject knowledge and target setting for Spring term

Week Beginning – 14th January 2019
Session 13 - Focus: Applying for Jobs
• Writing a job application
• Interview techniques; what would you look for in a candidate?

Week Beginning – 21st January 2019
Session 14 - Focus: Review of folders and SKAs
• Review of subject knowledge development
• Checking paperwork – lesson plans and evaluations, class data sheets/ mark books
• Reviewing evidence for Standards
• Review of Tracker

Week Beginning – 28th January 2019
Session 15 - Focus: Assessment and student progress
• 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?
• Presentation of mark book and assessment records
• Tracking of progress over longer term
• Identification of support strategies for targeted pupils, e.g. SEN/ pupil premium

Week Beginning – 4th February 2019
Session 16 - Focus: Drama, Media and Creativity
• Using drama, media and creative approaches when teaching English
• Mentors and PGCE trainees to meet Placement 2 Trainees/ Mentors on 30th January at university
• SD trainees to arrange visit to Placement 2 this week

Week Beginning – 11th February 2019
Session 17- Focus: Preparation for Placement 2
• Approaches to ‘A’ level teaching if available – review of syllabus and observation of lessons or arrange a visit to local 6th form college if not possible during Placement 2
• Review of main placement and targets for placement 2
• Completion of Professional Practice Profile C referring to Tracker (due 15th Feb)

Week Beginning – 18th February – Directed Study Time Week/ Half term
Spring Term: Start of Placement Two

Week Beginning – 25th February 2019
Session 18 - 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
- 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?
- Discussion of timetable – trainee should be teaching 12 hrs by Easter

Week Beginning – 4th March 2019
Session 19 - Focus: Assessment Policy and Transition (KS4 to KS5)
- Department assessment policy; use of levels/pathways; setting up markbook for new classes
- Trainee to mark student work; mentor to moderate
- KS4 continuity and progression
- Approaches to ‘A’ level teaching if available – review of syllabus and observation of lessons or arrange a visit to local 6th form college if not possible
- Trainees to be teaching 9 – 10 hrs per week

Week Beginning – 11th March 2019
Session 20 - Focus: Working with parents/guardians
- Tracking student progress and personalised targets
- Report writing
- Arrangements for participation in meeting with parents
- When and how to phone home – what to say/not to say, school procedures etc

Week Beginning – 18th March 2019
Session 21 - Focus: Working with Teaching Assistants and SEN students
- How Teaching Assistants are used in the department
- Ideas for working effectively with Teaching Assistants
- Strategies for managing the learning of pupils with specific disabilities especially dyslexia and Speech and Language difficulties
- Review Tracker

Week Beginning 25th March 2019
Session 22 – Focus: Review; exploring reading for pleasure at KS3
- SKA review
- Standards evidence review
- Discussion of wider reading opportunities and focus on how to promote

Week Beginning – 1st April 2019
Session 23 - Focus: Reviewing individual needs and progress,
- Review of trainee progress
- Target setting for Summer term
- Planning requirements for Summer term
- Trainees should be teaching 12 hrs
Completion of Professional Practice Profile D using evidence from Tracker (by Friday 5th April 2019)

Week Beginning – 8th April– Easter Holiday
Week Beginning – 15th April – Easter Holiday
Summer Term

Week Beginning – 22nd April 2019
Session 24 - Focus: 14-19 courses, examination work and moderation
- School Direct trainees returning to Main Placement, should be teaching 12 hrs a week
- 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; trainee to mark; mentor to moderate
- Review Tracker

Week Beginning – 29th April 2019
Session 25 - Focus: Assessment at KS3 and Outstanding Lessons
- Assessment at KS3 – discussion/ moderation of individual pupil work
- Reporting assessment information to parents/guardians
- What does an outstanding lesson in this subject look like? How can you work towards this? Trainee should have observed some ‘outstanding’ teachers in the school – reflection and analysis
- Optional EPK: discussion of possible research questions

Academic Assignment: Exploring Professional Knowledge (the ‘EPK’)

THIS MODULE IS OPTIONAL AND IS ADDITIONAL TO THE PGCE AWARD

In consultation with your curriculum tutor and mentor, carry out small scale school based research and present a case study of an aspect of teaching or learning in your curriculum area/phase. Subject to negotiation with curriculum and professional tutors a broader focus on a whole school issue may be agreed.

This module requires you to design, conduct, evaluate and report on a very small-scale empirical study conducted in your own professional context. It enables you to develop your practical and theoretical understanding of research methods and your critical understanding of a particular topic.

Those opting for this module will be offered an introduction to research methods and should evaluate the entire process, critically engaging with, and applying methodological literature throughout. You will, thereby, develop a practical and intellectual understanding of key research paradigms, enquiry methods and processes, including the importance of ethical considerations, reflexivity and researcher positioning and other key research concepts.

Objectives and Links to the Teachers’ Standards
The purpose of this assessment is to strengthen knowledge and understanding through wider reading of literature and investigations within the school context. It provides an opportunity for the initial development of research methods and promotes reflection on how to improve professional practice. As such it empowers trainees to take responsibility for their own professional development. Links with the Teachers’ Standards will be dependent on the chosen focus. In all cases this assignment offers trainees the opportunity to make progress towards: 8 Fulfill wider professional responsibilities

Guidance
This assignment is a substantial piece of work, carried out during Professional Practice 2. Trainees are expected to complete an evidence based research project that investigates a particular facet of teaching and learning using approaches that are appropriate to the enquiry focus. Topics are agreed with the Curriculum Tutor/Mentor, usually in the second half of the Spring term and all
trainees are expected to submit a written proposal and working title in advance. If necessary trainees will need to submit for ethical clearance in advance of data collection. All trainees who opt for this course are expected to attend workshops in the Spring/Summer Terms which explore the nature of the assignment and introduce a variety of research strategies and methods.

Research findings are presented to a panel of assessors and a wider audience of peers and colleagues on Friday 28th June 2019. Candidates will be given no more than 20 minutes to present an overview of their research including the context, research questions, methodology, literature foundations, data analysis, findings and recommendations. In addition trainees will be expected to upload a copy of their presentation slides and an annotated bibliography plus any other supporting documentation to Study Direct by 9.00 on this date.

A focus should be identified, discussed and agreed with your university tutor (following consultations within your mentor and other school colleagues e.g. head of department) no later than Friday 26th April 2019. All trainees are entitled to tutorial support and feedback on 50% of the assignment. Draft assignments should be submitted for formative assessment no later than Friday 7th June 2019. Exemplar materials are provided on the VLE although candidates are warned that the focus and/or assessment brief can change each year so these should be used with caution. Further guidance on preparing for this assignment is issued in a briefing session and in addition Curriculum Tutors may provide subject specific guidance about this assignment.

**Week Beginning – 6th May 2019**
**Session 26 - Focus: Diversity, Equal Opportunities and Meeting Individual Needs**
- Strategies for working with EAL pupils
- Consideration of issues relating to: Gender; Ethnic groups; Class
- Target-setting for individuals
- Review of subject knowledge development
- Review of progress and Portfolio

**Week Beginning – 13th May and 20th May**
**Session 28 - Focus: preparation for RPK and NQT year**
- Identify targets for NQT year
- The NQT Year
Completion of Professional Practice Profile E using Tracker (by Friday 24th May 2019)

**Week Beginning 27th May – Half Term**

**Week Beginning 3rd June – until Thursday 6th June**
- Salaried Schools Directs and anyone requiring catch up days will be in school
- English and Media; English and Drama trainees will be in school
- Those opting for the EPK assignment may still be in school, conducting research, not teaching
- All other trainees will be on Enrichment Week

**Enrichment Week**
- Mon – Thurs there will be a range of enrichment activities to choose from including:
- Visit to the English and Media Centre in London with workshops on practical ideas for teaching
- Theatre trip if available
- Visit to an alternative placement e.g. PRU/ College/ hospital/ prison
- Cross-curricular day

**Friday 7th June**
- Final day of course for all trainees
**Week Beginning 10th June**
- English and Media; English and Drama trainees will be in school

**Absence from School**

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 advanced 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’ ‘non-contact 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 (24 – 48 hrs *minimum* prior to the lesson; please note, this is two **working days** – not evenings or weekends i.e. a lesson to be taught period 3 Monday, should be submitted to class teacher by period 3 Thursday). This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.

You need to 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.

**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.

**Curriculum Tutor School Visits**

The curriculum tutor visits each English trainee with a minimum of one per placement. The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of the Professional Progress Tracker. Additional visits can be arranged if necessary at the request of either trainees or mentors.

The purpose of a curriculum tutor visit is to provide the trainee with feedback on their progress, to identify strengths and to develop strategies for improving practice and moderate school-based training. Curriculum tutor visits are therefore nearly always exclusively formative and should not be viewed as a kind of formal assessment of classroom practice.

- The curriculum tutor asks trainees to identify suitable visit dates from a list circulated early in the autumn term.
- In the interests of moderation and professional development, it is essential to arrange a joint observation between the mentor and curriculum tutor.
- Once the date and time have been decided, the trainee is expected to notify the mentor and the Professional tutor in school. Please note - trainees will not be visited without notice.
- On most school visits, the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit trainees should prepare a lesson plan (using or based upon the English lesson planning proforma), identify a suitable focus (linked to Teachers’ Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival.
- Ideally it is helpful if there is time before the lesson to discuss this focus.
- Following the observation, the lesson is reviewed jointly with the mentor. The tutor will also check the trainee’s Professional Progress Tracker after the debrief.
- At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email their own evaluation to the tutor and keep a copy for their records.

**Primary whole day visit**

The idea behind visiting a primary school is to ensure that secondary trainees develop their understanding of progression across the Key Stages (KS2-3) and understand some of the issues around transition (Year 6-7). This understanding should be holistic as well as subject specific. Whilst you are visiting the primary school you will need to reflect on how this might impact your understanding of your own subject’s curriculum and teaching practices at secondary level.(specifically Year 7?) Your reflections on your primary school visit should be recorded in a written report of 1-2 pages of A4 which will be placed in your RPK portfolio. A writing frame to support your reflections will be provided.

Here are some key issues you might want to consider whilst visiting your primary school that could be reflected on in your end of visit report:

**Pre-visit:** All these help build up a sense of the purposes, practices and ethos of the school. Read the school’s teaching and learning policy, the school website and the school’s latest Ofsted report to get a broad overview of the school and build up a sense of the purposes, practices and ethos of the school.
Whilst you are visiting:

Spend some of the day with a particular teacher in Upper Key Stage 2 (Year 5 and 6). If it is possible, observe a lesson in your own curriculum area. Consider:

- Methods of teaching and learning with younger children (groupings, pair work, questioning, resources, teacher versus student led learning, differentiation, use of ICT, cross-curricular work, assessment for learning)
- How teachers space the learning over the course of the day and integrate with play
- Expectations of year 6 and 7 pupils
- Teacher-pupil relationships
- Interest and motivation of pupils – rewards used, behaviour management, sanctions
- Organisation of classroom space
- Classroom and school displays
- Literacy – how is this embedded in the lesson and/or across the curriculum?
- Look through pupils’ books – what are the expectations with regards to presentation, grammar, spelling and grammar and marking?

After you visit:

If you have the chance to have a follow up day in the same primary school, take the opportunity of teaching children - possibly in small groups - some aspect of your own specialist curriculum area.

A short note of thanks to the school following each visit is usually appreciated.

Sixth Form Enhancement

There may well be a possibility for you to undertake a visit to a Sixth Form College that your school could organise for you to observe lessons either in your main placement school if 11-18 or to an local independent Sixth Form College. These visits might also be arranged by university based curriculum tutors as part of their Curriculum Studies programmes.

Where a visit to a Sixth Form might not be possible, curriculum tutors will incorporate inputs on the KS5 curriculum and assessment as well as wider issues regarding transition Key Stage 4-5.

Curriculum Studies

Below, please find the sessions we will be covering during induction and on Fridays. Pre-reading will be published before each seminar, and trainees will be expected to bring a hard copy of recommended chapters or notes for discussion.

Induction (first 3 weeks of September)

- An Introduction to English Teaching including different pedagogical ‘models’ for the teaching of English; a critical overview of developments in subject English through the 20th Century and beyond. This will involve consideration of key policy changes, the role of subject associations, and the significance of particular individuals.

- Reading – An introduction to theories of how children read, decode and comprehend texts and of the most effective reading strategies to develop students to be independent, keen readers with a focus on ‘Private Peaceful’.

- Planning – An introduction to the planning cycle and the relationship between the long, medium and short-term plans; how to plan using the Lesson Plan Proforma.
• Writing – An introduction to theories and approaches to writing. This session focuses on how to turn students into writers, extending their linguistic and grammatical skills, while motivating them to write in a creative way, critically reviewing their writing, individually and with peers.

• What kind of English teacher are you? Trainees will explore different pedagogies that have evolved within secondary English teaching, and consider their own initial views as teachers of English in the light of these models.

• Grammar and Creativity: knowledge and understanding of grammar; introduction to interesting ways of developing pupils’ English Language subject knowledge and skills as effective writers.

• Why is dialogic talk so important to learning? This deepens ideas from the Psychology lectures to show how teachers can use whole-class and group talk to develop students’ thinking and articulacy and how this can be assessed.

• Active approaches to teaching Shakespeare

• Teaching the shared reader: what is guided reading? How do forms of group and guided reading enable students to develop their comprehension of texts? Focus on Now is the Time for Running

• Planning a Reading Lesson: Private Peaceful’ - the kinds of questions teachers ask around the text, and putting together a reading lesson in pairs.

• GCSE English: an exploration of the GCSE requirements, using the AQA specifications.

• Assessment – an exploration of assessment practice, from assessing a piece of work and providing effective formative feedback to target-setting and the tracking of progress over the longer term

• The Winter’s Tale: experience what it is like to be a ‘groundling’ in the yard at The Globe.

• Exploring opportunities and activities for wider reading at a local Secondary School.

• Reflective practice: theory into Practice for the English teacher

• Specific behavioural challenges in English and some approaches.

Rest of Autumn Term

• Lesson Planning: focus on effective learning intentions and planning for effective questioning. Please bring resources for a lesson you need to plan, e.g SOW, text, exam syllabus.

• Preparing for the APK (1) : Literature Review: Opportunity to discuss titles and foci

• How to differentiate effectively in English lessons

• planning for working with TAs

• Working with others for the English teacher: teachers, parents and outside agencies.
Suggestions for using AFL effectively at KS3, including DIRT strategies and giving effective feedback. You will look at some real examples of student work and one school’s marking policy.

How readers learn to decode and read: an introduction to using phonics and other early reading strategies

Preparing to teach GCSE English Language texts

Poetry – This session will develop trainees’ ability to plan engaging lessons on a range of poetry from different historical periods, KS3 & 4 & identify subject knowledge gaps in poetry. It includes planning for challenge with higher-attaining readers, while identifying the range of teaching strategies, from theories of reading, that support weaker readers.

Further exploration of effective methods for teaching writing, such as modelling, using visualisers, shared writing, talk for writing.

Pupil Progress and Assessment; Inclusion: Closing The Gap in English – An examination of the effect of socio/economic background on teaching and learning in English with appropriate strategies for closing the attainment gap and using data for planning, feedback and progress.

G+T – This session will focus on identifying and differentiating for students of particularly high-attainment and/or potential in English, in terms of reading, writing and speaking and listening, using a range of approaches.

Spring Term

An exploration of what we need to be thinking about with EAL learners; generic and specific, practical strategies to support EAL learners in English classes

Preparing for APK: evaluation

AFL in English: continuous and periodic assessment with a focus on KS3. Assessment of KS3 and 4: these sessions will develop trainees’ understanding of best practice in assessment, formative and summative, based on the research evidence. It will develop trainees’ skills in assessing and monitoring the whole-class and individual progress.

English and SEN: some of the issues and a range of suggested strategies

Using media and drama to create Shakespeare trailers

Teaching ‘A’ Level Literature: This session will use ‘A’ Level texts to develop trainees’ knowledge of the aims and assessment framework of A Level English Literature. It will also enable them to identify the best teaching approaches for developing pupils’ knowledge and understanding of English literature; and their critical, analytical skills in writing and debate

How to teach and assess writing at KS4

Teaching 19th Century Prose

Teaching A Level English Language – This session will focus on English Language through a range of activities that promote a deep understanding of effective pedagogies for teaching at KS5
Summer Term:

- Activities preparing for final RPK assessment and professional dialogue interview
- Celebrating wide reading: the young adult novel

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/classlists (CAT and NC test scores; reading ages; target levels; SEN or Gifted & talented data, individual comments on each student), 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 Profiles (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, at the designated dates but try to do it half-termly.

- **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.

Planning your time

Many teachers use a planner document like this:

These are really useful as they have a day per page for you to map out what you are doing in your lessons and help you plan ahead.

You can buy them online from: http://www.edplanbooks.com/

You don’t have to buy them, but other trainees have found them really helpful in the past.

You may prefer to use an electronic diary such as Outlook on a tablet or laptop.
The principle is the same - programme in all key events and deadlines.

- **Note the key dates for assignments** (proposals, drafts and deadlines etc)
- **Note the key dates for assessments** (progress updates, professional practice profiles and cause for concern)
- **Note the days that you may be finishing late** (mentor meetings, open evenings, parents' consultation evenings)
- Make sure that you do not plan family/friend events at times that seem very busy on the calendar.
- **Build in time that is ‘holiday’** to ensure that you are not too tired throughout the year.

**Useful stationery**

**For you to use in lessons**
- Board pens
- Highlighters
- Blu tac
- Stickers or stampers to use as rewards eg [http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSgemkscCFUvtAodhD0Cug](http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSgemkscCFUvtAodhD0Cug) but there are other similar web sites

**For your students**
You will find it helpful to have a supply of cheap pens and pencils to lend to the less organized students in your class – it saves a lot of time and trouble in lessons but do check departmental policy on bringing equipment.

**VIRTUAL LEARNING ENVIRONMENT - CANVAS**

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
- important forms
- a social space

The Sussex University VLE uses Canvas. It can be accessed directly at: [https://canvas.sussex.ac.uk/](https://canvas.sussex.ac.uk/) After logging in, the Canvas home page will appear and you will see a list of course sites. Click on PGCE English 2018-19 for the English course site. This site is for both PGCE and SD trainees. Further information on Canvas will be given in a lecture and curriculum session. From time to time we will ask you to upload your informal assignments, good lesson ideas, your resources or specific notes relating to your Directed Tasks.

Canvas is also 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. Canvas therefore 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 log in to Canvas regularly, particularly when you are away from university in school placements.

Subject Tasks

PGCE and School Direct Training trainees are required to complete the following tasks in their induction week/s and those following.

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 or mentor sessions.

| ST1. Teaching a grammar ‘starter’ activity at KS3 | 
| Due on 12th September | 
| 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 National Curriculum glossary for technical grammatical terms. |
| 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. |
ST2. Peer teaching on a Subject Gap: Presentation to tutor and peers on Friday 5 October and Friday 12 October

Choose a gap, 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, 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.
3. One or two modern poets, contextualised and drawing on critical theory: e.g Heaney, Armitage, Duffy, etc.
4. Victorian poetry: Browning, Tennyson, Hardy
5. The History of Standard English
6. Language and Gender
7. Critical theory in relation to pre-1914 KS4 texts, e.g. Great Expectations, 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.
10. World War 1 poetry: contexts and critical theory.

ST3 Lesson Observation which focuses on Lesson Planning: due Friday 5th October, 2017.

Choose one class to observe and using 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/progress and motivation. Reflect on the approach to pedagogy in this lesson, for example, did the lesson follow a four-part lesson structure?
What objectives were used? 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?

<table>
<thead>
<tr>
<th>ST4: A lesson observation which focuses on behaviour management: discuss with your mentor week beginning Friday 8th October, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe one or two lessons and list all the classroom management strategies that are used to maintain the pupils’ concentration on their learning.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Analyse the balance of the use of praise versus sanctions.</td>
</tr>
<tr>
<td>-How consistent was the teacher?</td>
</tr>
<tr>
<td>-How did the teacher use the language of choice or consequences?</td>
</tr>
<tr>
<td>-How did the dynamics of the class change according to the strategies used?</td>
</tr>
<tr>
<td>-How did the behaviour affect the learning?</td>
</tr>
<tr>
<td>-Note the seating plan and how this affected the behaviour.</td>
</tr>
<tr>
<td>-Note the time of day and how far this affected the behaviour.</td>
</tr>
<tr>
<td>-Note the entrance and exit: what strategies did the teacher use to manage behaviour at the start and end of the lesson?</td>
</tr>
<tr>
<td>Please use the form provided to record your observations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ST5 Reading for Pleasure at KS3 Due 26th April, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will provide you with a list of current Key Stage 3 wider reading books. Read one and be prepared to feedback briefly (3 mins max) on:</td>
</tr>
<tr>
<td>What you liked/ disliked about it; whether you would recommend it and who to?</td>
</tr>
<tr>
<td>Whether you would you teach it or if it should just be saved for wider reading etc – NO POWERPOINT!</td>
</tr>
</tbody>
</table>
ST6 KS2 - 3 Transition Task Due 13th May, 2019

You will liaise with your Professional Tutor or Transition Leader in school to arrange 1 – 2 days of observation in a feeder school before the end of the spring term. Try to arrange these on days when you have a lighter timetable at secondary school so that you don’t miss too many classes.

Aim to do all of these tasks, as they will give you an essential overview of the teaching of English at KS2 to enable you to reflect on issues of transition. Your notes and reflections on your primary placement must be placed in your Teaching File and will be discussed at as part of your RPK interview at the end of the course. Above all, take an active interest in what is going on and offer to help where possible.

Activity 1 - The literacy environment Observe and record as much as possible about the classroom and school environment and how it supports literacy; for example, displays, notices, classroom layout, book corners, resources and so on. Note also how the teaching of literacy is organised in the school, (e.g. English lessons, quiet reading times, story reading, extended writing lessons, handwriting sessions etc.), and how English is brought into other areas of the curriculum. Try to obtain the English policy document for the school and talk to the English co-coordinator.

Activity 2 - Observing how grammar is taught There is a big emphasis on grammar now due to KS2 tests - worth seeing if this is taught in context and through rich texts.

Activity 3 – Assessment Find out how the school is assessing the students now the old NC levels have gone and ensure you have a copy. How does this link with what your secondary placement school is doing?

Activity 4 - Reading conferences Carry out a reading conference with 2 or 3 pupils (if possible representing a range of ability), where you ask pupils about their reading habits at home and school and listen to them read a book. Note the reading strategies used (e.g. references to early phonics such as sounding out letters or words, scanning the page for meaning, self-correction etc.) as well as any miscues, (e.g. substitution of words or letters, lack of comprehension etc). Record your assessment of the child’s reading level, using the school’s descriptions, and note anything else of interest, such as gender differences.

Activity 4 - Writing Observe and help with writing activities and how these are taught, both within and outside English. Collect examples of children’s writing across a range of ages and abilities, and note the level attained, using the school’s level descriptors.

Activity 5 - Speaking and listening Note how oral work (in the broadest sense, plus drama and role-play, if seen) is included in the teaching of English and other subjects, and record ideas and responses that are of particular interest, including gender issues.
## 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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?

Know your acronyms (KYA)

Education is littered with acronyms. Here are a few to start you off.

ADHD – Attention Deficit Disorder
AEN – Additional Educational Need
AFL – Assessment for Learning
AHT – Assistant Headteacher
ASD – Autistic Spectrum Disorder
APK – Applying Professional Knowledge
APS – Average Point Score
ASD – Autistic Spectrum Disorder
AUP – Acceptable Use Policy
BFL – Behaviour for Learning
BSD – Behavioural and Social Difficulties
CAMHS – Child and Adolescent Mental Health Services
C4C – Cause for Concern
CATs – Cognitive Ability Tests
CLA – Children Looked After (replaces LAC – Looked after Child)
CP – Child Protection
CPD – Continuing Professional Development
CS – Curriculum Studies
CT – Curriculum Tutor
DfE – Department for Education
DHT – Deputy Headteacher
DST – Directed Study Time
EAL – English as an Additional Language
EBD – Emotional and behavioural difficulties
EBI – Even Better If
EPK – Exploring Professional Knowledge
EWO – Education Welfare Officer
FFT – Fischer Family Trust
HAPs – Higher Ability Pupils
HI – Hearing Impairment
HLTA – Higher Level Teaching Assistant
HoD – Head of Department
HoY – Head of Year
ITE – Initial Teacher Education
ITT – Initial Teacher Training
LAPs – Lower Ability Learners
MAPs – Middle Ability Learners
MLD – Mild Learning Difficulties
NATE – National Association of Teachers of English
NASUWT – National Association of Schoolmasters and Union of Women Teachers
NEET – Not in Education, Employment and Training
NLT – National Literacy Trust
PP – Pupil Premium (previously FSM – Free School Meals)
PPA – Planning, Preparation and Assessment (on a teacher’s timetable)
PPP – Professional Practice Profile (terminal professional practice assessments written by schools)
PS – Professional Studies
PUR – Progress Update report
RAISE – Reporting and Analysis for Improvement through Self Evaluation
REV – Review Time
ROE – Record of Evidence
RPK – Reflecting on Professional Knowledge
SATs – Standard Attainment Tests
SEF – School Evaluation Form
SENCO – Special Educational Need Co-ordinator
SEND – Special Educational Needs and Disability
SIMS – Schools Information Management System
SKA – Subject Knowledge Audit
SKE – Subject Knowledge Enhancement Course
SLT – Senior Leadership Team (SMT – School Management Team)
SpLD – Specific Learning Difficulty
TA – Teaching Assistant
TT - Timetable
VLE – Virtual Learning Environment
WWW – What Went Well
Secondary Lesson Observation Report

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time:</td>
<td>Subject/Year/Ability:</td>
</tr>
<tr>
<td>Lesson Topic:</td>
<td>Observer(s):</td>
</tr>
<tr>
<td>Observation Focus:</td>
<td></td>
</tr>
</tbody>
</table>

A copy of the completed report should be given to the trainee within 24 hours of the observation.

At least one strength and one target should focus on subject knowledge or subject pedagogy.

### PROGRESS / STRENGTHS
Please identify emerging areas of progress observed

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge/subject pedagogy:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### PROGRESS / STRENGTHS
Please identify below any emerging areas of progress observed from outside of this observation.

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
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</thead>
<tbody>
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</tbody>
</table>

### TARGETS
Please identify areas for development

<table>
<thead>
<tr>
<th>Ways of addressing targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge/subject pedagogy:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### TARGETS
Please identify below any emerging targets observed from outside of this observation.

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Please comment on trainee progress as demonstrated in the lesson</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**Progress of the trainee:**

<table>
<thead>
<tr>
<th>Has progress been made towards the targets from previous observed lessons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please tick ✔</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>In part</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

*For ongoing concerns, please contact the University based Curriculum Tutor or refer to Support Plan.*

Signed (University Tutor /Mentor/Professional Tutor): ........................................ Date: ..........................

Signed (trainee): .................................................................................................................. Date: ..........................
<table>
<thead>
<tr>
<th>AREAS OF PROGRESS/STRENGTH (linked to Teachers' Standards)</th>
<th>Time</th>
<th>AREAS FOR DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Part 2**

**DfE (2012) Teachers’ Standards** – Observers are encouraged to link their observation notes to the Teachers’ Standards (below) and identify relevant Standards against the Strengths identified on page 1. Trainees may use this observation report to track their progress towards QTS.

| 1 | 1. Set high expectations which inspire, motivate and challenge pupils |
|   | - establish a safe and stimulating environment for pupils, rooted in mutual respect. |
|   | - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
|   | - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

| 2 | 2. Promote good progress and outcomes by pupils |
|   | - be accountable for attainment, progress and outcomes of the pupils. |
|   | - plan teaching to build on pupils’ capabilities and prior knowledge. |
|   | - guide pupils to reflect on the progress they have made and their emerging needs. |
|   | - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
|   | - encourage pupils to take a responsible and conscientious attitude to their own work and study. |

| 3 | 3. Demonstrate good subject and curriculum knowledge |
|   | - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. |
|   | - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. |
|   | - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. |
|   | - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. |
|   | - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

| 4 | 4. Plan and teach well-structured lessons |
|   | - impart knowledge and develop understanding through effective use of lesson time. |
|   | - promote a love of learning and children’s intellectual curiosity. |
|   | - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
|   | - reflect systematically on the effectiveness of lessons and approaches to teaching. |
|   | - contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

| 5 | 5. Adapt teaching to respond to the strengths and needs of all pupils |
|   | - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. |
|   | - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. |
|   | - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development. |
|   | - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |

| 6 | 6. Make accurate and productive use of assessment |
|   | - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
|   | - make use of formative and summative assessment to secure pupils’ progress. |
|   | - use relevant data to monitor progress, set targets, and plan subsequent lessons. |
|   | - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |

| 7 | 7. Manage behaviour effectively to ensure a good and safe learning environment |
|   | - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. |
|   | - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. |
|   | - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. |
|   | - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |

| 8 | 8. Fulfill wider professional responsibilities |
|   | - make a positive contribution to the wider life and ethos of the school. |
|   | - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. |
|   | - deploy support staff effectively. |
|   | - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |
|   | - communicate effectively with parents with regard to pupils’ achievements and well-being. |

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
- Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
About the Mentor Standards
We have developed the Mentor Standards based on the evidence we found and by reflecting on our own expertise. They are divided into four separate but related areas:

Standard 1 - Personal qualities
Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

Standard 2 - Teaching
Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

Standard 3 - Professionalism
Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

Standard 4 - Self-development and working in partnership
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

Using the Mentor Standards
We considered how the standards should be used and have set out how those in different roles can use the standards to enable the effective discharge of their professional duties.

Mentors should use the standards to:
• understand what is expected of them and see that it is a manageable role;
• enable self-evaluation of practice and help identify areas for further improvement;
• support the delivery of the training plan; and
• induct trainees into the school and the profession.

Aspiring mentors should use the standards to:
• help identify and seek to develop the skills and experience needed to undertake the mentoring role effectively.

Trainees should use the standards to:
• understand what support they can expect from their school-based mentor; and
• develop transferable skills, for example, in lesson observation and feedback.

ITT providers and school leaders should use the standards to:
• raise the status and recognition of the mentoring role;
• bring consistency in mentoring within any agreement made with schools in delivering ITT;
• inform the training of mentors and monitoring of their support to trainees;
• establish rigorous mentor selection processes; and
• enhance the professional development of mentors including developing or identifying training needs.
National standards for school-based initial teacher training (ITT) mentors

Preamble
A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training.

Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

The Standards below set out the minimum expectations for those working as school-based ITT mentor.

The Mentor Standards

Standard 1 - Personal qualities
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training
The mentor should:
• Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
• use a range of effective interpersonal skills to respond to the needs of the trainee;
• offer support with integrity, honesty and respect;
• use appropriate challenge to encourage the trainee to reflect on their practice; and
• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs
The mentor should:
• support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
• support the trainee in developing effective approaches to planning, teaching and assessment;
• support the trainee with marking and assessment of pupil work through moderation or double marking;
• give constructive, clear and timely feedback on lesson observations;
• broker opportunities to observe best practice;
• support the trainee in accessing expert subject and pedagogical knowledge;
• resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
• enable and encourage the trainee to evaluate and improve their teaching; and
• enable the trainee to access, utilise and interpret robust educational research to inform their teaching.
Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

• encourage the trainee to participate in the life of the school and understand its role within the wider community;
• support the trainee in developing the highest standards of professional and personal conduct;
• support the trainee in promoting equality and diversity;
• ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
• support the trainee to develop skills to manage time effectively.

Standard 4 - Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

• ensure consistency by working with other mentors and partners to moderate judgements; and
• continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.
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.

The Library has some really useful resources under:

http://guides.lib.sussex.ac.uk/education

Including:

- **Box of Broadcasts (BoB)**
  Allows the user to view or listen to over 1 million TV and radio programmes, record from 60+ channels, create clips, search transcripts, compile playlists and more

- **Digital Theatre Plus**
  Offers streamed films of leading British theatre productions for educational use in schools, colleges and universities. Each production is supported by additional content, including interviews with the creative and production teams and written study guides.

Assessment

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

Behaviour Management

School of Education & Social Work

English PGCE/SD 2018 - 19


**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

44
English Language: practical books, with texts for students to analyse & activities

- (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


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

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

Inclusion: Gender

• 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: (see also Poetry, Shakespeare and Reading, too)

• Belsey, C. and Moore, J (eds, 1989), *The Feminist Reader: Essays in gender and the Politics of Literary Criticism*
• Swift, J. (1729) *A Modest Proposal*, in Davis, H. (ed. 1939-68) *Prose Works*

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

• Moon, B. (1992) *Literary Terms: a Practical Glossary*
• Moon, B. (1990) *Studying Literature: Theory and Practice for Sixth Formers*
• *Text, Reader, Critic: Introducing Contexts and Interpretations* (2000)
• *Texts in their Times: Victorian and Modern* (2001)
• *Three Modern Novels: Beloved, Reading in the Dark and Reef* (2002)

Poetry

• Abse, D. & Abse, J (eds) *Voices in the Gallery* London: Tate Gallery Publications
• John Agard (2004) (ed) *Anthology of Poems from all over the World*
• John Agard (1994) (ed), *A Caribbean Dozen*
• John Agard (1985) *Mangoes and Bullets, Selected and New Poems, 1972-1984*
• John Agard (2000), *Weblines*,
• Benton, M. & Benton, P. *Double Vision*, by Michael and Peter Benton, London: Hodder and Stoughton
• Binta Breeze, J. (2000) *The Arrival of Brighteye and other poems*
Brownjohn, S. (1994), *To Rhyme or not to Rhyme?*, London: Hodder and Stoughton


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


Nichols, G. (2004) *Paint me a Poem, New Poems inspired by Art in the Tate Gallery*


*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](http://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://www.englishandmedia.co.uk);

[http://geocities.com/Athens/Acropolis/2012/poems/index.html](http://geocities.com/Athens/Acropolis/2012/poems/index.html) (pre1923 poetry)

[http://www.bbc.co.uk/schools](http://www.bbc.co.uk/schools) (GCSE and SATs)

[http://ourworld.compuserve.com/homepages/HarryDodds/](http://ourworld.compuserve.com/homepages/HarryDodds/) (link to the Virtual Teachers’ Centre)
Useful anthologies are:
- Heaney, S., Hughes, T (2000?) *The Schoolbag*, Faber
- Harrison, Stuart-Clarke (1999) *One Hundred Years of Poetry for Children*, OUP


**Literature: Shakespeare**
  - Hodder & Stoughton.
  - Thomson Publishing.

**Websites:** [http://www.shakespearesglobe.com](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

• Mackay, M. (2002a) Extreme Literacies and Contemporary Readers in English in Education Vol. 36, no. 2 p. 31-39

Primary Education and Transition from KS2 to 3

• Corden, R. (2000) Literacy and Learning through Talk: Strategies for the Primary Classroom, Buckingham, OUP.

Reading

• Benton, M. & Fox, G. (1985) Teaching Literature: Nine to Fourteen, Milton Keynes:
  o Open University Press (good practical ideas).
- House/British Council (chapters on fantasy and growing up; useful booklists).
• 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
• Thinking Skills Eppi Review Group (2004) Draft Summary: Thinking Skills Approaches to Effective Teaching and Learning: What is the evidence for impact on learners?
  www.eppi.ioe.ac.uk

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.)
• Chrisie and Misson (1998) Literacy and Schooling, London: Routledge
• Daly, C (2002) Literature Search on Improving Boys' Writing. From:
  www.ofsted.gov.uk/assets/3401.doc.
• DfES (2001) KS3 National Strategy Objectives banks for Yrs 7-9; also Spelling, Sentences banks, London: DfES
• Halliday (1973) Explorations in the functions of Language. London: Edward Arnold
• 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)


• National Writing Project (1990) *Audiences for Writing*, Surrey: Thomas Nelson and sons

• Ofsted (2001) *The Teaching of Writing in Primary Schools; Could Do better*: www.ofsted.gov.uk/assets/957

• Ofsted (2003) ‘Yes He can: Schools where boys write well’ from: 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:
  • O’Connor, J. (2001) *Language to Analyse, Review and Comment*, CUP

• 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>
</tr>
<tr>
<td>David Almond</td>
<td>Skellig, Heaven’s Eyes, Kit’s Wilderness</td>
</tr>
<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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<td>Malorie Blackman</td>
<td>Hacker, Pig-heart boy, Noughts and Crosses</td>
</tr>
<tr>
<td>Teresa Breslin</td>
<td>Whispers in the Graveyard</td>
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<tr>
<td>Melvin Burgess</td>
<td>Junk</td>
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<tr>
<td>John Boyne</td>
<td>The Boy in the Striped Pyjamas</td>
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<tr>
<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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<tr>
<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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<tr>
<td>Susan Cooper</td>
<td>The Dark is Rising</td>
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<tr>
<td>Robert Cormier</td>
<td>I am the Cheese</td>
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<tr>
<td>Helen Cresswell</td>
<td>Ordinary Jack</td>
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<tr>
<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 Swim</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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<tr>
<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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<tr>
<td>Philip Gross</td>
<td>The Lastling</td>
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<tr>
<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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<tr>
<td>Sonya Hartnett</td>
<td>Thursday’s Child</td>
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<tr>
<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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<td>Judith Kerr</td>
<td>When Hitler Stole Pink Rabbit</td>
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<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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<tr>
<td>Penelope Lively</td>
<td>The Ghost of Thomas Kempe, A Stitch in Time</td>
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<tr>
<td>Catherine Macphail</td>
<td>Tribes</td>
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<tr>
<td>G. McCaughrean</td>
<td>A Pack of Lies, The Kite Rider, Where the World Ends</td>
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<tr>
<td>Margaret Mahy</td>
<td>The Haunting, The Changeover</td>
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<tr>
<td>William Mayne</td>
<td>Low Tide</td>
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<tr>
<td>Author</td>
<td>Books</td>
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<tr>
<td>Michelle Magorian</td>
<td>Goodnight Mister Tom</td>
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<tr>
<td>Nicola Morgan</td>
<td>Mondays are Red</td>
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<tr>
<td>Jill Murphy</td>
<td>The Worst Witch</td>
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<tr>
<td>Michael Morpurgo</td>
<td>Wreck of the Zanzibar, Private Peaceful, Kensuke’s Kingdom</td>
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<td>Patrick Ness</td>
<td>The Chaos Walking Trilogy and any others</td>
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<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>Phillippa 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</td>
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<tr>
<td>Celia Rees</td>
<td>Witch Child</td>
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<tr>
<td>Philip Ridley</td>
<td>Scribble Boy</td>
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<tr>
<td>Rick Riordan</td>
<td>The Percy Jackson series</td>
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<tr>
<td>Veronica Roth</td>
<td>The Divergent Series</td>
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<tr>
<td>Rainbow Rowell</td>
<td>Eleanor and Park, Fangirl</td>
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<tr>
<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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<tr>
<td>Darren Shan</td>
<td>Cirque du Freak</td>
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<tr>
<td>Robert Swindells</td>
<td>Stone Cold, Brother in the Land</td>
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<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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<tr>
<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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</table>

### Key Stage 4 Recommended Reading List

<table>
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<tr>
<th>Author</th>
<th>Books</th>
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<tbody>
<tr>
<td>Achebe Chinua</td>
<td>Things Fall Apart</td>
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<tr>
<td>Adams, Douglas</td>
<td>The Hitchhiker’s Guide to the Galaxy</td>
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<td>Angelou, Maya</td>
<td>I Know Why the Caged Bird Sings</td>
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<td>Anthony, Michael</td>
<td>- Green Days by the River</td>
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<td>Ashley, Bernard</td>
<td>High Pavement Blues,</td>
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<td>Austen, Jane</td>
<td>Pride and Prejudice, Emma,</td>
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<td>Ballard, J.G.</td>
<td>Empire of the Sun</td>
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<td>Barstow, Stan</td>
<td>Joby</td>
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<td>Bates, H.E.</td>
<td>Stood the Wind for France, The Darling Buds of May</td>
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<td>Bradbury, Ray</td>
<td>Fahrenheit 451, The Golden Apples of the Sun</td>
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<td>Braithwaite, E.R.</td>
<td>To Sir with Love</td>
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<td>Bronte C &amp; E</td>
<td>Jane Eyre, Wuthering Heights</td>
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<td>Buchan, John</td>
<td>The Thirty-Nine Steps</td>
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<td>Burgess, Melvin</td>
<td>The Cry of the Wolf, The Baby and Fly Pie</td>
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<td>Chambers, Aidan</td>
<td>Shades of Dark, Ghosts that Haunt You, Out of Time</td>
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<td>Chandler, Raymond</td>
<td>The Big Sleep</td>
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<td>Chevalier Tracy</td>
<td>Girl with a Pearl Earring</td>
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<td>Christopher, John</td>
<td>A Dusk of Demons</td>
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<tr>
<td>Cleary, Beverly</td>
<td>Fifteen</td>
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<td>Cormier, Robert</td>
<td>I am the Cheese, Beyond the Chocolate War</td>
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<td>Crew, Gary</td>
<td>The Inner Circle</td>
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<td>Cross, Gillian</td>
<td>The Iron Way</td>
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<td>Cullen, Brian</td>
<td>What Niall Saw</td>
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<td>Darke, Marjorie</td>
<td>A Long Way to Go, A Question of Courage</td>
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<td>De Bernieres Louis</td>
<td>Captain Corelli's Mandolin</td>
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<td>Dickens, Charles</td>
<td>A Christmas Carol</td>
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<td>Dickinson, Peter</td>
<td>Healer, The Gift, Annerton Pit</td>
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<td>Doyle, Arthur Conan</td>
<td>The Adventures of Sherlock Holmes, The</td>
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<td>Hound of the Baskervilles, The Lost World</td>
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<td>Dumas, Alexander</td>
<td>The Three Musketeers</td>
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<td>Eliot, George</td>
<td>Silas Marner</td>
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<td>Faulks Sebastian</td>
<td>Birdsong, Charlotte Gray</td>
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<td>Fitzgerald, Scott F</td>
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<td>Forsyth, Frederick</td>
<td>The Day of the Jackal, The ODESSA File</td>
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<td>Garfield, Leon</td>
<td>The Empty Sleeve</td>
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<td>Gaskell, Elizabeth</td>
<td>Cranford</td>
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<td>Golding, William</td>
<td>Lord of the Flies</td>
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<td>Greene, Graham</td>
<td>Brighton Rock</td>
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<td>Haggard, H. Rider</td>
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<td>Hardy, Thomas</td>
<td>Far from the Madding Crowd, Tess of the</td>
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<td>D'Urbervilles</td>
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<td>Harris Joanne</td>
<td>Chocolate, Blackberry Wine, Five Quarters</td>
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<td>of the Orange</td>
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<td>Hartley, L.P.</td>
<td>The Go-between</td>
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<td>Hemingway, Ernest</td>
<td>A Farewell to Arms</td>
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<td>Hill, Susan</td>
<td>I'm the King of the Castle</td>
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<td>Ho, Minfong</td>
<td>Rice Without Rain</td>
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<td>Hughes, Richard</td>
<td>A High Wind in Jamaica</td>
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<td>Johnston, Jennifer</td>
<td>Shadows on Our Skin</td>
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<td>Jones Toecky</td>
<td>Go Well, Stay Well</td>
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<td>Keyes, Daniel</td>
<td>Flowers for Algernon</td>
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<td>Lawrence, D. H</td>
<td>Selected Tales</td>
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<td>Lawrence, Louise</td>
<td>Children of the Dust</td>
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<td>Le Guin, Ursula</td>
<td>The Dispossessed</td>
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<td>Lee, Harper</td>
<td>To Kill a Mockingbird</td>
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<td>Lee, Laurie</td>
<td>Cider with Rosie, As I Walked Out One</td>
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<td>Midsummer Morning</td>
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<td>Leeson, Robert</td>
<td>It's My Life</td>
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<td>Leroux, Gaston</td>
<td>The Phantom of the Opera</td>
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<td>Lester, Julian</td>
<td>Basketball Game</td>
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<td>Lingard, Joan</td>
<td>Between Two Worlds</td>
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<td>Lively Penelope</td>
<td>Moon Tiger, City of the Mind, Cleopatra's</td>
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<td>Sister</td>
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<td>Magorian Michelle</td>
<td>A Little Love Song, A Spoonful of Jam,</td>
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<td>Goodnight Mr TomCuckoo in the Nest</td>
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<td>MacLaverty, Bernard</td>
<td>The Best of Bernard Mac Laverty</td>
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<td>Maupassant, Guy de</td>
<td>Prisoners of War &amp; Other Stories</td>
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<td>McCaughren, Geraldine</td>
<td>A Pack of Lies Mahy, Margaret Memory,</td>
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<td>McEwan Ian –</td>
<td>Atonement, Enduring Love</td>
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<tr>
<td>Murdoch, Iris</td>
<td>A Severed Head</td>
</tr>
<tr>
<td>Author</td>
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<tr>
<td>O'Brien, Robert</td>
<td>Z For Zachariah</td>
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<td>Orwell, George</td>
<td>Animal Farm, 1984</td>
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<tr>
<td>Paton, Alan</td>
<td>Cry the Beloved Country</td>
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<tr>
<td>Pausewang, Gudrun F</td>
<td>Fall Out</td>
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<tr>
<td>Peyton, K M.</td>
<td>A Pattern of Roses, Prove Yourself a Hero</td>
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<tr>
<td>Pullman, Philip</td>
<td>Northern Lights, The Amber Spyglass, The Ruby in the Smoke, Shadow in the North</td>
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<td>Puzo, Mario</td>
<td>The Godfather</td>
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<td>Remarque, Erich Maria</td>
<td>All Quiet on the Western Front</td>
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<td>Rhys, Jean</td>
<td>Wide Sargasso Sea</td>
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<td>Richter, Hans Peter</td>
<td>Friedrich, I Was There</td>
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<td>Reid Banks, Lynne</td>
<td>L Shaped Room</td>
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<td>Salinger, J D</td>
<td>Catcher in the Rye</td>
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<td>Scott, Paul</td>
<td>Jewel in the Crown</td>
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<td>Schaefer, Jack</td>
<td>Shane</td>
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<td>Selvon, Samuel</td>
<td>A Brighter Sun, Ways of Sunlight</td>
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<td>Shelley, Mary</td>
<td>Frankenstein</td>
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