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Inclusion: Gender

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Introduction

Welcome to the Secondary PGCE & School Direct English course for 19/20. We look forward to working with trainees this year and supporting trainees’ development towards becoming successful teachers. Learning to teach is a complex, demanding process: our aim is to enable trainees to become stimulating, enthusiastic teachers, able to reflect critically on their practice and to continue to develop professionally throughout their career. The pre-course educational autobiography is designed to start this process of critical reflection, by encouraging trainees to explore their current philosophy and attitudes towards teaching and learning, based on their personal experience.

By the end of the course, we hope that trainees 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.

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

Sue Pinnick is the programme leader for English but the core English team includes Dr Julia Sutherland, Dr Eddie Slater and Rosie Pannett. The team boasts respected academics, teachers, practitioners, examination board members and senior leaders in schools. Trainees will be allocated a tutor who will visit and observe trainees in schools, support trainees in preparing for assignments, mark trainees’ work and answer any queries about their school experience.

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Rationale & Aims of the secondary English course

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

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

1. Complementary and reinforcing

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

2. Trainee progress and differentiated training needs

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into the directed tasks set during the course, and the subject audit, both of which are regularly reviewed throughout the course by mentors and curriculum tutors.
- 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 on the tracker 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, teaching grammar in context.
- 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
- 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, trainees 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 the trainee’s school placement. There is thus a requirement that trainees behave in a proper and professional manner at all times. Trainees 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 trainees take responsibility for maintaining their teaching files in an orderly and up to date state. Failure to meet these requirements may put their progress on the course in jeopardy.

Mentors should ensure that trainees understand the school’s policy on reporting absence in the event of illness: whom to contact and by which time in the morning. It is essential that trainees do not solely communicate absence by text or e-mail as their lessons need to be covered, so it is the trainee’s responsibility to ensure that key teachers have this information early in the morning.

Trainees should always set work or give the school some idea of the content of the lesson, so that cover for their lesson can be arranged. As a trainee teacher, trainees will also broadly follow school holidays (see calendar in the main handbook), although note that half-terms are ‘directed study weeks’, allowing trainees to focus on assignments and school preparation and that trainees 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.

In school, trainees need to remember that teachers are constantly busy and work under immense pressure. Trainees should choose appropriate moments to ask for help, always express thanks to colleagues, be helpful in the department and try to smile even when under pressure. They should always thank teachers whose lessons they are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson.

Other members of the department will play a part in trainees’ training. They will share classes, observe and give feedback and discuss aspects of English teaching with trainees. Much of this inevitably happens in teachers’ ‘non-contact time’.

Trainees should 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 trainees to make the necessary changes.

Trainees need to display initiative in preparing resources that they can share with the department. Trainees 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 they be prepared to share their insights with their colleagues.

Trainees should always be professional in their dealings with pupils. They should be firm, fair and consistent with them, and make their expectations clear from the start. They should never be sarcastic or derogatory to pupils, regardless of pupils’ behaviour and try to treat each lesson as a blank sheet, in terms of their expectations, welcoming and smiling at the class to start in a positive mode. They should praise pupils whenever possible, but, of course, balance this by applying school sanctions for behaviour management, as appropriate.

It is very important that pupils receive feedback on any work trainees set them as soon as possible. Trainees should discuss timings for returning pupils’ work with their mentor, but work should not usually be kept by trainees for longer than a week at the most.
Lesson Observations

Trainees should be given informal feedback (‘what went well’s 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:
  a. 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.
  b. Predicting: readers make connections using their own prior knowledge and information from the text to imagine what might follow.
  c. 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.
  d. 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.
  e. 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.
  f. 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
- 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

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, discuss and clarify 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 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 (sweets, 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 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 their own talk, giving reasons or evidence for their 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 their 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 groups research 5 topics. 1 member of each returns to ‘home’ groups & is responsible for feeding back on their specialist topic – see Coulta's 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 groups to: make a choice; rank something in importance; evaluate something, weighing up evidence; solve a problem; analyse texts/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 groups (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; theatre visits; NT live
• 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 or Student as director
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).
- 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 record of the meetings on the tracker.

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.
- 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.
- 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 trainee’s understanding of the discussion.

Autumn Term 2019: Placement 1

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 trainee’s curriculum tutor and mentor, identify an appropriate topic in trainee’s 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 trainee’s own unit of work develops existing practice and responds to the specific needs of pupils in their 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 trainee’s 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 trainees subject area/phase as well as the local needs of the pupils trainees 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.

Recommended Programme of Mentor Sessions in Professional Practice 1 & 2

The indicative calendar below drawn up in conjunction with experienced mentors offers a framework for mentor meetings recognising the individual needs of the trainee, the practicalities of school-based teacher education and opportunities to develop a deeper understanding of the curriculum. It is not a prescribed programme of sessions as this will vary depending on the needs and experience of the trainee and the various strengths of the department but it does provide a good framework from which to work.

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<tr>
<th>Session</th>
<th>Focus</th>
<th>Teacher Standards addressed</th>
<th>Areas for discussion/actions</th>
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</table>
| 1       | Getting to know you | 3, 8, Part Two | • Identified strengths and weaknesses of the trainee, discussing any concerns or anxieties the trainee may have.  
• Prior experience working with young people and in education.  
• Subject knowledge strengths and any ‘gaps’. Mentors should suggest useful areas to research in order to address this, where possible.  
• School administration such as log ins, keys, access to resources. Mentors should make schemes of work available to trainees and provide them with their timetable.  
• Outline out of class expectations such as times and days of meetings, directed time etc.  
• Identify opportunities for the trainee to contribute to wider departmental and school life e.g. Open Evening, after school club, support with GCSE and A Level work such as speaking practice for students. |
| 2       | Pre-teaching Preparation | 2, 4, 6 | • Observations of students and colleagues during induction, has anything surprised or inspired the trainee?  
• Focussing on the classes the trainee will take over, talking through the class data, SEND info, prior attainment. |
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<th>3</th>
<th><strong>Making positive starts</strong></th>
<th>1, 4, 7</th>
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<td></td>
<td>• Mentor guides the trainee through a session on joint planning of their first teaching episode. This could be a starter activity, a team taught lesson, an activity within a lesson or a full lesson in line with all parties’ agreement.</td>
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<td>• Strategies for making a positive start with classes, establishing routines and expectations.</td>
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<td>• Using voice and body language alongside praise, rewards and sanctions in line with the departmental and school policy.</td>
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**Deadline:** Trainees should be taking some responsibility for planning and teaching with mentor’s support (e.g. delivering starters or short learning episodes)

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<th>4</th>
<th><strong>Reviewing and Reflecting</strong></th>
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<td>• Co-plan a full lesson (this does not have to be taught in full by the trainee but could be if both parties agree the trainee is ready)</td>
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<td></td>
<td>• Discussion around completion of PPPA</td>
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<td>• Reflect on observations of colleagues and pupils</td>
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<td>• Review trainee’s teaching progress so far (of initial experience e.g. behaviour management, starters etc)</td>
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<td></td>
<td>• Discuss and identify emerging targets and consider signposting trainee to colleagues who have strengths in these areas.</td>
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<thead>
<tr>
<th>5</th>
<th><strong>Moving Forward</strong></th>
<th>1, 4, 8</th>
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<tbody>
<tr>
<td></td>
<td>• Reflect upon progress regarding planning and teaching and map out when trainee is to take over each class</td>
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<td></td>
<td>• Discuss focus for APK and appropriate class to deliver the UoW to. Mentor could signpost trainee to pertinent policy and literature relating to focus</td>
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<td></td>
<td>• Agree preparation and planning for half term, mentor could guide trainee towards strong resources and examples of plans</td>
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<td></td>
<td>• Trainees should teach at least one whole lesson this week</td>
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**PPPA Friday 25th October 2019**

**Half Term**

<table>
<thead>
<tr>
<th>6</th>
<th><strong>Supporting and Challenging</strong></th>
<th>4, 5, 8</th>
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<tbody>
<tr>
<td></td>
<td>• Review of teaching progress to date</td>
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<tr>
<td></td>
<td>• Discuss strategies to plan from the pupils’ perspective, considering all learners</td>
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<td></td>
<td>• Look at department strategies for planning for different needs and abilities, especially SEND and EAL</td>
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<td></td>
<td>• Discuss planning for different learners and how to use a variety of differentiation techniques</td>
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<td>• Explore the role of Teaching Assistants and how to work effectively with them</td>
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<td></td>
<td>• Ensure trainee has read ECHPs and liaised with the SENDCO as appropriate</td>
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<tr>
<td></td>
<td>• Trainees should be teaching every lesson of a KS3 class</td>
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<table>
<thead>
<tr>
<th>7</th>
<th><strong>Evaluating lesson planning</strong></th>
<th>1, 4, 5</th>
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<tbody>
<tr>
<td></td>
<td>• Review progress towards APK</td>
<td></td>
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<tr>
<td></td>
<td>• Evaluate lesson planning progress, considering what additional support trainee may need for example co-planning with mentor, taking over classes</td>
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</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reference</td>
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</tbody>
</table>
| 8    | Developing Questioning skills | 1, 3, 4, 5 | - Assess whether planning demonstrates stretch and challenge as well as appropriate learning outcomes/objectives  
- Explore different questioning techniques, types of questions asked, lolly sticks, ‘no hands up’ and encourage the trainee to try out a few  
- Discuss how to plan questioning and giving instructions as well as modelling  
- Giving oral and written feedback both from the teacher and peer to peer  
- Discuss plans for trainee to take on teaching of an additional KS3 class next week |
| 9    | Promoting Pupil Progress | 2, 6 | - Review of subject knowledge development and trainee progress  
- Introducing department mark schemes e.g. do the department use flight plans, learning ladders  
- Discuss how data is recorded within the department and how this informs planning  
- Reporting assessment information to parents/guardians  
- Identifying assessment opportunities – when might they occur/be planned for (inc. homework)? |
| 10   | Focusing on Feedback | 2, 6 | - Begin to discuss PPPB  
- Explore peer and self assessment, using DIRT giving verbal and written feedback and how to encourage and use student response  
- Ensure trainee is familiar with departmental marking policy  
- Discuss plans for trainee to take on a KS4 class next week |
| 11   | Considering Communication | 3, 8 | - Review Subject Knowledge and how trainee is progressing in this area and devise action plan  
- Review trainee’s progress towards their APK  
- Discuss parents’ evenings and when and how to phone/email home, school procedures, what to say and what not to say  
- Review trainee’s progress regarding behaviour management and discuss any strategies they may be able to adopt |
| 12   | Celebrating successes and planning next steps | 4, 8 | - Discuss planning expectations for the holidays  
- Review of successes in placement so far  
- Discuss timetables and use of non-contact time, expressing the importance of continued observation  
- Set targets for the new term and discuss APK progress  
- Trainees should be teaching 8 hrs this week |
|     | PPPB Friday 20th December 2019 | | |
| 13   | Starting the new term positively | 1, 3, 6, 7 | - Evaluate progress towards increasing and improving Subject Knowledge (this could be done through the use of trainee’s Subject Knowledge Audit)  
- Review timetable with regards to teaching load and plan for increased teaching commitments  
- Discuss newly taught classes, considering topics in line with SoW, data, behaviour management etc. |
<p>| 14   | Focusing on Key Stages 4 and 5 | 2, 3, 4, 6, 8 | - Explore the GCSE Specification used within the department and any resources that are available |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>Discuss opportunities for the trainee to contribute to KS4 input through small group revision, exam preparation, moderation events, Options Fairs etc.</td>
<td>• Consider challenges in planning for progress at GCSE (teaching in sets, mixed ability groups, performance pressure)</td>
<td></td>
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<tr>
<td>15</td>
<td>Addressing Transition</td>
<td>3, 5, 8</td>
</tr>
<tr>
<td></td>
<td>• Check in regarding progress towards completing KS2/KS5 Cross Phase visit or discuss reflections thereon (if the visit(s) has/have already taken place)</td>
<td>• Discuss what links the school forms with its feeder schools</td>
</tr>
<tr>
<td></td>
<td>• Discuss how well pupils are prepared for your subject at KS3/KS5</td>
<td>• Reflect upon how much exposure pupils have to your subject at KS2</td>
</tr>
<tr>
<td></td>
<td>• How well established is your subject at A Level?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Planning for all</td>
<td>4, 5</td>
</tr>
<tr>
<td></td>
<td>• Successful strategies for working with EAL pupils in your subject – who is the school lead for EAL pupils?</td>
<td>• School and departmental provision for Pupil Premium</td>
</tr>
<tr>
<td></td>
<td>• Review trainee’s progress towards TS5 and discuss further strategies</td>
<td>• Discuss completion of PPPC</td>
</tr>
<tr>
<td>17</td>
<td>Reviewing APK progress</td>
<td>3, 4</td>
</tr>
<tr>
<td></td>
<td>• Discuss APK progress in light of lesson evaluations, impact on teaching and pupil learning</td>
<td>• Trainee could share findings from APK during a department meeting</td>
</tr>
<tr>
<td>18</td>
<td>Moving on</td>
<td>3, 6</td>
</tr>
<tr>
<td></td>
<td>• Discuss handover for classes including ensuring all marking is up to date</td>
<td>• Consider suggested areas for trainee to focus on during half term (e.g. recommended literature, Subject Knowledge development)</td>
</tr>
<tr>
<td></td>
<td>• Ensure all keys are returned, resources saved etc.</td>
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<tr>
<td>PPPC Friday 14th February 2020</td>
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<tr>
<td>Half Term – Start of Second Placement</td>
<td></td>
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<tr>
<td>19</td>
<td>Building on the successes of Placement One</td>
<td>3, 8, Part Two</td>
</tr>
<tr>
<td></td>
<td>• Review trainee’s identified strengths and targets, including identifying Subject Knowledge strengths and gaps from first placement’s PPPC and agree action plan</td>
<td>• Discuss timetable and in school programme, SoW, assessments and GCSE/A Level specifications</td>
</tr>
<tr>
<td></td>
<td>• Discuss what links the school forms with its feeder schools</td>
<td>• Identify out of class opportunities where the trainee could contribute and outline school and departmental expectations for attendance at meetings and briefings</td>
</tr>
<tr>
<td></td>
<td>• How well established is your subject at A Level?</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Preparing to teach (as soon as possible!)</td>
<td>1, 7</td>
</tr>
<tr>
<td></td>
<td>• Explore departmental and school behaviour policy and discuss strategies for classes and individual pupils where appropriate</td>
<td>• Discuss trainee’s observations of colleagues within and outside of the department and reflect upon the importance of focussed observation to address trainee’s own targets</td>
</tr>
<tr>
<td></td>
<td>• Ensure trainee knows key staff in the school including SENDCO, Designated Safeguarding Lead etc.</td>
<td>• Trainee should be teaching 8 hrs as soon as possible</td>
</tr>
<tr>
<td>21</td>
<td>Shifting the focus</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>• Discuss trainee’s reflections and evaluations and the impact this is having on their teaching - are they prioritising pupil learning in their planning and reflections?</td>
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</table>
### Exploring new ideas

- Encourage trainee to develop their practice through exploring new techniques and strategies e.g. creative and active learning, group work, personalised learning. This could be something outside of their comfort zone to really challenge them
- Discuss completion of PPPD
- Discuss plans for trainee to be teaching 10 hrs a week

### Examining assessment

- Ensure trainee is familiar with departmental marking policy including assessment criteria and rewards and sanctions
- Discuss opportunities for collaborative marking of classwork and homework
- Evaluate trainee’s use of mark books and assessment data to inform planning
- Discuss plans for trainee to be teaching 12 hrs a week

### Identifying strengths and setting challenges

- Review progress so far and celebrate successes and strengths emerging
- Discuss planning and expectations for after the holidays (possibly teaching 14 hrs a week)
- Set trainee targets for the new term

### PPPD Friday 3rd April 2020

#### Easter Holiday

### Questioning and Afl Strategies

- Review trainee progress regarding questioning
- Consider a formal lesson observation with a focus on questioning
- Discuss strategies for differentiating questions and using probing questions to test understanding
- Evaluate trainee’s progress in setting challenging objectives, addressing pupils’ questions and challenging misconceptions

### Contributing to the profession

- Ensure the trainee has had opportunities to gather evidence of their contributions towards wider school life

### Meeting and exceeding expectations

- Discuss completion of PPPE
- Open session tailored to individual needs of the trainee

### Preparing for RPK

- Identify any gaps the trainee may have in evidence towards the Teachers' Standards
- Consider conducting an informal ‘mock’ professional dialogue to help the trainee prepare for the RPK

### Becoming an NQT

- Mentor to share tips for thriving in the NQT year and answer any questions trainee may have

### PPPE Friday 22nd May 2020

There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated.

In either case, trainees should find out what they 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.
Trainee 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 the trainee teaches and should contain material from their 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, trainee 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 the trainee’s personal tracking document, enabling the trainee to chart their 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 the mentor and curriculum tutor. Trainees should update their 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 trainees’ own notes and reflections on their curriculum sessions.

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

Many teachers use a planner document like this:

These are really useful as they have a day per page for teachers to map out what they are doing in their lessons and help them plan ahead. They can be bought online from: http://www.edplanbooks.com/

Trainees should:
- Note the key dates for assignments (proposals, drafts and deadlines etc)
- Note the key dates for assessments (progress updates, professional practice profiles and APK, RPK assignments)
- Note the days they may be finishing late (mentor meetings, open evenings, parents’ consultation evenings)

For pupils

In addition to their own supply of board markers and highlighters, trainees will find it helpful to have a supply of cheap pens to lend to the less organized students in their class.
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.

Professional Practice Tracker

The purpose of the Professional Practice Tracker is for trainees to:

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

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

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

There are different sections on the tracker that trainees have to complete as follows:

**Weekly tracker**

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

- On a regular basis, trainees use the tracker to reflect on and review their progress towards the Standards.
- Trainees should highlight the statements that make up each of the standards they feel they have met in the phase that you are teaching in.
- This has to be supported by evidence that they have met particular strands of the Standards ready to be discussed with mentors twice a half term.
- For the End of Phase Review meeting, trainees should complete the reflection sections based on the overall progress they have made over the term. These reflections will populate the corresponding sections on the PPP form that mentors will use to grade trainees’ progress towards meeting each of the Standards.

Cross-Phase Visits

Those awarded Qualified Teacher Status must have the opportunity to ‘develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach’. (DfE, 2018)

Alongside the work that trainees develop through university-based curriculum and professional studies sessions, all secondary trainees should, as a minimum requirement, visit a primary school as part of their professional training with a particular focus on Upper Key Stage 2. This should ideally take place in one of the primary feeder schools that work with the trainee’s main secondary placement school by February 2020 but preferably by December 2019 where teaching load is lightest for trainees. Trainees are also required to observe for a minimum of one day in either a local Sixth Form College or in the KS5 provision of the placement school if the school is 11-18. This visit should take place from January 2020 until May 2020.

Professional tutors and/or the secondary lead for transition usually set up both the KS2 and KS5 visit themselves through their contacts with local schools and Sixth Form colleges. Liaison between the Professional Tutor and the primary school contact or Sixth Form lead ahead of these visits would be most useful to help make the best of the day and structure it appropriately. Please note that one day in both KS2 and one day in KS5 is the minimum requirement. Should trainees wish to observe for a couple of days, then they need to make the necessary arrangements with their school-based Professional Tutor. Trainees might also want to take the opportunity to go back to a primary or Sixth Form setting during enrichment week after May half term.

Curriculum tutors will also incorporate inputs on both the KS2 and KS5 curriculum and assessment pertinent to subject area and will also consider wider issues regarding transition from KS2 to KS3 and from KS4 to KS5.

Primary and Sixth Form visits

The idea behind visiting and observing in a primary school and KS5 teaching is to ensure that secondary trainees develop their understanding of progression across the Key Stages (KS2-3 and KS4-5) and consider some of the issues around transition. This understanding should be holistic as well as subject specific. Whilst they are visiting the primary school or KS5 provision, trainees will need to reflect on how this might influence their understanding of their subject’s curriculum and teaching practices at secondary level. Their reflections on their visits to KS2 and KS5 should be recorded in a written report of 1-2 pages of A4 which will be placed in their RPK portfolio. A writing frame to support their reflections for both visits will be provided.

Here are some key issues that trainees might want to consider whilst visiting the primary school and KS5 classes and that could be reflected on in their 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: Primary

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 their 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 and numeracy – 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?
- Curriculum issues in particular subjects

Whilst you are visiting: Sixth Form

Try to spend some of their day observing lessons in their curriculum area and/or an area which is linked to their subject. In addition to observing, talk to teachers and students to get their views on some of the following:

- Teacher-pupil relationships; what is uniquely ‘adult’ about the classroom?
- Is there a different sense of teacher expectation compared to Year 10/11? Do students take on more of these expectations themselves?
- How does ‘talk’ work in the classroom and how this might differ to Year 10/11
- How is questioning deployed?
- How do students facilitate help from each other rather than the teacher?
- How might the learning be related to real life situations?
- Is the learning still interactive and practical? What resources and materials are students exposed to?
- Is the teaching individualised with smaller groups?
- Are there any classroom management issues? How do teachers tackle more vocal students and encourage more passive students to contribute? Are there issues with motivation?
- What time and support is given to students practising challenging topics both in and outside of the classroom?
- How are students encouraged to be more autonomous in their learning? In Year 13, how are teachers encouraging students to be university ready?
- How might the gap be bridged from GCSE in the first half term of Year 12 study?
- How does the learning build in terms of knowledge and skills from the GCSE curriculum?
- Where might their gaps be in terms of building on their own subject content/curricular/pedagogical knowledge at Sixth Form level?
• What assessment practices can you see in action? For instance availability of mark schemes, opportunities for peer and self-assessment, etc
• How are students’ A Level targets generated from GCSE?
• What pastoral support is in place for students?
• If there is tutor time, what is the focus? How is it organised?

After your visit:

Ensure that the cross-observation reports for KS2 and KS5 are written up directly after your visit and upload to your subject Canvas site. You will also need to include copies of both reports in your RPK folder later on in the year in May, so make sure you keep these safe.

A short note of thanks to the school and to their Professional Tutor following each visit is usually appreciated.

Virtual Learning Environment (Canvas)

The English Virtual Learning Environment (Canvas) has proved to be a valuable way of communicating and supporting trainees. Essentially, it 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
• subject mini-assignment submission
• feedback facilities
• a social space

The Sussex University VLE is called Canvas. It can be accessed via Sussex Direct at: https://canvas.sussex.ac.uk
Trainees can log in using their Sussex login and password. Click on English ITE 2019-2020. This site is for both PGCE and SD trainees. All assignments and subject tasks will be submitted via Canvas.

Canvas is the primary method of communicating with subject groups when trainees are off-campus. The central course VLE is called ‘Reflecting on Professional Knowledge’ and is used to send reminders and announcements and to host discussion forums. Canvas plays a vital part in facilitating and supporting trainees’ learning both in the university and in school and is an important way to keep in contact with trainees’ peers. It is essential that trainees check their Sussex email address daily and keep Canvas notifications turned on so that they will get alerts for any important announcements and updates. Furthermore, there is an expectation that trainees respond to emails from both mentors and Curriculum tutors within 24 hrs of receipt.

Subject Tasks

PGCE and School Direct Training trainees are required to complete the following tasks in their induction week/s and those following. They will be told which tasks need to be uploaded to Canvas in the assignment section.

The idea of these tasks is to enable trainees to develop their reflective skills, subject and pedagogic knowledge and understanding, through reading and focused observations. Trainees should be prepared to discuss their findings at university in curriculum sessions – dates for each of the directed tasks are given on the separate course outline.
1. **Teaching a grammar ‘starter’ activity at KS3**

**Due on 4th / 11th October to be taught at Peacehaven Community School**

Develop trainees’ subject knowledge of a 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. Trainees must upload all written and electronic resources onto Canvas.

2. **Lesson Observation which focuses on Lesson Planning: due Friday 18th October.**

Choose one class to observe and using the observation sheet on Canvas, 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) how the learning was consolidated and how pupil progress for all was demonstrated (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.
3. Speaking & listening: 2 lessons, one KS3 and one KS4 Feedback on Friday 15th November

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

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

Whole-class talk: use the observation grid provided in class to record the teacher’s discourse strategies, noting the range of questions, statements or commands used. Try to identify whether questions are higher or lower-order and whether these appear in a sequence, e.g. starting with lower-order and building to higher-order. Does the teacher ever use statements or speculations, rather than questions to encourage pupils to talk? (e.g. I wonder what...I’m interested in...)

Identify whether additional follow-up questions are used to encourage the pupil to elaborate on an answer. Is ‘wait-time’ used? Note body language, position of teacher in the classroom and ways in which tone or register is used to establish an encouraging atmosphere in which pupils feel comfortable about responding. Is an IRE pattern used consistently or is this broken up at times? Reflect on the amount and quality pupil talk in the lesson, in terms of its cognitive level and the level of participation by teacher and all pupils.

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

b) Focus on the pupils in pair or group talk
Either in the same classes as those above OR in different ones, focus your observation on group or pair work. Listen to one particular group or pair and try to assess the quality of the pupil talk. Do all members contribute? Is it relatively balanced or dominated by one member? Is it co-operative and purposeful (i.e. are pupils on task?)

Do pupils give reasons for their opinions, challenge each other or tend to agree? Is the talk descriptive, factual (recalling information) or basic comprehension (i.e. recalling events in a plot or the literal meaning of a text)? Or does it involve some analysis (e.g. exploring different interpretations of characters, language devices, etc) or reasoning (I think this because...) or evaluation (assessing characters, the quality of the writing, etc)?

Consider the group task set & the teacher scaffolding of the task in the introduction or throughout the lesson. If the teacher intervenes in the pair/group talk, consider why and how she does this and the effect this has on the pupils’ talk.

ST5  Reading for Pleasure at KS3 Due 24th April, 2020

We will provide trainees with a list of current Key Stage 3 wider reading books. Read one and be prepared to feedback briefly (3 mins max) on:
What trainees liked/ disliked about it; whether trainees would recommend it and who to? Whether trainees would trainees teach it or if it should just be saved for wider reading etc – NO POWERPOINT!
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

Drama

- Journals – *Research in Drama Education*  
  - website: [www.kentaylor.co.uk](http://www.kentaylor.co.uk)

English Language Issues and Use, KS3 to A Level

General, including grammar texts

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

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

(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**
- Trudgill, P. (1975) *Accent, Dialect and the School,* Edward Arnold

**English Language: A Level**
- Wright, L. and Hope, J. (1996), *Stylistics,* Routledge

**Websites**
- [http://www.ex.ac.uk/damyhill/grammar/](http://www.ex.ac.uk/damyhill/grammar/): for those with little grammar knowledge – organised into 3 sections: word classes, sentences and discourses.
Inclusion - Differentiation for Gifted and Talented


Inclusion - differentiation for Special Educational Needs pupils


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

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

Inclusion: Ethnicity and EAL

- CiLT Positively Bilingual. As accessed from www.cilt.org.uk
• DfES (2002) *Access and Engagement in English: Teaching pupils for whom English is an additional language*, London: DfES.

**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.
School of Education & Social Work


**Inclusion: Social class**

**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/](http://www.education.gov.uk/)

**Literature teaching: GCSE and A Level:**
• 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*

Poetry

• Brownjohn, S. (1994), *To Rhyme or not to Rhyme?*, London: Hodder and Stoughton

• Clarke, Gillian. *Collected Poems (Poetry Pleiade)*
• Clarke, Gillian. *Making the Beds for the Dead*
• Clarke, Gillian. *Five Fields*
• Clarke, Gillian. *Making the Beds for the Dead*
• Clarke, Gillian. *Collected Poems (Poetry Pleiade)*
• Clarke, Gillian. *Making the Beds for the Dead*
• Duffy, C.A. *Meantime* (1993), London: Faber
School of Education & Social Work                         English PGCE/SD – 2019 -2020

- Moon, B. (1990), *Studying Literature, Theory and Practice for Senior Students*, Australia: Chalkface Press (and EMC)

Studying Blake’s Songs (book and CD rom). London: English and Media Centre

Studying AQA Poetry, London: English and Media Centre


Websites

[www.poetryclass.net](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

[http://teachit.co.uk/](http://teachit.co.uk/)

[http://englishonline.co.uk/](http://englishonline.co.uk/)

[http://www.inform.umd.edu/edres/readingroom/](http://www.inform.umd.edu/edres/readingroom/) (to obtain texts of all kinds)

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**


**Websites:** [http://www.shakespearesglobe.com](http://www.shakespearesglobe.com)  
[www.clicknotes.com/macbeth/welcome.html](http://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/macbeth)  
[http://www.rsc.org.uk/exploringshakespeare](http://www.rsc.org.uk/exploringshakespeare)  
[http://www.bfi.org.uk/sightandsound](http://www.bfi.org.uk/sightandsound)

**Media**

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


### Primary Education and Transition from KS2 to 3


**Reading**

  - Open University Press (good practical ideas).
- Collins, F. (2005) "She’s sort of dragging me into the story!" Student teachers' experiences of reading aloud in Key Stage 2 classes *Literacy* Vol. 39 No. 1, pp. 10-17.
- Hall, K. and Harding, A. (2003) A systematic review of effective literacy teaching in the 4
• 14 age range of mainstream schooling. In Research Evidence in Education Library, London: EPPI-Centre, Social Science Research Unit, Institute of Education
• Reynolds, K. (1994) Children’s Literature in the 1890s and 1990s, Plymouth: Northcote
• House/British Council (chapters on fantasy and growing up; useful booklists).

Speaking and Listening: teacher and pupil talk
• Bennett and Dunne (1992) Managing Classroom Groups, Hemel Hempstead, Simon & Schuster
Harrison, C. (2002), Key Stage 3 English, Roots and Research, DfES

Writing
Ackroyd, J. (2000), Literacy Alive: Drama Projects for Literacy Learning, London: Hodder and Stoughton (aimed at primary-school years, but with some creative approaches to teaching literacy, using drama. These could be applied to Years 7-9.)


DfES (2000) 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)


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:


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: KS3 fiction - in-class and independent readers**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>David Almond</td>
<td>Skellig, Heaven’s Eyes, Kit’s Wilderness</td>
</tr>
<tr>
<td>Nina Bawden</td>
<td>Carrie’s War</td>
</tr>
<tr>
<td>Tim Bowler</td>
<td>Riverboy</td>
</tr>
<tr>
<td>Malorie Blackman</td>
<td>Hacker, Pig-heart boy, Noughts and Crosses</td>
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<tr>
<td>Teresa Breslin</td>
<td>Whispers in the Graveyard</td>
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<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>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>
</tr>
<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>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>Charlie Higson</td>
<td>The young Bond series e.g. By Royal Command</td>
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<tr>
<td>Antony Horowitz</td>
<td>Stormbreaker, Point Blanc</td>
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<tr>
<td>Judith Kerr</td>
<td>When Hitler Stole Pink Rabbit</td>
</tr>
<tr>
<td>Susan King</td>
<td>King of Shadows</td>
</tr>
<tr>
<td>Caroline Lawrence</td>
<td>The Thieves of Ostia, The Pirates of Pompeii</td>
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</tbody>
</table>
C.S.Lewis  The Lion, the Witch and the Wardrobe
Penelope Lively  The Ghost of Thomas Kempe, A Stitch in Time
Catherine Macphail  Tribes
G. McCaughrean  A Pack of Lies, The Kite Rider, Where the World Ends
Michelle Magorian  Goodnight Mister Tom
Nicola Morgan  Mondays are Red
Michael Morpurgo  Wreck of the Zanzibar, Private Peaceful, Kensuke’s Kingdom
Patrick Ness  The Chaos Walking Trilogy and any others
William Nicholson  The Wind Singer, Slaves of the Mastery, Firesong
R.J. Palacio  Wonder
Michelle Paver  Wolf Brother
Phillippa Pearce  Tom’s Midnight Garden
Phillip Pullman  The Ruby in the Smoke, His Dark Materials trilogy
Celia Rees  Witch Child
Philip Ridley  Scribble Boy
Rick Riordan  The Percy Jackson series
Veronica Roth  The Divergent Series
Rainbow Rowell  Eleanor and Park, Fangirl
JK Rowling  Harry Potter
Louise Sacher  Holes
Lemony Snicket  A Series of Unfortuante Events
Darren Shan  Cirque du Freak
Robert Swindells  Stone Cold, Brother in the Land
Jacqueline Wilson  Tracey Beaker, The Illustrated Mum, Double Act

Key Stage 4 Recommended Reading List

<table>
<thead>
<tr>
<th>Author</th>
<th>Books</th>
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<tbody>
<tr>
<td>Adams, Douglas</td>
<td>The Hitchhiker’s Guide to the Galaxy</td>
</tr>
<tr>
<td>Angelou, Maya</td>
<td>I Know Why the Caged Bird Sings</td>
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<tr>
<td>Austen, Jane</td>
<td>Pride and Prejudice, Emma,</td>
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<tr>
<td>Ballard, J.G.</td>
<td>Empire of the Sun</td>
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<td>Bradbury, Ray</td>
<td>Fahrenheit 451, The Golden Apples of the Sun</td>
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<tr>
<td>Braithwaite, E.R.</td>
<td>To Sir with Love</td>
</tr>
<tr>
<td>Bronte C &amp; E</td>
<td>Jane Eyre, Wuthering Heights</td>
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<tr>
<td>Burgess, Melvin</td>
<td>The Cry of the Wolf, The Baby and Fly Pie</td>
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<tr>
<td>Chambers, Aidan</td>
<td>Shades of Dark, Ghosts that Haunt You, Out of Time</td>
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<tr>
<td>Chandler, Raymond</td>
<td>The Big Sleep</td>
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<tr>
<td>Cormier, Robert</td>
<td>I am the Cheese, Beyond the Chocolate War</td>
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<tr>
<td>De Bernieres Louis</td>
<td>Captain Corelli’s Mandolin</td>
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<tr>
<td>Dickens, Charles</td>
<td>A Christmas Carol</td>
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<tr>
<td>Dickinson, Peter</td>
<td>Healer, The Gift, Annerton Pit</td>
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<tr>
<td>Dumas, Alexander</td>
<td>The Three Musketeers</td>
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<tr>
<td>Fitzgerald, Scott F</td>
<td>The Great Gatsby</td>
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<tr>
<td>Garfield, Leon</td>
<td>The Empty Sleeve</td>
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<td>Author</td>
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<tr>
<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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<tr>
<td>Greene, Graham</td>
<td>Brighton Rock</td>
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<tr>
<td>Hardy, Thomas</td>
<td>Far from the Madding Crowd, Tess of the D’Urbervilles</td>
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<td>Harris Joanne</td>
<td>Chocolate, Blackberry Wine, Five Quarters of the Orange</td>
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<td>Hartley, L.P.</td>
<td>The Go-between</td>
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<tr>
<td>Hemingway, Ernest</td>
<td>A Farewell to Arms</td>
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<tr>
<td>Hill, Susan</td>
<td>I’m the King of the Castle</td>
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<tr>
<td>Keyes, Daniel</td>
<td>Flowers for Algernon</td>
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<tr>
<td>Lawrence, D. H</td>
<td>Selected Tales</td>
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<tr>
<td>Lee, Harper</td>
<td>To Kill a Mockingbird</td>
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<tr>
<td>Lee, Laurie</td>
<td>Cider with Rosie, As I Walked Out One Midsummer Morning</td>
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<td>Lively, Penelope</td>
<td>Moon Tiger, City of the Mind</td>
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<td>Magorian Michelle</td>
<td>Cuckoo 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>McCaughren, Geraldine</td>
<td>A Pack of Lies Mhy, Margaret Memory,</td>
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<tr>
<td>McEwan Ian</td>
<td>Atonement, Enduring Love</td>
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<td>O’Brien, Robert</td>
<td>Z For Zachariah</td>
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<tr>
<td>Orwell, George</td>
<td>Animal Farm, 1984</td>
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<td>Paton, Alan</td>
<td>Cry the Beloved Country</td>
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<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>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>Reid Banks, Lynne</td>
<td>L Shaped Room</td>
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<tr>
<td>Salinger, J.D</td>
<td>Catcher in the Rye</td>
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<td>Shelley, Mary</td>
<td>Frankenstein</td>
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<td>Shute, Nevil</td>
<td>Pied Piper, On the Beach</td>
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<td>Shreve Anita</td>
<td>Fortune’s Rocks</td>
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<td>Sillitoe, Alan</td>
<td>The Loneliness of the Long Distance Runner</td>
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<td>Smith, Rukshana</td>
<td>Salt on the Snow, Sumitra’s Story</td>
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<tr>
<td>Solzhentsyn, Alexander</td>
<td>One Day in the Life of Ivan Denisovitch</td>
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<tr>
<td>Steinbeck, John</td>
<td>The Grapes of Wrath, Of Mice and Men</td>
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<tr>
<td>Stevenson, Robert Louis</td>
<td>The Strange Case of Dr Jekyll and Mr. Hyde</td>
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<td>Stoker, Bram</td>
<td>Dracula</td>
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<tr>
<td>Swindells, Robert</td>
<td>Brother in the Land, Follow a Shadow, Daz4Zoe, Stone Cold</td>
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<tr>
<td>Tan, Amy</td>
<td>The Bonesetter’s Daughter</td>
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<tr>
<td>Taylor, Mildred D</td>
<td>-Roll of Thunder, Hear My Cry,</td>
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<tr>
<td>Theroux, Paul</td>
<td>The Mosquito Coast</td>
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<tr>
<td>Thomas, Dylan</td>
<td>Portrait of the Artist as a Young Dog</td>
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<tr>
<td>Thompson, Flora</td>
<td>Lark Rise to Candleford</td>
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<tr>
<td>Tolkien, J.R.R.</td>
<td>Music and Silence, Restoration</td>
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<tr>
<td>Townsend, John Rowe</td>
<td>Noah's Castle, Good-Night, Prof, Love</td>
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<tr>
<td>Twain, Mark</td>
<td>The Adventures of Tom Sawyer</td>
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<tr>
<td>Waugh, Evelyn</td>
<td>Brideshead Revisited, A Handful of Dust</td>
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<tr>
<td>Wells, H. G.</td>
<td>The War of the Worlds</td>
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<tr>
<td>Westall, Robert</td>
<td>Urn Burial, The Scarecrows, The Machine Gunners</td>
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<tr>
<td>Wyndham, John</td>
<td>Day of the Triffids, The Midwich Cuckoos</td>
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<tr>
<td>Yen Mah Adeline</td>
<td>Falling Leaves</td>
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<tr>
<td>Zindel, Paul</td>
<td>The Pigman, The Pigman's Legacy</td>
</tr>
</tbody>
</table>
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