SCHOOL OF EDUCATION AND SOCIAL WORK

English Course Handbook
2017/18
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Drama, English Language
ICT
Inclusion: Gifted and Talented, Special Educational Needs
Inclusion: Ethnicity and EAL, Gender
Inclusion: Social Class, Government Policy Documents, Literature: GCSE and A Level
Poetry
Literature: Shakespeare
Media
Primary Education and Transition, Reading
Speaking and Listening
Writing
Reading Lists for Mentors
Reading: KS3 Fiction
Reading: KS4 Fiction
Introduction

Welcome to the Secondary PGCE & School Direct English course for 17/18. We look forward to working with you this year and supporting your development towards becoming successful teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. The pre-course educational autobiography is designed to start this process of critical reflection, by encouraging you to explore your current philosophy and attitudes towards teaching and learning, based on your personal experience.

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

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

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

Sue Pinnick is the programme leader for English but the core English team includes Dr Julia Sutherland, 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 & 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
- A visit to a sixth form college
• A visit to a Primary School
• The opportunity to develop expertise in the teaching, monitoring and assessment of small groups of pupils from early in the course, through a particular focus on this aspect, for example, in the form of sessions on guided reading and thinking skills.
• Visit to the Globe for a performance
• Visit to The British Library for a dedicated session on English literature in context
• Joint Practice Development run by a Brighton and Hove English teacher
• E-learning day at an ‘outstanding’ 11-18 comprehensive school
• 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.
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.
- Reflecting on the overall school based training over the past week.
- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with mentor in advance of the meeting.

During the meeting trainees should 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 week and strategies for achieving them.
- Complete a ‘To Do’ list as required.
- Share the Professional Practice Tracker with the mentor

After the meeting trainees should:
- Make additional comments on progress if requested.
- Ensure the on-line Professional Practice Tracker has been updated

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

Autumn Term 2017: 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 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.

Weeks Beginning – 28th August and 4th September 2017
Pre induction fortnight - Focus: Induction for SD trainees
On non-university days, 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

Weeks Beginning – 11th September and 18th September 2017
University induction weeks for all
Mentor should start preparing trainee’s timetable following mentor training on Sept 20th.

Week Beginning – 25th September 2017
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 – 2nd October 2017
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
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 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 – 9th October 2017  
Session 3 - Focus: Behaviour management  
- Strategies for creating an orderly and purposeful environment  
- Establishing rules and routines  
- Use of voice, body language, Teacher ‘geography’ in the classroom  
- Use of praise, rewards and sanctions  
- Discussion of Applying Professional Knowledge assignment – a possible class and pedagogical approach; rationale  
- Trainees should teach at least one whole class lesson this week  
- Completion of Professional Practice Profile A

Week beginning – 16th October 2017 – Half Term/ Directed Study Time  
Week for Brighton and Hove trainees; all other trainees will remain in school. All trainees will come into university for a half hour review with their tutor (by appointment)

Week beginning – 23rd October 2017 – Half Term/ Directed Study Time

Week Beginning – 30th October 2017  
Session 4 - 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 – 6th November 2017  
Session 5 - 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 – 13th November 2017  
Session 6 – 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 – 20th November 2017
Session 7 - 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 – 27th November 2017
Session 8 - Focus: Working with data and e-learning
• Information on pupils’ CATS/SATS scores, SEN info, targets, IEPs etc on classes to be taught
• How is data used to inform planning, track progress and improve learning?
• What data is used in the school/department?
• How to use this and local/national data
• Consider how eLearning is used in the school and department
• 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 – 4th December 2017
Session 9 - 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 10 - Focus: Assessment for Learning – feedback and assessment
• Review of subject knowledge development
• Developing assessment criteria
• Giving oral and written feedback
• Peer and self-assessment
• Assessing without Levels (KS3)
• Discussion of APK (evaluation of SOW)
• Completion of Professional Practice Profile B

Spring Term

Week Beginning – 1st January 2018
Session 11 - 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 – 8th January, 2018
Session 12 - Focus: Applying for Jobs
• Writing a job application
• Interview techniques
• What would you look for in a candidate?
Week Beginning – 15th January 2018
Session 13 - Focus: Review of folders and SKAs
- Review of subject knowledge development
- Checking paperwork – forms and logs etc
- Reviewing evidence for Standards

Week Beginning – 22nd January 2018
Session 14 - 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 – 29th January 2018
Session 15 - Focus: Drama and Creativity
- Using drama and creative approaches when teaching English
- Mentors and PGCE trainees to meet Placement 2 Trainees/ Mentors on 31st January at university
- SD trainees to arrange visit to Placement 2 this week

Week Beginning – 5th February 2018
Session 16 - 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

Week Beginning – 12th February – Directed Study Time Week/ Half term

Spring Term:

Week Beginning – 19th February 2018
Session 17 - 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 – 26th February 2018
Session 18 - 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 – 5th March
Session 19 - 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 – 12th March 2018
Session 20 - 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

Week Beginning 19th March 2018
Session 21 – 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 – 26th March, 2018
Session 22 - 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

Week Beginning – 2nd April – Easter Holiday
Week Beginning – 9th April – Easter Holiday

Summer Term

Week Beginning – 16th April 2018
Session 23 - 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

Week Beginning – 23rd April 2018
Session 24 - 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
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Week Beginning – 30th April 2018
Session 25 - 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

Week Beginning – 7th May
Session 26 - Focus: preparation for RPK
- Risk assessment of trips (if not covered previously)
- Review of subject knowledge development
- Review of progress and Portfolio
- Completion of Professional Practice Profile E

Week Beginning – 14th May or 21st May
Session 27 - Focus: preparation for NQT year
- Identify targets for NQT year
- The NQT Year

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.

**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; 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._

_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 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.

- **E-learning and Multi-media approaches to teaching English and Media**

- **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.

- **Literature in context**: evaluate the influence of social, historical and literary context on a variety of written texts and develop an awareness of the chronological development of English Literature.

- ‘*King Lear*’: 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.**
• Specific behavioural challenges in English and some approaches.

**Rest of Autumn Term**

• Reflective practice: theory into Practice for the English teacher

• 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.

• BBC School Report: practical activities for preparing to set this up in your school

• 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.

• Shakespeare – This session will enable teachers to experience a range of ‘active’ approaches to Shakespeare’s plays for use at KS3, 4 and A Level identifying the theoretical rationale for these and other effective teaching strategies, in terms of developing students’ critical analysis of, and engagement with more challenging texts.

• Managing stress and workload

**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

**Virtual Learning Environment**

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

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

The Sussex University VLE uses Moodle and is called ‘Study Direct’. It can be accessed directly at: https://studydirect.sussex.ac.uk. After logging in the Study Direct home page will appear and you will see a list of Course Sites. Click on PGCE English 2017-18 - This site is for both PGCE and SD trainees. Further information on the VLE will be given in a lecture and curriculum session. From time to time we will ask you to upload your good lesson ideas, your creative resources or specific notes relating to your Directed Tasks.

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

**Reflective Journals**

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

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

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

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

The Journal will only be viewed by the trainee and their tutor and nothing in this will be used against a trainee (unless it is clearly un-professional). However, it is expected that parts of it will be selected by trainees for use as ‘evidence’ for meeting a number of the QTS Standards.

Further information on reflective practice and the Reflective Journal can be found in the main handbook and will also be given in a curriculum studies session. Journal deadlines will be identified in the English detailed course outline.

**Subject Tasks**

PGCE and School Direct Training trainees are required to complete the following tasks in their induction week/s and those following. They must make notes on the tasks, all of which will be included as part of the Reflecting on Professional Knowledge Portfolio and presented during the Professional Dialogue at the end of the programme.

The idea of these tasks is to enable trainees to develop their reflective skills, subject and pedagogic knowledge and understanding, through reading and focused observations. Trainees should be prepared to discuss their findings at university in curriculum sessions – dates for each of the directed tasks are given on the separate course outline. At times, we may also ask you to share your notes or comments on particular Subject Tasks on the English VLE.

Salaried School Direct Trainees may have more teaching commitments at that start so must do tasks 1 – 4 but the others are optional.
**Autumn Term Subject Tasks (STs):**

**ST1. Teaching a grammar ‘starter’ activity at KS3**
**Due on 21st September 2017**
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 29th September and Friday 6th October**

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

Include a brief outline of where the area of subject knowledge chosen fits, in terms of the National Curriculum for English, 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/accen 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 Seamus Heaney, Gillian Clarke, Simon Armitage, Duffy, T.S. Eliot, Yeats.
4. Victorian poetry: Browning or Tennyson
5. The History of Standard English
6. Language and Gender
7. Critical theory in relation to pre-1914 KS4 texts, e.g. Dickens: Great Expectations, Hard Times, A Christmas Carol; Shelley’s Frankenstein, etc.
8. Shakespeare, context and performance: Romeo and Juliet/Macbeth/Henry V
9. Postcolonial and/or cultural materialist perspectives on Othello, The Tempest, Much Ado about Nothing.
10. World War 1 poetry: contexts and critical theory.
ST3: A lesson observation which focuses on behaviour management due Friday 29th September 2017

Observe one or two lessons and list all the classroom management strategies that are used to maintain the pupils’ concentration on their learning.

Identify which strategies you found to be most effective and explain why. Consider how comfortable would you be using these strategies and explain your reasons.

Analyse the balance of the use of praise versus sanctions.

How consistent was the teacher?

How did the teacher use the language of choice or consequences?

How did the dynamics of the class change according to the strategies used?

How did the behaviour affect the learning?

Note the seating plan and how this affected the behaviour.

Note the time of day and how far this affected the behaviour.

Note the entrance and exit: what strategies did the teacher use to manage behaviour at the start and end of the lesson?

ST4 Lesson Observation which focuses on Lesson Planning: due Friday 6th 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?
ST5. Speaking & listening: 2 lessons, one KS3 and one KS4 Feedback on Friday 13th October 2017

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.
ST6. Differentiation/Personalising lessons: 2 lessons to be observed from any KS3 or 4 classes: Feedback on Friday 10th November 2017 Mentor to arrange suitable classes for these tasks

Lesson 1: focus on one/two pupils with relatively weak literacy skills.
Consider the range of differentiation strategies used by the teacher in this class, for example, is it through task, outcome, support through peers or a teaching assistant, resource (e.g. writing frame? glossary of key words?) through the use of teacher scaffolded whole-class talk and/or through paired/group talk?

Evaluate the extent to which the target pupils are able to achieve the given learning objectives through these strategies. What are the particular strengths of the lesson in terms of targeting these pupils' and other pupils' learning needs? Which were the most effective strategies for this particular lesson? Note how reading and writing tasks are scaffolded to enable pupils to achieve them.

Lesson 2: Now do the same as the above, with the focus on one or two gifted and talented pupils, again, considering how pupils are challenged in reading, writing or speaking and listening tasks.

ST7 Video of a lesson – of you teaching! Due Friday 17th November 2017
You could arrange to discuss this in a mentor session, selecting a small part of the video to analyse and discuss. Discuss with your mentor which lesson you would like to video, reflecting on what you hope to gain from this exercise. For example, is your focus:

- teacher talk and language – how tentative/authoritative is your language? How effectively do you give instructions? How many imperatives do you use?
- Use of praise – is it specific or vague?
- Use of sanctions? Do you give choices? Are you consistent? Do you follow through with threats
- Use of student names – do you include all students? Are you using ‘no hands up’ or always asking the same students? Is there an even spread of questions across gender/race/different areas of the room?
- class management issues; transitions
- whole-class talk: instructions, explanations – clarity and fullness?
- whole-class questioning, including follow-ups to raise the level of discussion – are you using open or closed questions. Lower or higher order? Extended questioning/‘pose, pause, bounce’?
- handling of pair or group work
- formative feedback to individuals/small groups
- something else?
- Upload a 200 word reflection on to the VLE, analysing what you learnt from this

ST8 KS2 - 3 Transition Task: due Friday 5th January 2018
You will need to work with a Primary School colleague to arrange 1 – 2 days of observation in a feeder school before the end of 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 university on Friday 5 January. They may also be discussed, along with other evidence, in your final 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.

**ST9 Reading for Pleasure at KS3: due Friday 20th April 2018**

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: What you liked/ disliked about it; whether you would recommend it and who to? Whether you would you teach it or if it should just be saved for wider reading etc – NO POWERPOINT!

**ST 10 A classroom or wall display: do take photos – due Friday 5th May 2018**

Choose any class that you have designed a unit of work for during the placement and mount a display, presenting pupils’ work in an interesting, coherent way. Take some digital photographs of this for your RPK and to show peers at university and be prepared to discuss how you approached this task and to evaluate its worth, in terms of pupil learning and motivation.

You might like to do a display for Open Evening, or a celebration of students’ work when you have finished a SOW.
Optional Task: Assessing pupils in guided reading

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

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

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<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>School Type:</td>
<td>Class:</td>
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<tr>
<td>Subject:</td>
<td>Teacher:</td>
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<td>Students: T:</td>
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<td>Topic:</td>
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Teaching materials:

Condition of classroom, walls/ noticeboards:

Focus: (see below for ideas)

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

Other observations

- Lesson objectives (on board? Referred to? In pupil language?)
- How pupils enter class
- Teacher greeting and introduction to lesson
- Ground-rules implicit (bags off table, coats off, sch uniform checked, silence, books & pens out)
- 1st set of instructions – is it repeated? Clear? On IWB as well as spoken?
- Lesson structure – is it announced? What form does it take?
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Student activity</th>
<th>Observations/remarks/analysis</th>
</tr>
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25
Post-Lesson reflections by observer, if needed

Observation guidelines and focus points

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

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

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

Further reading will be provided in the Professional Studies lectures and seminars.

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**

• Clark, U. (1996) *An Introduction to Stylistics*, Stanley Thorne Publishers (see *Investigating English Language*, in the same series)
• 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 (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

Wright, L. and Hope, J. (1996), *Stylistics*, Routledge

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

ICT

- Colbert, B. Miles, R., Wilson, F. and Weeks, H. (2007) 'Designing and Assessing Online Learning in English Literary Studies'. In *Arts and Humanities in Higher Education*, 6; 74, pp. 74-89
- Canterbury Christ Church University College (1999) *Talking about Information Communications Technology in Subject Teaching: A Guide for Teachers*, Canterbury Christ Church University College
School of Education & Social Work


**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

- CiLT 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/](http://www.education.gov.uk/)

**Literature teaching: GCSE and A Level: (see also Poetry, Shakespeare and Reading, too)**

- Moon, B. (1990) *Studying Literature: Theory and Practice for Sixth Formers*
- John Agard (ed) *Anthology of Poems from all over the World*
- Binta Breeze, J. (2000) *The Arrival of Brighteye and other poems*
• Catt, R. “‘Jolly good, I said’: Using Poetry with Older Children”, in Fisher, R. and Williams, M (eds) (2000), Unlocking Literacy, London: David Fulton Publisher
• Childs, T. and Moore, J. (2001), AS English Literature for AQA A and A2 English Literature for AQA A, Oxford: Heinemann
• Clarke, Gillian. Collected Poems (Poetry Pleiade)
• Clarke, Gillian. Five Fields
• Clarke, Gillian. Making the Beds for the Dead
• Duffy, C. A. Meantime (1993), London: Faber
• Moon, B. (1990), Studying Literature, Theory and Practice for Senior Students, Australia: Chalkface Press (and EMC)
• Moon, B. (1998), Studying Poetry, Cottesloe 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
• Nichols, G. (2005) Starting the Flying Fish, London: Virago
• Studying Blake’s Songs (book and CD rom). London: English and Media Centre
• Studying AQA Poetry, London: English and Media Centre

Websites

www.poetryclass.net (includes lesson plans for all Key Stages, developed by professional poets; info on The Poetry Society; space to discuss ideas with teachers)
www.englishandmedia.co.uk;
http://geocities.com/Athens/Acropolis/2012/poems/index.html (pre1923 poetry)
http://www.bbc.co.uk/schools (GCSE and SATs)
http://ourworld.compuserve.com/homepages/HarryDodds/ (link to the Virtual Teachers’ Centre
http://teachit.co.uk/
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](http://www.clicknotes.com/macbeth/welcome.html) (some available free, some subscription)
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).
• 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.
• Dean (2002) *Teaching Reading*, London: David Fulton
• 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
• Mercer, N (2000), Words and Minds: How we use language to think together, London: Routledge, Taylor and Francis

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
• 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 for 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 Lists for Mentors**


### Reading: KS3 fiction - in-class and independent readers

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
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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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Michelle Magorion: Goodnight Mister Tom
Nicola Morgan: Mondays are Red
Jill Murphy: The Worst Witch
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 Unfortunate Events
Darren Shan: Cirque du Freak
Robert Swindells: Stone Cold, Brother in the Land
Eleanor Updale: Monmorency
Cynthia Voigt: Homecoming, Dicey’s Song
Jacqueline Wilson: Tracey Beaker, The Illustrated Mum, Double Act
Adeline Yen Mah: Chinese Cinderella

**Key Stage 4 Recommended Reading List**

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