Institute of Education

University of Reading

Secondary English Handbook 2024–2025
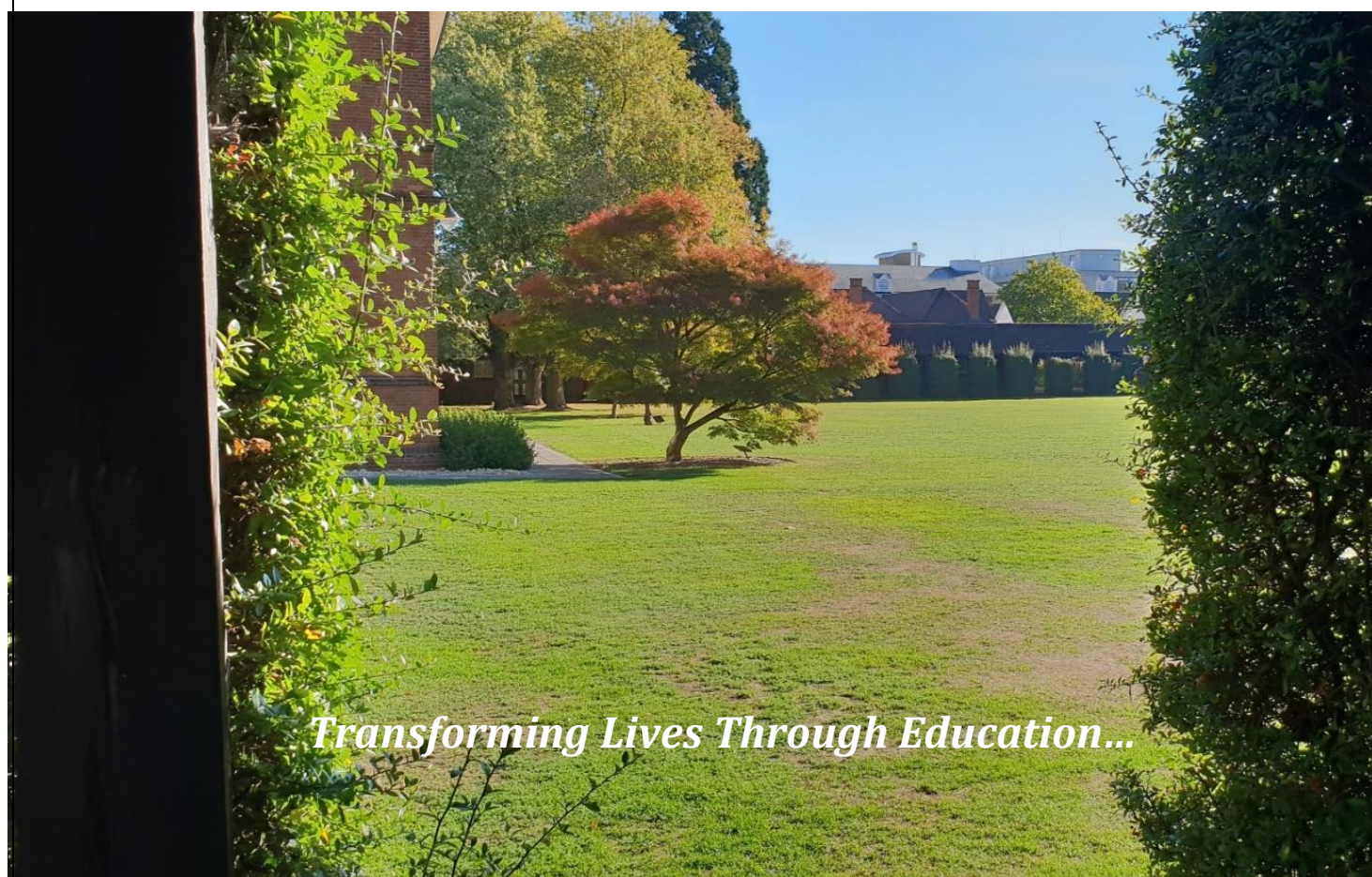
Transforming Lives Through Education...

Contents

Disclaimer

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar (www.reading.ac.uk/calendar/), in the Programme Specification (available at www.reading.ac.uk/progspecs/) and in relevant module descriptions (http://www.info.rdg.ac.uk/module/); should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by the School in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

Please keep this handbook in a safe place as you will need to refer to it throughout your programme.

Date of Publication: August 2024

Welcome

Welcome to the Secondary English PGCE course for 2024-25. We hope that the course is an informative, thought-provoking, enjoyable, and challenging programme of study.

By the end of this programme of study our intent is for all our graduates to develop four key traits of a Reading Partnership Teacher. These are:

- Critical Curriculum Thinkers
- Responsive and Reflective Practitioners
- Ethical Community Participants
- Research-Informed Professionals

Underpinning all of these will be a commitment to teach xxx passionately and knowledgeably, so that all pupils, no matter their background, prior attainment or school setting can make excellent progress in English.

We know that learning occurs as the learner tries to make sense of information gained both by experience and instruction, and an important way of making sense is through reflection and discussion. This is shown in how you will be encouraged to teach, and in how we design the course to enable your learning. As a postgraduate you are expected to work independently using your ability to explore the research and theoretical foundations of learning and teaching English, to analyse your own experiences in school, to compare and contrast theory and practice, and as a result of this evaluation to draw conclusions which lead you to your own individual approaches to teaching and self-development.

Consequently, the course requires a high degree of focus, application, commitment and hard work both in the university and during teaching practice in school. We hope that you will make the most of your time here to achieve your ambitions, to become an asset to the teaching profession and wider community, and to find the process fulfilling and enjoyable.

Your tutors and mentors will be on hand to guide and support you throughout your time in the University and school.

We look forward to a successful year,

The English Education Subject Team

1. Important Information

This handbook is designed to introduce you to the secondary English course. It provides basic information about the structure and content of the course - additional material will be issued as the course proceeds. This handbook is complementary to the **Secondary Manual of Guidance** and we have tried to avoid duplication, although in some cases it is inevitable. We ask that you read it all the way through at the start of the course and refer to it when necessary.

a. English University tutors

Subject Leader: Dr Rachel Roberts
Responsible for:

- Overall management and leadership of the course, including teaching university-led sessions
- Assessment of your written work and assignments
- Supporting your school placements in school
- Sharing the responsibility with your school-based subject mentor for assessment of practical teaching standards

Tutor contact details:

Tutor	Contact email	Office
Dr Rachel Roberts	r.l.roberts@reading.ac.uk	L19 G07
Robert Baldock	Robert.balcock@reading.ac.uk	
Dr Alison Silby	a.silby@reading.ac.uk	
Stephanie Sharp	s.sharp@reading.ac.uk	
Susie Ferguson		

Programme administrator contact details:
Secondary ITE Administrators
Support Centre (London Road Campus), Student Services, L16 G04, 0118 378 2626,
pgcesecondary@reading.ac.uk

Student support contact details:
Student Support Coordinators
0118 378 2611
ssc.ioe@reading.ac.uk
London Road Campus Support Centre is open Monday – Friday between 8.30am and 5.00pm

b. Pre-enrolment English Site and Tasks
You will have received an invitation to join a pre-enrolment page:

https://www.reading.ac.uk/education/offer-holders-pgce-secondary

This is a starting point for your thinking about the course and will include key course documentation, recommended reading, guidance to pre-course tasks and a forum for you to get to know the other English RPTs.

c. Blackboard Learn
Blackboard Learn is the Virtual Learning Environment and web-based learning system used by the University of Reading. No special software is needed to use it; all you need is a web browser. You will need to make use of

this system regularly during your training year. You may already be familiar with it from your undergraduate work.

As tutors, we will be making frequent use of Blackboard during the year. Presentations and resources used by tutors in Subject Method sessions will be posted on Blackboard, as will relevant announcements and communications for the whole of the English cohort. Additionally, you will find useful documents, resources and relevant Ofsted reports on Blackboard. These will be helpful when planning and producing your tasks.

Details and documents related to assessment tasks will be placed on Blackboard at appropriate times during the year as well.

d. Email contact

After enrolment we will not be using your personal email addresses to communicate with you. You will have tutorials with your Academic Tutor but you are encouraged to make contact with us whenever you need to discuss something important.

Please check your university email on a daily basis in the working week. Keep in regular contact especially when you are on school-based practice.

e. Professional Expectations

The PGCE programme is a *professional* training programmes. Training to be a teacher means that you are expected to demonstrate the professional attributes of a teacher in your approach to both your school practice and University-based study. Therefore, you are expected to:

- **Attend all aspects of the course**. If you are unable to attend any university session (whether virtual or face-to-face) or are going to be late, then your course leader must be informed in advance. If you are unable to attend at school, then you must follow the school's procedures and inform the secondary admin staff and your subject tutor. If you are absent, you must complete an 'Unauthorised Absence' form on your return. In addition, there is an attendance sheet that must be signed by your mentor on a weekly basis.
- **Participate actively** and enthusiastically in all sessions, in a sensitive and professional manner which is compliant with the University's published policies as detailed in the Manual of Guidance, and **complete all tasks set** (this includes formal written assignments, weekly tasks, presentations, reading, lesson observation, preparation of materials and so on).
- **Use Blackboard and your University email regularly** for communication and information
- **Be pro-active in addressing the targets** set for you in conjunction with your tutor/mentor
- **Take responsibility for meeting deadlines**, and submitting assignments/ documentation to the correct place
- **Maintain your files** on your ePortfolio in an orderly and up to date state.
- **Act in a professional manner when at university**. For example, unless requested, there will be little or no need to have a phone out in university sessions and lecturers will reserve the right to ask you to behave in a manner most conducive to learning.
- **Be a colleague** when on school placements and try to influence positively the working culture for those around you.

Read ex-Headteacher and education consultant Tom Sherrington's blog on behaviour during training sessions – certainly food for thought!

Professionalism on school placements
In school, remember that your mentor and other teachers are busy and will have other priorities. 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
- express gratitude to colleagues

- be helpful in the department
- try to be positive and seek solutions, rather than problems.

We have very good working relationships with our mentors, and we provide training for them in two mandatory Subject Training Sessions – one in September, one in March.

The following advice should help establish good relations with your mentor and other teachers:

- be prepared for meetings/discussions
- have lesson plans sorted out prior to the day of the lesson (some mentors may request these two days in advance if it positively contributes to your development)
- display initiative in researching new topics
- be willing to share resources
- think about how to approach trying new things

When working with pupils, remember you are their teacher. Trainees can confuse respect as a professional, with students seeing them as relatable/a friend. Ensure that you recognise boundaries and gain respect through outstanding teaching, organisation and compassion.

Professional behaviour is accounted for in the second part of the Teachers' Standards (Personal and Professional Conduct) and this applies to both school and university settings (see https://www.gov.uk/government/publications/teachers-standards).   **As a student of the University of Reading, you are expected to adhere to the conditions of the Student Charter (please see the Secondary Manual of Guidance).**

Failure to meet these requirements may put your place on the course in jeopardy.

f. Timing and structure of University sessions

University-based sessions take place on the London Road campus, unless otherwise directed. On the designated days, you will generally have subject sessions (9.30am-12.30pm and 1.30pm-4.30pm) on Mondays and Tuesday afternoons until the October half term and then Mondays until the end of the autumn term. Some of these sessions might take place online or using digitally-enhanced methods. These sessions will seek to explore and develop your subject and pedagogical knowledge of English teaching, drawing from educational research, theory and experience – not least your own within your placement school!

g. Support in school

In school you will have a whole-school point of contact, known as your ITTCo (Initial Teacher Trainer Co-ordinator) who will quality assure your experience internally. You will also be assigned a mentor in your department. They will meet with you once a week, design your timetable, and attend university training on being a English mentor.

Your mentor has a difficult task. They are responsible for:
- Synthesizing the University's ITE curriculum with the school's curriculum.
- Sharing their knowledge and experience while allowing you to develop your own teacher persona.
- Supporting you to implement a range of activities and tasks that will ensure you develop in all areas of the Standards required for QTS.
- Responding to your concerns and needs as you wrestle with day-to-day problems.

It is through the continuous, weekly review of targets and the planning of flexible, focused training experiences that you and your mentor will get the balance right.

Each week, prior to your mentor meeting, you will write a short Weekly Reflection on Progress (WRoP).

It is excellent practice write a weekly reflection about your teaching experiences. Think about this like a blog – a short, personal attempt to keep bettering yourself and moving forward. Many outstanding teachers, and teachers looking to improve, are being encouraged to regularly reflect in this way.

Prior to your weekly mentor meeting, you will need to take one or two areas of your practice over that past week, and critically reflect upon them. For these reflections, we encourage a process of 'what, so what, now what?' You will inform your university tutor of **the timetabled day of your weekly mentor meeting** and will subsequently be expected to submit your WRoP on that day, following the mentor meeting. The most insightful and reflective might be chosen to be shared more widely as exemplar materials.

| Write WRoP **prior** to mentor meeting and send to mentor | → | Discuss at mentor meeting and devise targets for the week | → | Upload WRoP to ePortfolio | → | Review targets prior to the following week's mentor meeting |
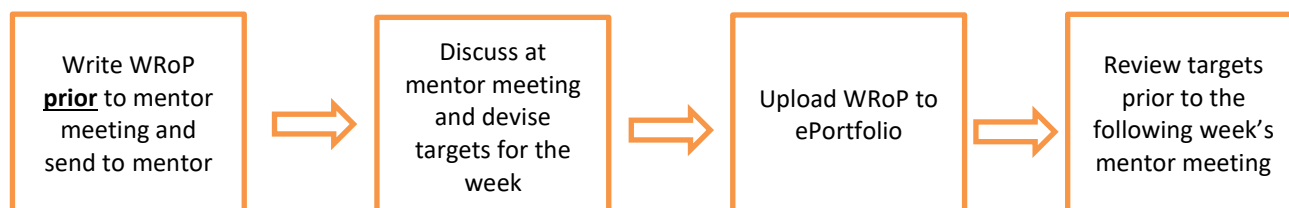
The mentor meeting
You are entitled to a **weekly meeting**. You must inform the university if you do not a timetabled hour each week. To get the most out of this meeting:

- Reflect on the previous week's feedback.
- Demonstrate a willingness to ask questions, seek advice and invite constructive critical comment.
- Maintain your ePortfolio, so that the two of you can quickly review progress using the evidence it contains.

The meeting may cover some of the following:
- Reminding each other of, and reviewing, the targets from the previous meeting.
- Reviewing the week's progress by drawing together evidence from lesson observations, your own lesson evaluations and other evidence from professional tasks carried out during the week.
- Evaluating key areas of development to focus on, for instance:
  - discussing one or two particular difficulties in more depth, devising training experiences to help overcome these.
  - co-planning the next week's programme in detail, perhaps looking at just one or two areas of lesson planning in depth.
  - discussing work that will contribute to a written assignment.
  - checking your subject knowledge and suggesting ways of making good any gaps.
  - linking practice to the ITE curriculum and the Teachers' Standards.
- Setting new targets in light of the above.

Target setting with your mentor
Target setting is crucial to your development. The targets are the result of issues raised by yourself and your mentor – you should negotiate what is included.

Setting targets
- Based on evidence and reflection: **what is the area you need to work on**?
- Identify the **precise target** to work towards (e.g. poor behaviour may seem the problem, but the cause of the poor behaviour may be lack of clarity in your instructions, a lack of/too much challenge in your classes, a failure to engage pupils at the start of a lesson etc!)

h. Course Evaluation

We are going to evaluate the course at various points in the year, through the university's quality control systems. Your evaluations will offer opportunities to discuss the content and structure of the course as well as your school experiences and decide together on possible ways to enrich the course further. **It is important and helpful for us to complete these evaluation forms.** In addition, the Staff Student Partnership Group meets once a term and each subject group nominates a representative who will sit on this committee to voice your comments.

i. External Examiner

External Examiners will visit a sample of students across the programme in May, to assess student teacher competence and to compare the standards of our course to other Initial Teacher Education courses across the country. The examiners are invited to see a range of students in a range of schools. The external examiners are always specialists with years of experience in schools and as Initial Teacher Education Tutors.

DOLLY CHURCHILL

Dolly chose to study with the Wokingham Federation, one of the University of Reading's School Direct partners because she had a great experience working within their schools as a Learning Support Assistant (LSA). This school experience helped her to prepare for her PGCE (School Direct) course.

Once on the course, Dolly particularly loved working and studying with the community of trainee teachers which she had joined. She found that everyone supported each other on the programme and experienced an inspiring and unique sense of professional development.

She said:

> "My course leader, Rachel Roberts, was particularly inspirational. She arranged a variety of different lectures and discussion points so that we could all fully appreciate the diverse nature of working as a secondary English teacher."

2. Introduction to the English PGCE Course

English is a key subject of the secondary curriculum, and you have accepted the challenge of joining an exciting, rewarding, changing profession.

In this 43-week course, your main concern will be with the development of your professional competence as a teacher of English. In order to teach English successfully, you will need to focus on the teaching of English itself, but also develop an understanding of educational issues pertaining to teaching and learning, classroom interaction, the school curriculum and the place of school in society. It is much more helpful to think of the course as a part of a long process that has no simplistic ending. As well as becoming a competent classroom practitioner, you will need to be able to make informed decisions and recognise the need for further development throughout your career as a teacher.

a. The *intent* of this Initial Teacher Education English Course is:

The English PGCE course aims to develop RPTs who have a deep understanding of their subject and are able to connect with all pupils in order to engender curious, informed and skilful readers, writers and speakers. RPTs are critically engaged, informed professionals who strive to develop their own subject knowledge, skills and pedagogy, so that their learners can have the best experience of subject English.

English is principally about the process of meaning-making in the reading and creation of texts through language. It is a conversation (Eaglestone, 2017) between texts and between students and texts, over time. This notion is at the heart of the Secondary English PGCE programme, in terms of establishing the nature of the discipline, as well as the content and pedagogy (see figure below). Alongside examination of the curriculum (National Curriculum and exam board specifications), this is critiqued and explored throughout the PGCE.
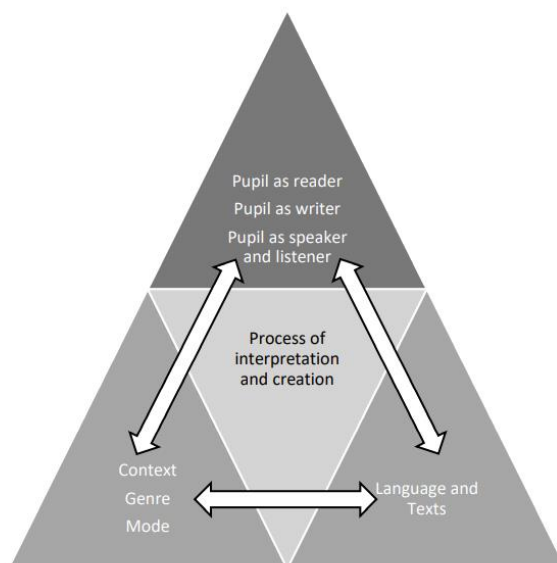
(Roberts, 2019)

The *aims* of this initial teacher education English Course are:

1. To further RPTs' knowledge, skills and understanding of English as a key area of the secondary curriculum;

2. To help RPTs become effective and reflective teachers of English, and be able to plan and lead learning relevant to the needs, interests and abilities of all pupils;

3. To explore practical ways of developing RPTs' own teaching style and ability to create an orderly, engaging, active and purposeful learning environment and fostering good classroom practice in terms of preparation, management, communication, relationships, use of resources and assessment;

4. To review the implications of current literature and research pertaining to English as a curriculum subject, and to promote the notion of the teacher as an active participant in the learning process;

5. To develop RPTs' ability to reflect upon their experiences as a teacher and as a learner, in order to develop the evaluative skills that will enable you to continue to improve your teaching throughout your career.

Teaching is a professional activity and as such there are a number of important questions we need to explore:

1. What do teachers do?

2. What affects what teachers do?

3. How do teachers do what they do?

4. How do teachers improve their practice?

5. What kind of teacher do I want to be?

The first three questions focus on "knowing about teaching" but this is much more than acquiring a set of skills and accomplishing technical expertise.

Dymoke and Harrison (2008) suggest that there are four core characteristics of teaching. The first is that teaching is an *intellectual activity.* This includes the ability to process knowledge and understanding, together with a capacity to communicate it effectively. The second characteristic is forging and maintaining effective *personal interactions.* The third area is the forming of *ethical judgements.* The fourth is the *social significance* of teaching (Dymoke & Harrison, 2008, p. 3). At the heart of this is *reflective practice.*

Reflective practice is a dynamic developmental process. It is a state of mind as well as an educational approach for all professionals to examine both critical and non-critical incidents in their working lives. It is a pedagogical approach, which is learnt through professional enquiry, and we believe it is fundamental to develop this year and extend into your career. Through reflective practice you can be encouraged to examine the values that underpin all your practice in teaching.

The central focus of all our work is the development of a rich and challenging English course within our ITE curriculum, relevant to the needs, interests and abilities of all pupils. This course will help you to develop your own teaching style and to create an orderly, engaging, active and purposeful learning environment. There will be plenty of practical activities to help you in your thinking about good English teaching and as a means towards you becoming a reflective practitioner and develop your own coherent theory of English in education. In this spirit the course aims to enable you to:

- take stock of your subject knowledge of xxx, and expand and develop it;
- gain experience of teaching a wide and varied xxx curriculum to pupils aged 11-18 and have an understanding of the origins of that curriculum and the historical development of the subject 'xxx';
- develop curriculum design, planning skills and classroom teaching approaches that will enable pupils to work to the best of their ability and to make the progress of which they are capable;
- develop an understanding of educational research as it applies to the classroom: how it is carried out, how it can be applied and how it can be critiqued;
- gain an informed and critical view of the National Curriculum for English;
- understand the relationship between planning, teaching and assessment and be able to use this knowledge to develop pupils' progress in English;
- understand the Standards required to achieve Qualified Teacher Status;
- reflect on various theories of English in education and develop a coherent theory of your own which informs your classroom approaches and which you can articulate confidently to fellow professionals;
- explore some of the resources that are available to you and help you to select and critically evaluate such material;
- develop an understanding of progression from Key Stages 2- 5 and the relationships between Key Stages;
- develop the ability to choose and use a range of relevant approaches to the teaching of English, including using elements of drama and media;

- gain an understanding of how issues such as race, class, sexuality and gender influence school interactions and curriculum decisions, and develop strategies that will allow all pupils to gain access to the whole curriculum;
- develop an awareness of the needs of all children (including SEND and EAL) and an understanding of how these needs can be met;
- develop behaviour management skills;
- become a confident and articulate beginning teacher with a sound understanding of the nature of the teaching profession;
- plan ahead for your ECT year and to consider the best way forward for your long-term professional development;
- articulate how you have met the Teacher Standards and covered the Core Content Framework, while also going beyond these in fulfilling the four Reading Partnership Teacher (RPT) traits.

In relation to your own learning and progression, the course aims:
- to build on strengths which RPTs bring to the course;
- to progressively develop RPTs' confidence and competence in English and its teaching, recognising the need to match the programme to RPTs' priorities for learning to teach in the two placements;
- to develop RPTs' personal and social skills, including management of time, resources and the demands of the course, collaborative group and pair work, independent learning, and the use of initiative;
- to promote enthusiasm for and positive attitudes towards the educational potential of English;
- to provide opportunities to contribute to your cohort, subject, department and school communities as co-constructors of knowledge and resources.

The course outline on p 15 is designed to follow the practical teaching modules that gradually move you from Shared Teaching, to Guided Teaching, to Independent Teaching.

Module	English Subject Method Sessions
Induction	Weeks 1-5
ED3PTSS: Shared Implementation of Teaching	Weeks 6-18
ED3PTGS: Guided Implementation of Teaching	Weeks 19-29
ED3PTIS: Independent Implementation of Teaching	Weeks 30-43

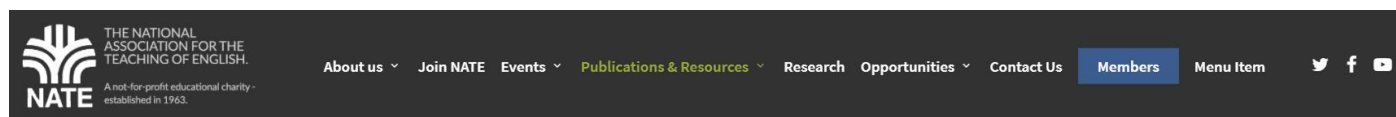'Progress in your own indigenous language isn't a matter of the linear acquisition of skills. For one thing, development can often seem to go backwards before going forwards – progress is more like a series of loops than a straight line... And, for another thing, progress isn't along one route, but along increasing numbers of routes. It's helpful to think of progress as getting better at more things.' (Wright, 2012, p25)

b. The teacher as English specialist: Subject Knowledge Development

Every RPT brings different strengths and interests to the teaching profession. The breadth of knowledge and expertise required of English teachers is such that no one can aspire to an equal expertise in all areas. Coming to an understanding of what we teach as English teachers is crucial. This course will help you to build upon your knowledge and skills.

It will do this by:

- Asking you to complete a **Subject Knowledge Audit** that will help you to identify areas of strength and areas that require further development.

- Suggesting ways in which you can enhance your subject knowledge (and sharing your subject expertise with your peers).

- Monitoring the development of your subject knowledge through completion of school-based proformas and/or your **Subject Knowledge Profile**, in order that you can continue to develop through private study and your practical work in school.

- Using a wide range of subject knowledge readings, resources and examples in our subject sessions and WRoP feedback.

NATE's Developing English Subject Knowledge webpage https://www.nate.org.uk/subject-knowledge/ is a great place to start

c. Achieving ambitious outcomes

As stated in the Introduction, the overall intent of this ITE programme is to develop distinct teacher characteristics. The different subjects will all interpret these in different ways. The intent of each subject and the accompanying subject knowledge in 2a and 2b will contribute to making you an excellent teacher. Here are some of the outcomes our English curriculum is designed to bring about:

Programme Intent

Critical curriculum thinker	Responsive and reflective practitioner	Ethical, community Participant	Research-informed professional

Subject Method

Professional Studies

Placement Experience

Mentoring and Expert Colleagues

PGCE Assignments

Subject Impact

Critical curriculum thinker	Responsive and reflective practitioner	Ethical, community Participant	Research-informed professional
English teachers who consider which texts they teach and why, and engage with debate around text choice and representation in the curriculum.	English teachers who respond to and consider ideas, advice, and feedback from others.	English teachers who collaborate with peers and colleagues both in and outside of the classroom.	English teachers who actively engage with research through reading, attending subject-specific CPD/talks/ conferences.
English teachers who consider in depth the 'what, how, when, and who' in their planning of lessons.	English teachers who plan for student engagement and adapt to ensure progress.	English teachers who get involved in the wider school community, widening horizons through experiences and cross curricular opportunities.	English teachers who draw on subject-specific PCK and consider generic approaches to teacher from a subject-specific point of view.
English teachers who think carefully about what we mean by knowledge and skills in English and the implications for classroom practice.	English teachers who are creative, and work towards longer-term goals for their classes.	English teachers who engage and make use of the wider network of English education professionals and provision, such as being a member of a subject association.	English teachers who read and engage with disciplinary developments and innovations and where, appropriate, incorporate them into their teaching.

3. Outline of Reading Partnership Sessions 2024-25

a. Overview of ITE programme

- PS = Professional Studies
- SM = Subject Method
- ITAP = Intensive Training and Practice
- Room/location provided in *italics*; seminars will take place on the **London Road Campus**, unless otherwise stated. Campus maps available [here](#).
- University days run from 9.30am to 4.30pm, unless otherwise stated.

University day
Remote day
Placement A
Placement B
Holiday

Stage	Week	Date	Teaching Involvement	Mon	Tues	Wed	Thurs	Fri
Induction Stage	0	26.8.24	N/A					Enrolment *Carrington Building, Whiteknights Campus*
	1	02.9.24	N/A	**SM1** Intro to English & English Teaching RR **SM2** Knowledge & Pedagogy in English RR *L24 G06*	**SM3** Curriculum & Planning RR **SM4** Team Building, Group Work & Working with TAs PLUS: How to Thrive on the PGCE RR *L24 G06*	**PS1** (Expectations & Values) *Van Emden Lecture Theatre, Edith Morley Building, Whiteknights*	Independent study day	ITAP1 (Observing) *L22 G03/4 & L22 G06/7*
	2	09.9.24	N/A	**SM5&6** Planning & Progress in English RR *L22 G04*	ITAP1 (SM Observing) EDMPRT *L22 G04*	Independent study day	School A Induction	ITAP1 (Observing)

Left vertical label: **...ared Implementation Stage**

3	16.9.24	N/A	**SM7** Oracy in English 1 AS **SM8** Oracy in English 2 RR *L22 G04*	**SM9** Reading 1 CB **SM10** Reading 2 RR [Subject Mentor Training 1] *L22 G04*	**PS2** (How Children Learn) *Van Emden Lecture Theatre, Eadith Morely Building, Whiteknights Campus*	Department Induction	**SBT1**: How is English Taught? Deadline
4	23.9.24	N/A	ITAP 2 (Professional) *Chancellors G07 & G02, Whiteknights Campus*	ITAP 2 (SM Professional) RR **SBT2**: Peer Teaching Carnegie Book Deadline *L22 G04*	ITAP 2 (Professional)	ITAP 2 (Professional)	
5	30.09.24	<33%*	**SM11** Writing 1 RR **SM12** Writing 2 RB *L22 113*	**PS3** (Curriculum & Assessment) *Online*	ITAP 2 (Professional)		
6	07.10.24	<33%*	**SM13** Reading as a Writer; Writing as a Reader RR **SM14** AfL in English JV *L22 103*	**SM15** Essentials of T&L in English RR **SM16** AoL in English RB *L22 111*			
7	14.10.24	<33%*	**SM17** Reading 3 RR	**SM19** Adaptive Teaching in English			

			SM18 Supporting Dyslexic Pupils in English GE *L22 103*	KS SM20 Poetry 1 RR *L22 111*			
8	21.10.24	<33%*	SM21 Teaching Language & Grammar RR SM22 Contextualised Teaching of Grammar DC *L22 103*	SM23 Teaching Vocabulary & Spelling RR SM24 Teaching Language & Non-Fiction in English RR *L22 111*			
9	28.10.24				EDMPRT Formative Assignment submission 4pm		
10	04.11.24	<33%*	ITAP 3 (Inclusion) *Palmer Building, Whiteknights Campus*				
11	11.11.24	<33%	ITAP 3 (SM Inclusion) RR/KE *L24 G06*	ITAP 3 (Inclusion)			
12	18.11.24	<33%	SM25 Teaching Plays in English RB SM26 Teaching Essay Writing RR/AA *L22 G04*				
13	25.11.24	33%	ITAP 1 (Observing)				

14	02.12.24	33%	**SM27** Contexts in the Teaching of Literature RR **SM28** Creating MTPs in English RR *L22 103*	ITAP 3 (Inclusion)				
15	09.12.24	<40%	**SM29** Shakespeare 1 RB/BS **SM30** Shakespeare 2 SF *L22 G04*					Report 1
16	16.12.24		**SM31 & SM32** TBC					ITAP 1 (Observing)
17	23.12.24							
18	30.12.24	N/A						
19	06.01.25	<40%	**EDMPRT** Assignment Submission (4pm) **SM34** Revisiting Key Pedagogy in English RR **SBT3**: MTP Deadline **SM35** Teaching Media in English RR *L22 113*	**EDMPIP** Assignment SM33 EDMPIP in English RR *Online*	**EDMPIP**			
20	13.01.25	50%*						
21	20.01.25	50%*						
22	27.01.25	50%						

Guided Implementation Stage

23	03.02.25	72%**					
24	10.02.25	72%**	ITAP 2 (Professional)				Provisional Report 2
25	17.02.25	N/A			**EDMPIPa** submission		
26	24.02.25	33%	**SM36** Reading 4: Reading for Pleasure KS **SBT4**: Reading Autobiography Deadline **SM37** Revisiting Assessment in English FK *L22 110*	**SM38** Spoken Language RB **SM39** Teaching A Level English RB *L22 G06*	**PS4** Becoming Independent *L22 G03/4*	ITAP 2 (Professional)	
27	03.03.25	33%	**SM40** Poetry 2 RB [EDMPIP Subject Support] **SM41** Memory & Poetry By Heart RR *L22 G04*	**PS5** (Being *Their* Teacher) *L22 G01/L22 G06/7* 3-4.30pm: *L22 103*			
28	10.03.25	40%		*Subject Mentor Training 2*			
29	17.03.25	40%					Report 2
30	24.03.25	50%	ITAP4 (Assessment) *L22 G03/4*	ITAP4 (Assessment)	ITAP4 (Assessment)		
31	31.03.25	50%					
32	07.04.25						
33	14.04.25						

34	21.04.25	50%		**SM42** Creativity in English RR **SM43** Transition in English RR **SBT5**: Primary School Visit deadline *L22 G03*	EDMPIP Tutorials *(online)*			
35	28.04.25	50%						
36	05.05.25	50%						
37	12.05.25	72%**						
38	19.05.25	72%**						
39	26.05.25				**EDMPIP** Assignment submission			
40	02.06.25	72%**						
41	09.06.25	72%**						
42	16.06.25	Unspecified	Enrichment	Enrichment	Enrichment	Enrichment	ITAP4 (Assessment) Report 3
43	23.06.25		**SM44** Research in English RR **SM45** Sequencing the Curriculum in English RR/DC *L22 G04*	**PS6** (ECT and Beyond) *Van Emden Lecture Theatre, Edith Morley Building Whiteknights Campus* **SM46** Reflections & Moving Forwards: Being an English Teacher RR *L22 G04*			

Independent Implementation Stage

ITAP Focus
<mark style="background:green">Observing</mark> = Observing Experienced Colleagues
<mark style="background:magenta">Professional</mark> = Embedding Professional Behaviours within a School Context
<mark style="background:cyan">Inclusion</mark> = Being an Inclusive and Adaptive Teacher
<mark style="background:red">Assessment</mark> = Assessing and Providing Feedback for Progress Over Time

Structure Notes:
- Where there is a * in the 'Teaching Involvement' column, it means there will be a significant proportion of lessons where RPTs are involved in sections of lessons and team teaching.
- Where there is a ** in the 'Teaching Involvement' column, it means the RPTs must be fully involved in all tutor activities and must negotiate with their Mentor (and ITTCo and Tutor as appropriate) possible options that allow a sustainable and beneficial increase in their directed time.
- PS* - Professional Studies sessions are 9.30-3 and RPTs move to Subject Groups for 3.30-4.30 to discuss practical implementation strategies in subjects
- Dates <mark style="background:teal">highlighted</mark> are in the Professional Practice Review windows
- Each subject can opt to deliver up to four SM days through online delivery.

Key to initials
AA – Dr Andy Atherton, Downs School
AS – Dr Ali Silby, University of Reading
RB – Robert Baldock, University of Reading/Reading School
CB – Cara Broadhurst, University of Reading
DC – Dolly Churchill, Waingels College
GE – Georgia Earl, Highdown School
SF – Susie Ferguson, Piggott School
FK – Flo Keith, The Wren School
KR – Katie Ray, Addington School
RR – Dr Rachel Roberts, University of Reading
KS – Kerri Steedman, The Holt School
JV – James Valente, Portsmouth Grammar School

b. Links to the Professional Studies (PS) Programme

The Subject Method course outlined above has been designed to reflect issues discussed on the PS Programme as well. As you will see, some sessions, such as those on Behaviour Management and Inclusion, link directly to key topics on the PS Programme (please see the separate PS Handbook). In addition, you will participate in PS sessions during your school placements. Thee will contextualise the key aspects of PS from the school's point of view.

It is important that you do not regard the SM and PS Programmes as being separate but try to make as many links between them for yourself. You can do this by, for example, drawing on information gathered in one strand of the course to inform your contributions to discussions and seminars in the other. When you come to tackle the School-Based tasks in xxx and PGCE Assignments, you should draw on as wide a range of reading as possible to show that you understand how teaching and learning in your subject relates to generic issues (and vice versa).

4. Details of English Subject Sessions 2024-25

Timing of sessions: AM sessions are 9.30am-12.30pm; PM sessions are 1.30-4.30pm, unless otherwise stated.

The curriculum is taught through five strands: Professional Behaviours; High Expectations and Managing Behaviour; Curriculum and Subject Knowledge; Planning, Teaching and Adaptive Practice; and Progress, Assessment and Feedback. At the start of each stage of the Subject Session map, we have signposted the knowledge you will build across university sessions.

These are colour coded:

Professional Behaviours and Teacher Wellbeing	High Expectations and Managing Behaviour	Curriculum and Subject Knowledge	Planning, Teaching and Adaptive Practice	Progress, Assessment and Feedback

Weeks 1-4: Induction

Expectations of course *Safeguarding* *Prevent* *British Values* *Social Justice* *Professional Well-being* *Introduction to English sessions* *Importance of high-quality professional development in English* *Creating a safe classroom culture* *Being a Reflective Practitioner*	*Inclusion of all communities* *Social Justice in Teaching* *Being an Ethical Community Participant as a Teacher* *Motivation to learn* *Preventing teacher biases* *Managing behaviours in English.* *Making learning objectives meaningful and subject-specific in English*	*Purpose of English in the curriculum* *Content of English in the National Curriculum* *Difficulties and things pupils find challenging in English difficult* *The power of knowledge in English*	*How children learn* *Introduction to cognitive science* *How to observe a lesson* *Different pedagogical approaches* *Making the Most of the School Experience* *Making the Most of the School Experience in English* *Planning parts of lessons in English* *Designing meaningful activities in English* *Planning lessons in English* *Planning lesson beginnings and conclusions in English*	*Progression in English*

(Content underlined is covered in Subject Method sessions)

Subject Session title and date	Session Leader	Session Learning Questions	Session preparation *'Essential Reading': these texts must be read prior to the session. 'Optional Reading': these texts will improve your engagement with the session and we leave it to you to decide if you have capacity.*	CCF content explicitly explored and critiqued in a subject context
1. 'Introduction to English and English Teaching' **2.9.24** **AM**	RR	-What is English? -What is my own view of English and why does this matter? *This session will also include a general introduction to the course.*	*Read extracts from: Eaglestone (2017) [Chapter 1 'Studying English' – pp3-8; Chapter 5 'Critical Attitudes' – pp47-53; Chapter 8 'The Author is Dead?' – pp89-100] *Read extracts from Goddard (2012) [Chapter 1 'Introduction' – pp1-14]	*4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.*

			*Read Roberts, R. (2019). 'A "Godlike Science": English Teaching in Secondary Schools' in C.J. Hall & R. Wickaksono (eds.) *Ontologies of English: conceptualising the language for learning, teaching, and assessment.* Cambridge: Cambridge University Press. Optional reading: -Read Ch 1 'Which English?' by John Moss in Davidson & Daly (2014) -Read 'Introduction' in Fleming & Stevens (2015) -Read Ch 2 'What is English?' in Green (2011) -Read Ch 2 'Battles for English 1894-2014' in Davidson & Daly (2014) -Read Ch 1 'English Studies: A Very Brief History' in Brindley & Marshall (2015)	
2. 'Knowledge & Pedagogy in English' 2.9.24 PM	RR	-What do we mean by 'subject knowledge' in English? How is it different to pedagogy? -How do different models or approaches to English affect what happens in the classroom? -What kind of English teacher do I want to be?	*Read Eaglestone, R. (2021). 'Powerful knowledge, cultural literacy and the study of literature in schools'. *Impact,* June 2021, available here Read Ch 4 'Knowledge in English Teaching – the Naming of Parts?' by Brindley in Brindley & Marshall (2015) Read Roberts, R. (2019). 'English - the torch of life: reflections on the Newbolt Report from an ITE perspective', *English in Education*, 53(3), 211-222 Optional reading -Read Ch 3 'Knowledge in English' (Bleiman, 2020) or her blogs Why aren't we talking about Applebee; Knowledge about literature; Knowledge organising and -Read Ch 2 'Paradigms of English' by Locke in Brindley & Marshall (2015)	*Learn that:* *2.1: Learning involves a lasting change in pupils' capabilities or understanding.* *3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*
3. Curriculum & Planning in English' 3.9.24 AM	RR	-What is the National Curriculum and what relationship does it have with the teaching of English? -What are the basics of planning and why is this important?	*Read the National Curriculum English Programmes of Study for KS3 and KS4 *Read Ch 3 'English as a Curriculum Subject by Lindsay and Yandell in Davidson & Daly (2014)	*Learn that:* *2.2: Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.*

			*Read Ch 2: 'Planning: the Third Element' in Wright (2012) Optional reading -Read Ch 1 'The English Teacher and the Curriculum' in Fleming & Stevens (2015) -Read Ch 7: 'Planning, Curriculums and Frameworks' in Wright (2012) (*N.B. this was also published before the new NC, so the references to the Framework are out of date. It is still well-worth reading for its overall conception of planning though!*)	*2.3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.* *2.4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.* *2.5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.* *3.1: A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.* *3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.*
4. 'Team Building; Group Work & Working with TAs in English' **3.9.24** **PM** *PLUS:*	**RR**	-What are the dynamics of group work? -What makes an effective group work and how can I plan for this in my teaching? -How can I develop good working relationships with support staff?	*Read Chapter 4 'Collaborative Small Group Work' in Muijs and Reynolds (2018) *Read Ch 5 'Group Work and Talk in English Classrooms' in Bleiman (2020) or the EMC blogs here and here *Read the summary of the research on 'Making Best Use of Teaching Assistants' EEF, 2015 (available here). You could also explore the online course on making the best use of TAs here	*Learn that:* *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.* *4.10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.* *8.3 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.* *8.5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.*

'How to Thrive on the English PGCE'				*Learn that:* *8.1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.* *8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.* *8.7 Engaging in high-quality professional development can help teachers improve*
5 & 6. 'Planning & Progress in English' **9.9.24** **AM & PM**	**RR**	-What are the key elements of a lesson? -How do I construct effective learning objectives and outcomes so that pupils make progress in a lesson?	*Read Ch 2 'Writing appropriate learning objectives and outcomes' in Savage (2015) *Read Ch 3 'Learning to Love Objectives' in Wright (2012) Optional reading -James Durran's blog on key learning questions -Read Ch 7 'Planning' in Fleming & Stevens (2015) -Reading Ch 3 'The building blocks of a lessons' in Savage (2015)	*Learn that:* *2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.* *2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.* *2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.* *3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.* *4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* *4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* *6. 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.*

ITAP1 (SM Observing) 'EDMPRT Subject Assignment Guidance' 10.9.24 AM & PM	**RR**	See PGCE Assignment Guidance Handbook		*1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.* *1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.* *7.4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.* *7.6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).* *7.7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.*
7. 'Oracy in English 1' 16.9.24 AM	**AS**	-What does learning through talk mean? -What is the value of talk and group work? -How can we manage talk and group work effectively in a lesson?	*Read Ch 4 'Speaking and Listening' by Cliff Hodges in Davidson & Daly (2014) Optional reading -Read Ch 12 'The Importance of Oracy' by Gibbons in Brindley & Marshall (2015) -The EMC's blogs document some of the work done with Richard Long.	*Learn that:* *4.7 .High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.* *4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.* *4.9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.*
8. 'Oracy in English 2' 16.9.24 AM	**RR**	-What are the principles underlying of dialogic talk? -What is Socratic talk and how can I use this in English lessons? -How can I effectively use different types of classroom talk in my lessons?	*Read Ch 7 'Dialogic Teaching' by Fisher in Green (2011) Optional reading -You can also read Alexander, R. (2010). *Towards Dialogic Teaching: Rethinking classroom talk* (4th ed.). York: Dialogos. (copies in the library), or a summary on his website	*Learn that:* *3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.* *3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.* *3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or*

					"schemata"); carefully sequencing teaching to facilitate this process is important. 3.8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. 3.10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
9. 'Reading 1' **17.9.24** **AM (9.30-11am)**	**CB**	-Why might a secondary teacher need to know about early reading? -Why might a secondary school child lack reading proficiency? -What do we mean by 'decoding' and 'reading for meaning'? -What is phonics and what are the implications of using this system?	*Read Ch 5 'Reading' by Daly in Davidson & Daly (2014) *Read relevant sections of the National Curriculum Framework document (2013) (available here) Optional reading: -EEF (2020) *Improving Literacy in KS2* (available here)	*Learn that:* *3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode*
10. 'Reading 2' **17.9.24** **PM (11am-4pm)**	**RR**	-What do we mean by reading and why is fiction an important part of English teaching? -What is progression in reading and what strategies can be used for promoting progress in reading?	*Read Ch 5 'Reading' in Fleming & Stevens (2015) *Read 'The Text's the Thing, Isn't It?' (Roberts, 2019) Optional reading -Read Ch 1 'What is a Text?' in Dymoke (2009) (*N.B. published before the revised NC, so dated when referring to the Strategies etc, but worth reading in terms of considering what we mean by 'texts'.*) -Read Ch 5 'Understanding Reading' by Hall in Brindley & Marshall (2015) -Read 'The social construction of meaning: reading in the classroom' by Yandell (2013)	*Learn that:* *4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* *4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* *4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success*
ITAP 2 (SM Professional) **23.9.24** **AM & PM**	**RR**	See ITAP booklet.	*SBT1: Micro-teach activity.*	*1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.* *1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.*

				1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
				1.4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
				1.5. A culture of mutual trust and respect supports effective relationships.
				7.1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
				7.2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
				7.3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
				7.4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
				7.5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
				7.6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
				7.7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.
				8.4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.

Weeks 5-15: Shared Implementation

Supporting pupil mental health Working with expert colleagues. *Teaching Difficult and Sensitive Topics in English* *Racial Literacy*	*Establishing positive routines in English* *Special Educational Needs*	*Establishing, nurturing and extending foundational concepts in English* *Sequencing lessons in English* *Making curriculum choices in English* *Develop literacy in English*	*Using different pedagogical approaches in English* *Using cognitive science meaningfully in English* *Modelling and scaffolding in English*	*Introduction to formative and summative assessment* *Introduction to meaningful feedback* *Questioning in English* *Assessment and feedback in English*

				Role of high-quality talk in teaching English *Meaningful group work in English*	*Assessment and progress in English*	
11. 'Writing 1' **30.9.24** **AM**	**RR**	-Why should English teachers write? -Why is writing so complex and what do we mean by 'creative' writing? -What approaches are there to writing and how can you use them in the classroom?		*Read Ch 6 'Writing' in Fleming & Stevens (2015) Optional reading -Read Ch 10 'Writing, Reading and Rhetoric' by Locke in Brindley & Marshall (2015) Catt, R (2002) 'What's the Worth? Thinking about writing at Key Stages 2 & 3' in Unlocking Writing, ed. Williams, M. London: David Fulton.	*Learn that:* *4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* *4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* *4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.*
12. 'Writing 2' **30.9.24** **PM**	**RB**	Further exploration of approaches to writing in the English classroom		*Read Ch 6 'Writing' by Anderson in Davidson & Daly (2014) Optional reading -Read Ch 8 'What is Writing? What's it For?' by Rosen in Brindley & Marshall (2015) -Read Ch 5 'Teaching Writing' in Green (2011)	
13. 'Reading as a Writer; Writing as a Reader' **7.10.24** **AM**	**RR**	-How can I use texts to extend and enrich students' creative writing? -How can I use creative writing to develop students' understanding of how texts work?		*Read Ch 7.1 'Reading as a writer, writing as a reader' in Bleiman (2020) or read the blog Read Ch 3 'Intertextuality and Subversion' by Doecke and McClenaghan in (Brindley & Marshall, 2015)	*Learn that:* *4. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.* *4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* *4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* *4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to*

				plan, monitor and evaluate, supports independence and academic success.
14. 'Assessment for Learning in English' **9.10.23** **PM**	JV	-What is the role and purpose of assessment for learning? -What kinds of assessment for learning strategies are there and how might they be used? -What is the role of AfL in the plan, teach, evaluate cycle? -How can I use AfL to improve planning for progression?	*Read Chapter 8 'Assessment' in (Fleming & Stevens, 2015) <u>Optional</u> reading -Read Ch 8 'Assessing English' by Marshall in (Green, 2011) -Read Ch 5 'Assessing students' learning' in (Savage, 2015)	*Learn that:* *2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.* *2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.* *4. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.* *6. 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.* *6.3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.* *6.4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.* *6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.* *6.6. Over time, feedback should support pupils to monitor and regulate their own learning.*
15. 'The Essentials of Teaching &	RR	-What are some of the key issues in Teaching and Learning in English that I need to consider when planning, teaching and assessing?	*Read Wiliam (2018) on memory, learning and cognitive load here	*Learn that:* *2.6.Where prior knowledge is weak, pupils are more likely to develop*

Learning in English' 8.10.24 AM				*Read Sherrington (2019) *Read Ch1 'Assessment, Marking and Feedback'; Ch7 'Classroom Talk and Questioning' in Hendrick and Macpherson (2017) Optional reading -(re) Read Ch3 'Learning to love objectives' in Wright (2012) -James Durran's blog on planning a poetry lesson.	*misconceptions, particularly if new ideas are introduced too quickly.* *2. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.* *2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.* *2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.* *3. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.* *3. 8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.* *4. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.* *4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* *4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* *4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.* *4.6. Questioning is an essential tool for teachers; questions can be used for many*

				purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
16. 'Assessment of Learning in English' 8.10.24 AM	**RB**	-What is the role of summative assessment? -How do I develop confidence in applying assessment criteria?	*Read Ch 5 'Assessing students' learning' in Savage (2015) *Marshall & Wiliam (2006). *English inside the Black Box: assessment for learning in the English classroom*. London: nferNelson.	*Learn that:* *6. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.* *6.4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.* *6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.* *6.6. Over time, feedback should support pupils to monitor and regulate their own learning.* *6.7. Working with colleagues to identify efficient approaches to assessment is important*
17. 'Reading 3: The English Curriculum and SWL' 14.10.24 AM	**RR**	-What does the English curriculum consist of and why does text choice matter? -What do we mean by 'Seminal World Literature' and how can issues around diversity in texts be addressed?	*Read Ch 2 'Prior textual knowledge, text selection and planning' in (Dymoke, 2009) *Penguin's *Lit in Colour* report Chetty, D (2017) '"You Can't Say That! Stories Have to be About White People"'. In N. Shukla (ed.) *The Good Immigrant*. London: Unbound. Eagleton, T. (2013) Ch5 'Value' in *How to Read Literature.* Optional reading -Mukherjee, A. (2013). *What Is a Classic? : Postcolonial Rewriting and Invention of the Canon*, Stanford University Press. -Rose & Scafe (1997) 'Interrupting the Literature Lesson' *Changing English*, 4.1.	*Learn that:* *3.1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.*

			-Read Appendix 2 'Exploring Citizenship issues in English lessons' in (Dymoke, 2009) -Read Ch 14 'Back to the Future: the restoration of canon and the backlash against multiculturalism in secondary English curricula' by Nelson-Addy, Dingwall, Elliott and Thompson in Durrant, Sawyer, Scherff and Goodwyn (2018) A useful resource: http://classictales.educ.cam.ac.uk/	
18. 'Supporting Dyslexic Students in English' **14.10.24** **PM**	**GE**	-What is dyslexia and how does dyslexia affect students in English? -How can I differentiate for dyslexic students effectively?	Recommended book: Reid (Dyslexia: a practitioner's handbook, 2009)	*Learn that:* *5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.* *5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.* *5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.*
19. 'Adaptive Practice in English' **15.10.24** **AM**	**KS**	-How can I plan and lead learning relevant to the needs, interests and abilities of all pupils? -How can I ensure there is a purposeful learning environment in the classroom? -How can I develop curriculum design, planning skills and classroom teaching practice that will enable pupils to work to the best of their ability and to make the progress of which they are capable?	*Read Ch 6 'Differentiation and personalisation' in (Savage, 2015) Optional reading -Read Ch12 'English and Student Diversity' by Quarshie in (Green, 2011) -Read Ch 5 'Differentiation in English' in (Quigley, 2014)	*Learn that:* *1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.* *4.10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.* *5. 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.* *5.3. Adapting teaching in a responsive way, including by providing targeted*

				support to pupils who are struggling, is likely to increase pupil success. *5.4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.* *5.5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.* *5.6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.* *5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.* *8.6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.*
20. 'Poetry 1' **15.10.24** **PM**	RR	-How can I explore and extend own knowledge of poetry? -What different approaches to teaching poetry might I use?	*Read Chapter 1 "Why Poetry?" in Naylor and Wood (2012) *Read Chapter 10 'Teaching Poetry' in Fleming & Stevens (2015) Recommended book: Clanchy, K. (2020). *How to Grow Your Own Poem.* London: Picador	
21. 'Teaching **Language &**	RR	-What are the NC expectations for the teaching and learning of grammar at KS2 & 3 and how are	*Read Ch 7 'Teaching Language and Grammar' by Turvey in (Davison & Daly, 2014)	

Grammar in English' **21.10.24** **AM**		debates around the pedagogy of teaching language and grammar important? -What is your understanding and level of knowledge of grammar and punctuation and what targets can you set for yourself? -How might you utilise some different approaches to the teaching of grammar?	*Read Ch 3 'Knowledge About Language' in (Fleming & Stevens, 2015) Myhill, D. (2021) 'Grammar re-imagined: foregrounding understanding of language choice in writing', *English in Education,* 55(3): 265-278 Optional reading -Read Ch 11 'Knowledge about language and multi-literacies' by Obied in (Green, 2011) -Useful website: http://www.englicious.org/	
22. 'The Contextualised Teaching of Grammar' **21.10.24** **PM**	DC	-What is the current thinking around grammar teaching? -What is Myhill's 'contextualised grammar'? -How can I teach grammatical structures for writing narratives, arguments and poetry?	*Read Myhill, D. (2018). Grammar as a Meaning-Making Resource for Improving Writing. *L1 Educational Studies in Language and Literature* 18: 1–21. Exeter's Grammar for Writing Pedagogy is available here Recommended book: *How to Teach Grammar* by Aarts, Cushing and Hudson (2018)	
23. 'Teaching Vocabulary & Spelling' **22.10.24** **AM**	RR	-What role should the explicit teaching of vocabulary have in the teaching of English? -What issues are there with teaching English spelling at secondary level? -What strategies can be used in the classroom to teach vocabulary and spelling?	*Ch 7 'Practical strategies for closing the vocabulary gap' in Quigley (Quigley, Closing the Vocabulary Gap, 2018) *Read Bleiman Ch 4 'Vocabulary' (Bleiman, 2020) or Bleiman's article (2018) that cautions against over-focusing on the teaching of vocabulary. Optional reading -Read Ch 5 'General principles for teaching spelling' and Ch 6 'Specific spelling strategies and interventions' in Westwood (2014)	

24. 'Language & Non-Fiction in English' 22.10.24 PM	RR	-What do we mean by language and non-fiction in English? -What approaches can I use to teach language and non-fiction at KS3 and GCSE?	Read Strong (2013) Optional reading Giovanelli, M & Mason, J. (2018). *Language and Literature: An Introduction to Stylistics*. Cambridge: CUP. Lakoff & Johnson (1980) Metaphors We Live By, Chicago: University of Chicago Press Mason (2017) 'Stylistics for the English Teacher' *Teaching English*, NATE, Issue 15 Autumn Useful website: https://www.integratingenglish.com/
ITAP 3 (SM Inclusion) 11.11.24 AM & PM	RR/KE	*See ITAP booklet.*	
25. 'Teaching Plays in English' 18.11.24 AM	RB	-How can I 'push back desks', and teach plays actively? -What other drama techniques could I use in other areas of English teaching? -What techniques can I use to improve pupils' written responses to dramatic texts?	*Read Ch 10 'Drama in Teaching and Learning English' by Franks and Bryer in Davison and Daly (2014) *Read Ch 9 'Drama' in Fleming and Stevens (2015) Optional reading -Read "Drama sets you free – or does it?" in Davison and Moss (2000) -Read Ch 6 'Spoken texts and scripts' in Dymoke (2009) -Read Ch 9 'Drama in English' by Pitfield in Green (2011) -Read Ch 9 'Drama' in Wright (2012)
26. 'Teaching Essay Writing in English' 18.11.24 PM	RR/AA	-Why can PEEing be bad for students? -How can I teach students to write essays in English?	*Read article: Womack (1993) *Read Becky Woods (2018) blog *Read Codextorous's (2021) blog Optional reading

			-Read article: Gibbons (2019) -Read article: Enstone (2017): here -Useful books: Bowen (The Art of Writing English Literature Essays GCSE, 2014); Bowen and Meally (The Art of Writing English Literature Essays: A Level and Beyond, 2015)		

27. 'Contexts in the Teaching of Literature' **2.12.24** **AM**	**RR**	-What do we mean by 'contexts' in English? -How might a literary text's context illuminate readings of it and how can I utilise this in the classroom?	*Read *An Inspector Calls* by JB Priestley Explore the British Library website. Explore the British Library/EMC Toolkits Useful book: Bowen et al (The Art of Drama Vol. 1: An Inspector Calls, 2019)	*Learn that:* *3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.* *3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.* *3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.* *3.6. In order for pupils to think critically, they must have a secure understanding of knowledge*
28. 'Creating Medium Term Plans in English' **2.12.24** **AM**	**RR**	-What are the features of a Scheme of Work? -How can I begin planning a SoW?	*Read Ch 8 'Planning' in Fleming & Stevens (2015) Read Ch 8 'Working with Big Texts' in Wright (2012) Read Ch 9 'Teaching the Novel' in Bleiman (2020)	*Learn that:* *2.4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.* *2.5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.* *2.6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.* *2. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.*

				2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. *2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.*
29 & 30. **'Teaching** **Shakespeare 1 &** **2'** **9.12.24** **PM & PM**	**SF/RB/BS**	-What methods/approaches to teaching Shakespeare can I use in the classroom? -How can I develop confidence in my understanding and knowledge of Shakespeare?	*Gibson, R. (2016). *Teaching Shakespeare: a Handbook for Teachers*. Cambridge: CUP (N.B. some copies available in the library, although this is one I would recommend you buy!) *Read Ch 1 'Shakespeare: First Contact' in (Wright, 2012) *Smith, E. (2019). *This is Shakespeare.* London: Penguin Optional reading -Read Ch 11 'Approaching Shakespeare' by Yandell and Franks in (Davison & Daly, 2014) -Banks, F. (2015). *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare.* London: Bloomsbury.	
31 & 32. **TBC**				
Weeks 15-28: Guided Implementation				

Working Efficiently as a Busy Teacher *Applying for jobs/what to expect at interviews* *Managing an Increased Workload*	*Revisiting behaviour management* *Revisiting high expectations in xxx to push RPTs to be even more ambitious*	*Contributing to the medium-term curriculum* *Sustainability Education in English*	*Planning lessons from scratch in English* *Planning lessons in sequences in English* *Using different sorts of adaptive practice in English*	*Working with exam specifications and mark schemes in English* *Supporting the pupils to monitor and regulate their own learning in English*

33. 'Revisiting Planning & Embedding Key Pedagogical Approaches in English' **6.1.25** **AM**	RR	-What do we mean by planning for progress? -How can I demonstrate the pupils I teach are making progress?	*Read Ch1 'Assessment, Marking and Feedback' & Ch7 'Classroom Talk and Questioning' in Hendrick & Macpherson (2017) Read Ch 14 'Progression in English' in (Brindley & Marshall, 2015)	*Learn that:* *2.1. Learning involves a lasting change in pupils' capabilities or understanding.* *2.2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.* *2.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success* *2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.* *3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.* *3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.* *4.2. Effective teachers introduce new material in steps, explicitly linking new*

				ideas to what has been previously studied and learned. *4.6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.* *4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.* *4.11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.* *6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.* *6.2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.* *6.3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.* *6.4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.* *6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.*

				6.6. Over time, feedback should support pupils to monitor and regulate their own learning.
34. 'Media in English' 6.1.25 PM	**RR**	-What do we mean by 'media' in English and why it should feature in the teaching of English? -How can I use a range of approaches to teach aspects of English using media and multimodal texts, as tools of analysis and as texts themselves?	*Read Ch14 'Media in English' by Roberts in Watson & Newman (2021) *A Practical Guide to Teaching English in the Secondary School.* Abingdon: Routledge. James Durran's blog (2021) on teaching media. <u>Optional reading</u> Read Ch 11 'Media Education' in Fleming and Stevens (2015)	
35. 'Subject-specific Guidance for PGCE Assignment EDMPIP (pt1)' 2.1.25 PM	**RR**	See PGCE Assignment Guidance Handbook		
36. 'Reading 4: Developing a Community of Readers & Reading for Pleasure' 24.2.25 PM	**KS**	-How can we create a culture of reading for pleasure in the classroom/whole school?	*Read article: Giovanelli, M., & Mason, J. (2015). 'Well I don't feel that': Schemas, worlds and authentic reading in the classroom *English in Education*, 49(1), 41-55. <u>Optional reading</u> -Read Ch 3 'Prose fiction' in (Dymoke, 2009) -EEF (2019) Literacy Guide for KS3/4 here	*Learn that:* *4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.*
37. 'Revisiting Assessment in English' 24.2.24 PM	**FK**	-How has my understanding of assessment in English developed so far? -What approaches to marking can I use to maximise efficiency and minimise workload?	Chiles, M. (2020) *The Craft of Assessment.* Woodbridge: John Catt. Donarski, S. (ed). (2020) *The ResearchEd Guide to Assessment.* Woodbridge: John Catt.	

38. 'Spoken Language' **25.2.25** **AM**	**RB**	-What is Spoken Language in English? -How is it assessed? -How can I support development in Spoken Language?	*Read Ch 4: 'Speaking and Listening' in (Fleming & Stevens, 2015)	
39. 'Teaching A Level English' **25.2.25** **PM**	**RB**	-What are pupils' choices in English post-16? -What do English A Levels consist of and what do I need to think about before teaching A Level? -How can I plan for progression from KS4 to KS5?	*Read Ch13 'Teaching Post-16 English' by Snapper in Green (2011) *Read Ch 13 'Advanced Level English' by Bleiman in Davison and Daly (2014)	
40. 'Poetry 2' **3.3.25** **AM**	**RB**	-How can I plan for progress when teaching poetry? -How can I engage students with poetry through form and structure?	*Read Ch 12 'Possibilities with Poetry' by Cliff Hodges in (Davison & Daly, 2014) Optional reading -Read Ch 4 'Poetry' in (Dymoke, 2009) -Read Ch 4 'Poetry, Texts and Pupil Responses' in (Wright, 2012)	*Learn that:* *2.2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.* *2. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.*
41. 'Memory in English & Poetry by Heart' **3.3.25** **PM**	**RR**	tbc		*Learn that:* *2.1: Learning involves a lasting change in pupils' capabilities or understanding.* *2.2: Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.* *2.3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.* *2.4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.* *2.5. Long-term memory can be considered as a store of knowledge that*

					changes as pupils learn by integrating new ideas with existing knowledge.
					2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
					2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall

Weeks 29-43: Independent Implementation

Being a consistently effective ethical community participant in English *Creating a school culture and school leadership* *Thriving as an ECT and making the most of the ECF support*			*Long term planning and department leadership in English* *Being a consistently effective critical curriculum thinker in English*	*Being a consistently effective responsive and reflective practitioner in English*	
42. 'Creativity in English' **22.4.25** **AM**	**RR/SF**	-What is the relationship between English and Creativity? -How can I bring Creativity into my lessons?	*Read extracts from: McCallum, A. (2012). *Creativity and Learning in Secondary English.* Abingdon: Routledge. (McCallum, 2012) See also; https://theemotionallearner.com/2019/03/16/can-knowledge-get-in-the-way-of-creativity/		
43. 'Transition & Progress in English' **22.4.25** **PM**	**RR**	What does transition look like between key stages?			
44. 'Research in English' **23.6.25** **AM**	**RR**	-How has my action research project impacted on my teaching practice?	*Read Ch12 'Research, Theory, Practice and CPD' in Bleiman (2020) Read relevant chapters in Hendrick and Macpherson (2017)	*Learn that:* *8. 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.*	

				8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
45. 'Sequencing the Curriculum in English' 23.6.25 PM	**RR/DC**	-What are the possibilities and choices that influence how a long-term curriculum is organised and sequenced?		*3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.* *3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.* *3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.* *3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.* *3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.* *3.8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.* *4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.* *4.8. Practice is an integral part of effective teaching; ensuring pupils have*

				repeated opportunities to practise, with appropriate guidance and support, increases success.
				2.5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
				2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
				2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
46. 'Reflections & Becoming an English Teacher' 24.6.25 PM	RR	-How have I progressed over the PGCE year? -What are my targets as an ECT?	CCoT (2020) *The Early Career Framework Handbook.* London: Sage.	

5. Working towards the Standards and collecting evidence

a. How to File your Evidence

Over the course of the year, you will complete plans and reflections, produce and adapt resources, and naturally collect documents that can demonstrate your engagement with the curriculum. In the final stage, you will start collating this as evidence towards the Teachers' Standards in your ePortfolio. This is how you are assessed for Qualified Teacher Status (QTS).

b. The ePortfolio Contents

Your ePortfolio provides a record of your work during the course and will enable you to demonstrate that you have reached a satisfactory standard in Subject Knowledge, Skills and Understanding, Practical Teaching and other supporting evidence.

It is your responsibility to assemble, organise, index and regularly update your ePortfolio so that evidence towards the Standards builds as the course progresses.

You may be requested to share and discuss your ePortfolio at any time for review by:
- A University tutor or school mentor;
- An External Examiner or the Chief External;
- OFSTED Inspectors.

You will cover exactly what to include in your ePortfolio in Professional Studies.

c. Mark book

Schools have different practices and you may be provided with a paper mark book or an electronic one. You will need to show evidence of marking and assessing your pupils' progress in class work and tasks set for homework. You should record prior data and information relating to pupils' individual needs, for example Individual Education Plans (IEPs). You should also file copies of assessment tasks that you have used with pupils and any feedback that you have given.

d. Planning

Lesson plan

Clear and detailed lesson planning is central to effective teaching. At the beginning, planning will take considerable time and you will need to complete detailed lesson plans. This is because the lesson plan acts as a safety net for you and ensures you engage with all the component parts of planning in a systematic way.

Lesson plans do not need to be word-processed but must be legible! Please use the UoR English lesson plan template (see Appendix B).

On this course, planning is broadly broken into five sections that are necessarily interlinked:

WHAT   What do pupils need to learn in terms of knowledge or skills? What content are you going to cover? What are the intended learning objectives and outcomes for this lesson?

WHY   What is the purpose of this lesson? Place the lesson in its context e.g. where does it fit in the Scheme of Work/how is it related to the Programme of Study or sequence of learning?

HOW   Classroom organisation, management structure and resources that will enable pupils to reach the intended learning goals.

WHEN	Timing of activities in the lesson (or perhaps over a number of lessons). How long will they need to complete tasks? What might need to be completed outside of the lesson (such as preparation or homework)?
WHO	Who are the pupils in this class that you're planning for? How will you meet their needs/challenge them sufficiently in the lesson? This will be closely linked to the four other sections as you need to respond to the pupils in front of you.

In the Guided and Independent Modules you will be expected to plan for learning in sequences. In the Guided and Independent Module you will have the option of planning using either a streamlined ('non-negotiables') lesson plan (Appendix C) or a medium-term plan (Appendix D) to reflect your increasing ability to plan more flexibility and responsively to events in the classroom.

f. Lesson Evaluations

You need to complete a self-evaluation following each lesson that you teach on the Shared Implementation and Guided Implementation Modules. Your Subject Leader will advise you for the Independent Teaching Module. These do not need to be lengthy but should be thoughtful. Try to avoid general statements like 'It went well because pupils seemed to enjoy the activity' - they may well have done, but that doesn't mean that they have learnt what you intended them to learn!

- What went well?
- How I know and use this?
- One or two things (no more) went less well
- How do I know this?
- Next steps? Focus for next observation

This can be handwritten and scanned in/photographed or word-processed. The important thing is that your self-evaluation is focussed on the questions above, and that it is not just a description of what happened in the lesson.

Evaluation is a crucial activity on this programme. Some evaluation happens during a lesson as you change and adapt what you are doing. You might produce some notes during the session itself, but the majority are likely to be reflective, i.e. looking back on what has happened and thinking ahead to further teaching.

An effective evaluation is key evidence for you, and others, of the development of your thinking about teaching and will usually include comments about what to do next as well as what not to do again. Please use the template provided at the bottom of the lesson plan.

Throughout your school experience you should try to progress in the focus of your evaluations. For example:

- in the beginning of each placement, you will be planning for small sections of a lesson and evaluations might focus on very particular aspects of your teaching, such as the pupils' responses to you and the work you are setting, clarity of instructions or behaviour management;
- As the year goes on, you will take more responsibility for lessons, and you may wish to move on to pinpointing exactly how you are operating as a teacher. What strategies for classroom management and task setting are effective? What isn't working and why?
- As you develop competence, you will increasingly focus on what the pupils are actually learning and how you know. Note things that they say and do which provide actual evidence of their progress.

g. Additional Experiences and Evidence

Primary School Visit

During the school year, your Placement B ITTCo will arrange a day in one of their feeder Primary Schools. This visit must take place before Easter. During this day you will use the form your Subject Lead has posted on BlackBoard to guide your observations and takeaways. This will then be discussed in a school PS session and in a Subject session at university.

Enrichment Placement

Subject to your tutor's visit during the Independent Implementation Stage, you will get the opportunity to experience an enriching in the final week of the course. This will include opportunities to build confidence in teaching a second subject or A Level, planning and teaching PSHE, and working with SEND pupils.

Fundamental Skills

Throughout the course, you will be demonstrating evidence of your proficiency in English and Maths. The vast majority of these will come through your normal day-to-day activities. It is up to you to be aware of when you are practising and improving your Fundamental Skills of English and Maths throughout the course. You mentor will capture these in Reports 1 and 2.

Appendices

Appendix A: English Reading List & Commonly Taught School Texts

This list constitutes only a selection of useful texts. You will find there are many more available under each heading, but the texts named in "English core texts" are ones we will regularly draw upon. Please see the Professional Studies Supplementary Guide and online Talis for the PS reading list.

English core texts
Bleiman, B. (2020). *What Matters in English*. London: English & Media Centre.
Brindley, S. & Marshall, B. (eds) (2015). *Masterclass in English Education*. London: Bloomsbury.
Davidson, J. and Daly, C. (2014) 4th edition, *Learning to Teach English in the Secondary School, A companion to school experience*, Abingdon: Routledge.
Fleming, M., & Stevens, D. (2015). *English Teaching in the Secondary School* (4th ed.). Abingdon: Routledge.
Watson, A. & Newman, R. (eds) (2021) *A Practical Guide to Teaching English*. Abingdon: Routledge
Wright, T. (2010). *How to be a Brilliant English Teacher*. Abingdon: Routledge.

Useful Pre-Course Reads
Bleiman, B. (2020). *What Matters in English Teaching*. London: English & Media Centre. (Barbara's blog can be found here and you can download the first chapter here.)
Eaglestone, R. (2021). 'Powerful knowledge, cultural literacy and the study of literature in schools'. *Impact,* June 2021, available here
Eaglestone, R. (2017). *Doing English*. London: Routledge.
Eaglestone, R. (2019). *Literature: Why It Matters*. Cambridge: Polity
Goddard, A. (2012). *Doing English Language*. Abingdon: Routledge
Roberts, R. (2019). 'A "Godlike Science": English Teaching in Secondary Schools' in C.J. Hall & R. Wickaksono (eds.) *Ontologies of English: conceptualising the language for learning, teaching, and assessment*. Cambridge: Cambridge University Press.
Roberts, R. (2019). 'English - the torch of life: reflections on the Newbolt Report from an ITE perspective', *English in Education*, 53(3), 211-222
Wright, T. (2010). *How to be a Brilliant English Teacher*. Abingdon: Routledge.

Assessment in English
Marshall, B. (2011) Testing English: formative and summative approaches to English assessment. New York: Continuum
Marshall, B. & Wiliam, D. (2006). *English inside the Black Box: assessment for learning in the English classroom*. London: nferNelson.

Cognitive Science in English
The Cognitive Science Behind 'Rosenshine's Principles of Instruction' blog
Enser, Z. (2021) 'What did cognitive science ever do for me?' blog
Mason, J. & Giovanelli, M. (2021). *Studying Fiction: A Guide for Teachers and Researchers.* Abingdon: Routledge.
Durran, J. (2018) Designing a Teacher-Led Reading Lesson (blog)
Smith, M. (2021) What do we really mean by CLT? blog

Drama
Bowen, N., Brimming, J., Engineer, J., & Mortimore, K. (2019). *The Art of Drama Vol. 1: An Inspector Call*s. London: Peripeteia Press.
McGuinn, N. (2014). *The English Teacher's Drama Handbook*. London: Routledge
Coles, J. (2013) 'The common property of us all?' *Teaching English*, 1, pp. 58–62

General English Pedagogy
Davison, J. & Daly, C. (eds) (2020). *Debates in English Teaching.* Abingdon: Routledge

Gordon, J. (2015). *Teaching English in Secondary Schools.* London: Sage
Green, A. (Ed.). (2011). *Becoming a Reflective English Teacher.* Maidenhead: Open University Press.
McCallum, A. (2012). *Creativity and Learning in Secondary English.* Abingdon: Routledge.
Yandell, J. (2014) *The Social Construction of Meaning*. London & New York: Routledge.

Inclusion in English
Britton, J (1987). 'Vygotsky's contribution to pedagogical theory'. *English in Education, 21*(3), 22-26.
Gregory, E & Williams, A (2000) 'Living literacies in homes and communities,' from *City Literacies: learning to read across generations and cultures.* London & New York: Routledge.
Kara, B. (2021) *Diversity in Schools.* London: Sage
Penguin (2021) *Lit in Colour* website

Language, Vocabulary, Grammar and Spelling
Aarts, B.; Cushing, I.; Hudson, R. (2018). *How to Teach Grammar.* Oxford: Oxford University Press.
Beck, L.; McKeown, M.; Kucan, L. (2013). *Bringing Words to Life.* New York: The Guildford Press.
Cameron, D. (2007). *The Teacher's Guide to Grammar*. Oxford: Oxford University Press
Crystal, D. (2004). *Making Sense of Grammar.* London: Longman.
Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge: Cambridge University Press.
Giovanelli, M. & Clayton, D. (2016). *Knowing About Language: Linguistics and the Secondary English Classroom.* Abingdon: Routledge.
Giovanelli, M & Mason, J. (2018). *The Language of Literature: An Introduction to Stylistics*. Cambridge: CUP.
Goddard, A. (2012). *Doing English Language.* Abingdon: Routledge
Illingworth, M. & Hall, N. (2015). *Creative Approaches to Teaching Grammar.* Abingdon: Routledge.
Illingworth & Hall (eds) (2018) *Teaching English Language 16-19: A Comprehensive Guide for Teachers of A and AS Level English Language,* Abingdon: Routledge.
Quigley, A. (2018). *Closing the Vocabulary Gap.* Abingdon: Routledge.
Ross, A., & Hunt, P. (2009). *Language Knowledge for Secondary Teachers.* Abingdon: Routledge.
Westwood, P. (2014). *Teaching Spelling.* Abingdon: Routledge.

Literature and Criticism
Atherton, C.; Green, G.; Snapper, G. (2013). *Teaching English Literature 16-19: An Essential Guide.* Abingdon: Routledge.
Bennet, A. & Royle, N. (2016). *An Introduction to Literature, Criticism and Theory.* Abingdon: Routledge.
Eaglestone, R. (2017). *Doing English*. London: Routledge.
Eaglestone, R. (2019). *Literature: Why It Matters.* Cambridge: Polity
Eagleton, T. (2013). *How to Read Literature.* New Haven: Yale University Press.
Fish, S. (1980). *Is There A Text In This Class?* Cambridge, Mass.: Harvard University Press
Mukherjee, A. (2013). *What Is a Classic? Postcolonial Rewriting and Invention of the Canon*, Stanford University Press.
Rosenblatt, L. (1995). *Literature as Exploration.* New York: The Modern Language Association
Sutherland, J. (2013). *A Little History of Literature.* London: Yale University Press.
Range of titles: New Critical Idiom series. Abingdon: Routledge.

Media
Burn, A. & Durran, J. (2007) *Media Literacy in Schools: Practice, Production and Progression*. London: Sage.
The Media Teacher's Handbook (Routledge, 2012), edited by Scarratt and Davison
Roberts, R. (2021) in Watson, A. & Newman, R. (eds) *A Practical Guide to Teaching English*. Abingdon: Routledge

Mentoring
Hickman, D. (Ed.) (2020) *Mentoring English Teachers in the Secondary School.* Abingdon: Routledge.

Metaphor

Gearey, J. (2012) *I Is An Other*. New York: HarperCollins

Lakoff & Johnson (1980) *Metaphors We Live By*, Chicago: University of Chicago Press

Ricour, P. (1975/2003) *The Rule of Metaphor.* London: Routledge

Planning

Savage, J. (2015). *Lesson Planning: Key Concepts and Skills for Teachers.* Abingdon: Routledge.

Webb, J. (2019) *How to Teach English Literature.* Woodbridge: John Catt.

Poetry

Bryan, B. & Styles, M. (eds) (2013) *Teaching Caribbean Poetry.* Abingdon: Routledge.

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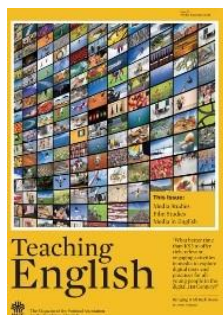MacArther, C.; Graham, S.; Fitzgerald, J. (2016) *Handbook of Writing Research.* New York: The Guildford Press.

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Journals
English in Education
Changing English
Teaching English

Useful websites

National Association of Teachers of English
www.nate.org.uk
The English Association:
http://www2.le.ac.uk/offices/english-association
British Library: http://www.bl.uk/
The English and Media Centre:
https://www.englishandmedia.co.uk
Englicious: http://www.englicious.org/
Royal Holloway, University of London English teaching hub:
https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/english/about-us/teacherhub/
The Victorian web: www.victorianweb.org
Poetry by Heart: www.poetrybyheart.org.uk
The Poetry Foundation
www.poetryfoundation.org
Bibliomania: www.bibliomania.com
Folger Shakespeare Library: www.folger.edu
The Globe: www.shakespearesglobe.com
Royal Shakespeare Company www.rsc.org.uk
National Writing Project:
https://www.nationalwritingproject.uk/
Talk 4 Writing: http://www.talk4writing.co.uk/
James Durran's blog:
https://jamesdurran.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing/
The Centre for Literacy in Primary Education:
https://clpe.org.uk/

University of Exeter's grammar website:
http://www.cybergrammar.co.uk/
The British Film Institute:
https://www.bfi.org.uk/
David Buckingham's media website:
https://davidbuckingham.net/
Let's Think In English:
https://www.letsthinkinenglish.org/
Codexterous' blog:
https://codexterous.home.blog/

Podcasts
BBC In our Time https://www.bbc.co.uk/programmes/b006qykl
BBC Word of Mouth https://www.bbc.co.uk/programmes/b006qtnz
BBC R4 Front Row https://www.bbc.co.uk/programmes/b006qsq5/episodes/player
All BBC programmes on literature: https://www.bbc.co.uk/programmes/topics/Literature

POETRY BY HEART

Commonly Taught School Texts
Novels KS3:
Skellig – David Almond
The Boy in the Striped Pyjamas – John Boyne
The Tulip Touch – Anne Fine
The Graveyard Book – Neil Gaiman
A Monster Calls – Patrick Ness
Chinese Cinderella – Adeline Yen Mah
Coram Boy – Jamila Gavin
The Curious Incident of the Dog in the Night Time – (novel) Mark Haddon
1984 – George Orwell
Noughts and Crosses - Malorie Blackman
Private Peaceful - Michael Morpurgo
The Other Side of Truth - Beverley Naidoo
Wonder - R. J. Palacio
Refugee Boy; *Face* - Benjamin Zephaniah
In the Sea there are Crocodiles - Fabio Geda
The *Wind Singer* series - William Nicholson
Dark Matter - Michelle Paver
Penalty; *Keeper*; *Exposure* - Mal Peet
His Dark Materials Trilogy - Philip Pullman
Rani and Sukh; *(Un)arranged Marriage* - Bali Rai
Witch Child - Celia Rees
The Hate U Give - Angie Thomas
The Book Thief - Markus Zusak

Novels: KS4
Lord of the Flies – William Golding
Animal Farm – George Orwell
Meera Syal *Anita and Me*
The Strange Case of Dr Jekyll & Mr Hyde – RL Stevenson
A Christmas Carol – Dickens
Great Expectations – Dickens
Jane Eyre – Charlotte Bronte
Frankenstein – Mary Shelley
Pride & Prejudice - Jane Austen
The Sign of Four – Arthur Conan Doyle
Silas Marner - George Eliot
The War of the Worlds – HG Wells
Ash on a Young Man's Sleeve – Dannie Abse

Plays
A Midsummer Night's Dream – Shakespeare
Macbeth – Shakespeare
Romeo & Juliet – Shakespeare
The Tempest – Shakespeare
Merchant of Venice – Shakespeare
Much Ado About Nothing - Shakespeare

National Association for the Teaching of English

Explore NATE's 'Developing English Subject Knowledge' webpage: https://www.nate.org.uk/subject-knowledge/ for further links/reading to cover all aspects of English.

Twelfth Night - Shakespeare
Henry V – Shakespeare
An Inspector Calls – JB Priestley
Blood Brothers – Willy Russell
History Boys – Alan Bennett
DNA – Dennis Kelly
Curious Incident of the Dog in the Night-time (play script) – Simon Stephens
Taste of Honey – Shelagh Delany
My Mother Said I Never Should – Charlotte Keatley
Hobson's Choice – Harold Brighthouse
Journey's End – RC Sherriff
A View From the Bridge – Arthur Miller
Be My Baby – Amanda Whittington

Poetry
The Songs of Innocence and Experience – William Blake
Lyrical Ballads – Wordsworth & Coleridge
'The Eve of St Agnes', 'Isabella', 'Odes' - Keats.
'The Masque of Anarchy', 'Ozymandias' – PB Shelley
'The Lady of Shalott'; 'Mariana' - Tennyson.

A Level
Hamlet – Shakespeare
Othello – Shakespeare
King Lear – Shakespeare
The Great Gatsby – F Scott Fitzgerald

University of Reading

Appendix B: English PGCE Lesson Plan Template

KEY INFORMATION	RPT:	School:	Date:
	Class:	Time/Period:	Room:

WHAT (text/topic/objectives and intended learning outcomes)	Text/topic: Learning objectives: Learning outcomes (the 'so that'):

WHY (context of lesson, how it fits in with the 'big picture' of the PoS/SoW and assessment)	

HOW (what teaching strategies and learning tasks will be used; how these will be sequenced; what resources will be used and why) and WHEN (indicative timing of activities)	**Resources**:				
	Approximate **timing**:	**Teaching** strategy/action (what *you* are doing)	**Learning** activities/tasks (what the *pupils* are doing – explain *why*)	**AfL** (Opportunities for checking understanding/ progress)	**Differentiation** (support or challenge for individuals or groups)

	Homework set:				
WHO (how are groups or individuals being supported or challenged, including use of TA?)					
Obstacle(s) some pupils might face in achieving the objective or being stretched further (such as: vocabulary, key concepts, possible misconceptions) and **Solutions/strategies**	Obstacles: Solutions/strategies:				
REFLECTION/ EVALUATION:	What key things did the pupils need to learn and how far do you feel the lesson enabled the class to meet the learning objectives? Which elements of the lesson were successful and why? What aspects did they struggle with or were less successful? If you were to teach the lesson again, what would you change to improve it?				
For next lesson I will:					

Appendix C: Non-negotiables lesson planning pro-forma

KEY INFORMATION	Class:	Time/Period:	Room:
WHAT (text/topic/objectives and intended learning outcomes)	Text/topic: Learning objectives: Learning outcomes (the 'so that'):		
WHY (context of lesson, how it fits in with the 'big picture' of the PoS/SoW and assessment)			

HOW (what teaching strategies and learning tasks will be used; how these will be sequenced; what resources will be used and why) and WHEN (indicative timing of activities)	Approximate timing:	**Teaching** strategy/action (what *you* are doing)	**Learning** activities/tasks (what the *pupils* are doing – explain *why*)

WHO (how are groups or individuals being supported or challenged, including use of TA?)	
REFLECTION/ EVALUATION:	

Appendix D: Medium term planning pro-forma

KEY INFORMATION	RPT: School: Class:
WHAT	Text/Topic: Longer term learning objectives: Longer term outcomes: Resources:
WHY	How does this MTP fit in with the Scheme of Learning and Programme of Study? What will be the summative assessment? AOs?
WHO	Contextual information about the class (inc. SEND/adaptation needed/stretch/challenge):
HOW	Specific pedagogical approaches: (Outline of lesson content below)

Lesson	Learning objectives/ outcomes	Activities	Resources
1		Differentiation/Extension task: HW:	•
Lesson reflection: Note for following lesson:			
2		Differentiation/Extension task: HW:	•

	Lesson reflection: Note for following lesson:		
3		Differentiation/Extension task: HW:	•
	Lesson reflection: Note for following lesson:		
4		Differentiation/Extension task: HW:	•
	Lesson reflection: Note for following lesson:		
5		Differentiation/Extension task: HW:	•
	Lesson reflection: Note for following lesson:		
6		Differentiation/Extension task:	•

		HW:	
Lesson reflection:			
Note for following lesson:			
MTP Overall reflection:			

Appendix E: ePortfolio contents 2024-25

ADMIN

RPT Profile
1. Personal information & contact details
2. DBS confirmation letter
3. Opening position statement
4. Subject knowledge audit and Subject Knowledge Profile
5. Evidence of school-based CPD (including safeguarding, GDPR, Health & Safety)
6. Register of attendance
7. Post-16 Tracker
8. Teacher Reference Number (released later in the academic year)

Placement Profile
9. Placement school profile
10. Timetables
11. Professional Studies school timetables
12. Additional support forms/Cause for Concern (where relevant)

TEACHING

1. Taught lessons (to include all lesson plans and all lesson feedback forms side by side)

   RPTS or Subject Leaders may choose to create folders to upload:
   o Record of work with tutor groups and feedback forms
   o Additional placements/experiences
   o Lesson resources
   o Medium term sequence plans
   o Academic reading log

REFLECTIONS

1. All copies of Weekly Reflection on Progress (WRoPs)
2. Best Evidence Guide (BEG)
3. All Professional Practice Review forms

   RPTS or Subject Leaders may choose to create folders to upload:
   o Lesson observations of colleagues
   o Copies of Reports 1, 2 and 3
   o Assignment feedback
   o Positive emails from pupils and colleagues
   o Any effective teaching plans, feedback and resources in the Guided Implementation and Independent Stages that isn't from the case study classes.

ITAPS

1. Completed workbook on Observing Expert Colleagues
2. Completed workbook on Embedding Professional Behaviours within a School Context
3. Completed workbook on Being an Inclusive and Adaptive Teacher
4. Completed workbook on Assessing and Providing Feedback for Progress Over Time

COMMUNITY PARTICIPANT

1. Any examples of involvement in activities that positively contribute to the University, department, school or wider subject community

It is possible to set up a colour-coded tagging system in your e-Portfolio, so that you can track your evidence against each Teachers' Standard.

*You should have the following information/data collated, for each class although please do not put this in your e-Portfolio for GDPR reasons. Instead collect this in a file/files you keep at school, as you may be asked to discuss it during a Professional Practice Review visit.

   i)   Class list of name/ pupil photos
   ii)   Assessment / prior attainment / pupil data (IEPs, SEND, Pupil Premium etc.)
   iii) Seating plan
   iv)   Mark book/pupil data tracker

Please note, there will be some variations according to specific-subject needs.
All numbered points are mandatory and their completion is part of our curriculum expectations.

Appendix F: Subject Community Membership

National Association for the
Teaching of English

NATE is the professional body for teachers of English and membership will enable you to access a wide range of facilities that will enhance your professional development.

Here is a summary of the benefits which this membership entitles you to:

- Hard copy editions of Teaching English magazine, published four times a year
- Electronic access to Primary Matters Magazine, published three times a year
- Electronic access to English in Education journal, published three times a year
- NATE's regular e-newsletter full of relevant information on the topical issues affecting English teaching, distributed directly to your inbox
- IllumiNATE, NATE's regular email filled with tips and tricks for good practice, distributed directly to your inbox
- Access to the NATE Members' Area, which contains further documents and resources crucial for the teaching of English – such as digital copies of all previous magazines and journals
- A listing on the Membership Portal, allowing you to network with other NATE Members through the inbuilt, email system
- Discounts on attending NATE events – including the Annual National Conference and one-day conferences
- A range of discounts on publications and resources
- Voting rights for NATE committee posts and the chance to stand for these positions as they become available.

Membership for trainee teachers is **£1 per month** until 31st August 2025, and then costs £3 per month until 31st August 2027, at which point your membership will be upgraded to Individual Membership and the Direct Debit payment will be increased to £6.50 per month. For more information go to:
https://www.nate.org.uk/join-nate/

NATE Conference 2019

Our annual conference last month in Chester was an outstanding success, with our wonderful line-up of speakers (including Professor of Shakespeare studies, Emma Smith, best selling author Frank Cottrell-Boyce and performance poet, Luke Wright) providing insight, inspiration and entertainment in equal measure. We have already had some fantastic feedback from delegates too. If you were not able to make it this year, don't worry, as we will be providing a whole range of materials from the conference over the summer, including workshop materials and a highlights video too. We are currently exploring our CPD offer for next year, so please keep updated by following us on social media and checking your inbox too (and your SPAM folder - just in case!)

Feedback from delegates:

I have taken lots of resources and potential teaching methods which will influence my future classroom practice.

Active approaches to Shakespeare - brilliant as always.

It's such a great platform for networking with others who are equally passionate about English in education.

Appendix G: School-Based Tasks for English

In addition to sharing your *Weekly Reflections on Progress* (WRoP) to your university tutor, school mentor and ITTCo via your e-portfolio, please complete these English school-based tasks and record your reflections and evaluations as part of your evidence towards the Teachers' Standards. When you have completed your School-based English Task, please upload them to your e-Portfolio.

Task 1: How is English taught?	Deadline: 20.9.24

To help you understand the English department in which you are teaching, find out key information about it. Here are some questions to help you:

1. Read the department's handbook, if they have one. Is there a stated vision or ethos? If so, what is it?
2. How is English teaching organised in the school? Are the groups mixed ability, banded, or set? Are all the English teachers specialists? Who teaches 'A' level (if applicable)? How are responsibilities delegated across the department? How does the department meet and for what purposes?
3. How are Programmes of Study organised across the Key Stages? Do pupils start GCSEs in Yr10 or earlier? Are there existing schemes of work for each year groups?
4. What kinds of resources are used? For example: course books, anthologies, books, teacher-produced resources, such as booklets. Does the department have its own computers, if not what access does it have? Is there a school policy on use of mobile devices in lessons?
5. Which exam board does the department use for GCSE? What approaches are used at Key Stage 4 to teach GCSE English and GCSE English Literature specifications? How does it compare with your own memory of examination English?
6. How is drama used within the English classroom? Is Drama offered as a discrete subject?
7. How is Media/Film used within English? Does the department also teach Media separately? Are there specialist teachers? How do they organise teaching the creative/practical element of Media/Film Studies?
8. How is language, and particularly grammar, teaching approached? How do teachers feel about grammar teaching and its place in English lessons?
9. How do teachers assess, monitor, record and report on their pupils' progress and needs? Is there a marking policy that is followed? Does the department use a particular strategy to engage pupils in assessment feedback, such as 'DIRT'?
10. Are there other adults working in the classroom, Learning Support Assistants [LSAs] for example? If so, how do teachers work with them?

Type up your answers and upload to your e-Portfolio.

Evidence:	Activities
Notes in response to Qs	Discuss with your colleagues how English is taught within your main school. Read the department handbook.

Task 2: Peer teaching Carnegie medal winners	Deadline: 24.9.24

- Read a selection of contemporary teenage fiction.
- You will be paired up with a peer, to collaborate, plan and 'teach' your peers about engaging pupils in your chosen novel.
- Consider readers, purpose for reading and ways into the experience of the novel
- In your pairs, prepare a 20min presentation based on your allocated YA book. Use the following structure:

   a. **5mins**: Introduction to the book. Why you chose it; who it would be appropriate for (in KS3); what are the key themes that you would like to draw out whilst teaching it; are there interesting elements to explore in terms of the writing/structure/form etc.; how might it be used as a stimulus for different kinds of writing activities etc.

b. **10mins**: Micro teaching activity based on the book. You will 'teach' this bit to the other pair, perhaps on the opening.

c. **5mins**: Discuss your thinking behind the teaching activity and explain where you would want the teaching to go next.

Following your presentation, you will receive feedback on the micro-teaching activity, in the following areas:

- New content was introduced effectively, by being clearly explained, interesting, engaging.
- The were opportunities for learners to be effectively involved, through questioning and activities.
- The learning objectives were met.
- Relevant CCF statements related to professional behaviours:
- - The RPT was a key role model, who can influence the attitudes, values and behaviours of their pupils.
- - The RPT established and reinforced routines, particularly through positive reinforcement, and created an effective learning environment.
- - The RPT created a predictable and secure environment (which would be particularly valuable for pupils with special educational needs).

This will enable you to consider how you handle and respond to feedback conversations.

You will then complete the relevant section in the ITAP2 booklet.

- Comment on your experience this week's WRoP. Upload your presentation and any resources onto your e-Portfolio.

Evidence:	Activities
Lesson plan, presentation & evaluation	Read a range of contemporary teen fiction
	Plan an approach to the teaching of one of the novels
This activity is part of ITAP2 'Professional Behaviours'	Teach peers
	Discuss & evaluate your ideas

Task 3: Designing a Medium Term Plan	Deadline: 6.1.25

Design a short Scheme of Work on a topic or text of your choice. This should consist of a *minimum* of six lessons and include overall aims, assessment criteria, and outcomes. (You could also include: lesson plans, resources and an evaluation of the whole SoW, if you have the opportunity to teach it). The resulting SoW and resources will be shared with the group.

Evidence:	Activities
Scheme of Work, inc. lesson plans, resources and evaluations	Planning and evaluating a SoW

Task 4: Reading for Pleasure & Reading Autobiography	Deadline: 24.2.25

Find out:
How your school/department promotes Reading for Pleasure. Are there designated 'reading lessons'? What is their rationale? How are these lessons organised? How is the library used? Is there a whole-school approach (initiatives such as 'Drop Everything and Read')?
Does your department know what/how much the pupils read in their own time? How do they know this? Why is it important to know?

Task:
Create a reading autobiography, charting *your* history of reading. A reading autobiography highlights moments in your reading history that made an impact on your choices and preferences about reading and includes your most influential experiences with texts, including nonfiction, indicating texts which have had a powerful impact on you as a reader. You can choose to present your autobiography in any way you wish (Prezi, PowerPoint, collage, short film). Presentations are to be no longer than 3mins each; to be shared during a session.

Evidence:	Activities
Notes in response to questions.	Discuss & evaluate reading for pleasure Create your own reading autobiography

Task 5: Primary school visit - English	Deadline: 22.4.25

The main purpose of your visit is to develop an understanding of children's experience of primary school so that you, as a secondary teacher, can build on and develop their learning. You should spend at least one day in a primary school. It would be useful to look closely at the curriculum requirements for Key Stages 1 and 2 before your visit. In the course of your time in a primary school, please find out about the following as far as you can and write a brief report:

1. Context
    a. What is the context of the primary school? (Size, location, religious denomination, feeder to a secondary school etc.)
2. Assessment and ability
    a. How are children grouped in the school? Are they put into ability sets for any curriculum areas? Are they taught exclusively in year groups or are they sometimes taught in vertical groupings?
    b. How does the school assess their pupils (since National Curriculum Levels have been abolished)? How is assessment data used in the school to support the learning of individuals?
3. SEN
    a. What provision is made in the school for children with special educational needs?
4. Language
    a. What observations have you made about the language environment of the school? e.g. are there other languages being used as well as English? Are key words and texts displayed around the school? Is language generally visible/present? Does the school have a policy on language?
5. Speaking and Listening
    a. How much are Speaking and Listening part of classroom activities and how are they used e.g. pair and group work, pupil discussions, presentations etc. Find out about how Speaking and Listening skills are promoted and developed across the curriculum.
6. Reading
    a. How is reading taught? What texts are used, especially with Year 6? Do pupils have access to books e.g. in the classroom, from the school library?
    b. What is school policy on using phonics for early readers? How are older pupils supported with reading?
    c. How do teachers assess pupils' reading development? What records do they keep?
7. Writing
    a. How is writing taught and developed? Are pupils encouraged to write for different audiences and purposes? How do pupils keep their work e.g. in books, in folders etc. What is the school's approach to the assessment of writing?
8. Grammar and Spelling.
    • How is grammar taught? How has the KS2 NC tests for grammar and spelling influenced the teaching at KS1 and KS2? How is spelling taught? How does the school utilise things like spelling tests?
9. Drama
    a. Is Drama a regular part of the curriculum? Does drama feature as an extra-curricular activity?
10. Information and Communications Technology/Media
    a. How are computers used in the school? Do pupils have regular access to PCs or tablets?
    b. Does Media feature at all in the curriculum?
11. Progression
    a. How are children at Key Stage One prepared for Key Stage Two?

b. How are children at the end of Key Stage Two prepared for Key Stage Three and entry into secondary school? c. Pupil records are especially vital to secondary English teachers; try to find out what records are created and how they are used by secondary schools when pupils transfer. You may also be able to explore other ways in which the school works alongside its secondary partners to aid transition. Upload your notes onto your e-Portfolio.	

Evidence:	Activities
Primary school visit report of findings	Spend at least one day at a primary school (organised by your main school).

Dr Rachel Roberts
August 2024

University of Reading