

Developing subject pedagogy and understanding (GCSE English Language)

Module Overview and Wider Reading

Module Specification

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Unit title	Developing subject pedagogy and understanding (GCSE English Language)		
Learning outcomes	Assessment criteria	Professional Standards	
<i>The trainee will</i>	<i>The trainee can</i>		
1. Be able to engage and inspire reluctant learners.	1.1	Identify positive methodologies to (re-)engage learners who are re-sitting GCSE English.	5, 6, 11, 14, 16
	My notes		
	1.2	Evaluate and select approaches for engaging, retaining and inspiring reluctant learners.	1, 6, 13, 16
	My notes		
2. Be able to use assessment approaches to support GCSE English Language learning.	2.1	Analyse approaches to initial and diagnostic assessment for GCSE English and tracking progress.	9, 13
	My notes		

2.2	Actively involve learners in assessment and target setting processes.	17
	My notes	
2.3	Use a range of ‘assessment for learning’ strategies to build on the knowledge and understanding that learners already have and adapt teaching to accommodate individual learning needs.	4, 9, 18
	My notes	
2.4	Prepare learners for summative assessment.	18
	My notes	

3. Be able to plan teaching and learning to meet GCSE English Language curriculum requirements and the needs of individual learners.	3.1	Create medium and long-term plans to meet GCSE English curriculum and assessment requirements.	14
	My notes		
	3.2	Plan learning to meet the individual needs of learners, including SEND accessibility and inclusion.	1, 9, 16
	My notes		
	3.3	Identify how to develop learners' motivation and confidence through active, personalised learning.	3, 4, 9, 13
	My notes		

4. Be able to develop reading, writing, and spoken language skills for GCSE English Language.	4.1	Support learners to analyse non-fiction texts.	4, 16
	My notes		
	4.2	Support learners to analyse literary texts, including literary non-fiction.	4, 16
	My notes		
	4.3	Support learners to study spoken language.	4, 16
	My notes		

4.4	Support learners to develop their spoken language and listening skills.	4, 16
	My notes	
4.5	Support learners to write non-fiction texts.	4, 16
	My notes	
4.6	Support learners to write creatively.	4, 16
	My notes	

5. Use or undertake research to develop and improve own practice in GCSE English teaching.	5.1	Identify and evaluate research into effective practice in teaching GCSE English.	8
		My notes	
	5.2	Use research to help develop own knowledge and practice.	9
		My notes	
	5.3	Work with other professionals to jointly develop practice.	6, 10, 20
		My notes	

Resources

Unit title

Developing subject pedagogy and understanding (GCSE English Language)

Books

- Barton, G. (2013) *Don't Call it Literacy!: What every teacher needs to know about speaking, listening, reading and writing*. London: Routledge
- Black, P. & Wiliam, D. (2004) *Working Inside the Black Box: Assessment for Learning in the Classroom*. London: Kings College.
- Brown, P., Roediger, H.L. and McDaniel, M. (2014) *Make it Stick: the science of successful learning*. Harvard University Press
- Bynner, J. & Parsons, S. (2008) *Illuminating Disadvantage*. London: NRDC.
- Carter, R., Bowring, M., Goddard, A and others. (2008) *Working with Texts: A Core Introduction to Language Analysis, 3rd edition*. Oxon: Routledge
- Chatterton, J. and Grief, S. (2007) *Developing adult teaching and learning: Practitioner guides - Writing*. London: NRDC.
- Clarke et al. (2009) *The Complete Guide to Becoming an English Teacher*. London: Sage Publications
- Crystal, D. (2003) *The Cambridge Encyclopaedia of the English Language* 2nd edition: Cambridge University Press
- Didau, D. (2014) *The Secret of Literacy: Making the implicit, explicit*. Carmarthen: Independent Thinking Press
- Dweck, C. (2000) *Self Theories, their role in motivation, personality and development*. Hove: Psychology Press
- Dweck, C. (2006) *Mindset: how you can fulfil your potential*. New York: Ballantine Books.
- Education and Training Foundation (2014) *Professional Standards for Teachers and Trainers in Education and Training – England*. [available at http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf].
- Hughes, N. and Schwab, I (2010) *Teaching Adult Literacy: principles and practice*. Open University Press
- Marshall, B and Wiliam D. (1990) *English Inside the Black Box*. London: Kings College London
- NRDC (2007) *Effective Teaching and Learning: Reading*. London: NRDC
- Ott, P. (1997) *How to Detect and Manage Dyslexia: a Resource Manual*. London: Heinemann

QIA (2009). *Engaging and Motivating Learners* Download: Accessed 27/3/15
http://sflip.excellencegateway.org.uk/PDF/E15-1_%20Engmotivating%20learners_Tr%20pack%20v10.pdf

Tusting, K. & Barton, D. (2003) *Models of Adult Learning: A Literature Review*. London: NRDC

UCLES (2011) *Teaching Knowledge Test Glossary*, Cambridge English [available at
<http://www.cambridgeenglish.org/images/22184-tkt-glossary.pdf>]

William, D. (2011) *Embedded Formative Assessment*. Bloomington: Solution Tree Press

Wright, T. (2013) *How to be a Brilliant English Teacher*, 2nd edition. Oxon: Routledge

Research reports

Casey, H., Cara, O., Eldred, J., Grief, S., Hodge., Ivanic, R., Jupp, T., Lopez, D. & McNeil, B. (2006) *“You wouldn't expect a maths teacher to teach plastering...”: Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement*. London: NRDC. [available at http://www.nrdc.org.uk/publications_details.asp?ID=73].

CUREE and emCETT (2014) *Strategic Consultation: Maths and English*. [available at
[http://www.curee.co.uk/files/publication/\[site-timestamp\]/MathsEnglishReportETFMay14Pub.pdf](http://www.curee.co.uk/files/publication/[site-timestamp]/MathsEnglishReportETFMay14Pub.pdf)].

Grief, S. (2007) *Collaborative Writing*. London: NRDC. [available at http://www.nrdc.org.uk/publications_details.asp?ID=110].

Grief, S, Myers, B. Soundranayagam, L. (2004) *Teaching and learning writing: a review of research and practice*. London: NRDC. [available at http://www.nrdc.org.uk/publications_details.asp?ID=24].

Kispaal, A. (2008) *Effective teaching of inference and deduction skills for reading: literature review* [available at
http://www.nfer.ac.uk/publications/EDR01/EDR01_home.cfm].

Robey, C. and Jones, E. (2015) *Engaging Learners in GCSE English and maths*, Leicester: NIACE. [available at
<http://shop.niace.org.uk/engaging-learners-gcse-maths-english.html>].

Government reports

DfE (2013) *English Language: GCSE subject content and assessment objectives*, London: Department for Education. [available at
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/254497/GCSE_English_language.pdf].

DfES (2006) *Personalising Further Education: Developing a Vision*. London: Department for Education. [available at <https://www.education.gov.uk/consultations/downloadableDocs/DfES%20Personalisation.pdf>].

Ofsted (2011) *Removing Barriers to Literacy*. London: Ofsted. [available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413745/Removing_barriers_to_literacy.pdf].

Ofsted (2014) *Transforming 16 to 19 education and training: the early implementation of 16 to 19 study programmes*. London: Ofsted. [available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379904/Transforming_2016_20to_2019_20education_20and_20training_20-20the_20early_20implementation_20of_2016_20to_2019_20study_20programmes.pdf].

Wolf, A. (2011) *Review of Vocational Education - The Wolf Report*. London: DfE. [available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf].

Useful websites

Dylan Wiliam's website

http://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html

Dylan Wiliam Center

<http://www.dylanwiliamcenter.com/webinar-embedding-formative-assessment-into-classroom-practice/>

Excellence Gateway

<http://www.excellencegateway.org.uk>

Geoff Barton website

www.geoffbarton.co.uk

and

<http://blog.geoffbarton.co.uk/site/Blog/Blog.html>

ITE English

<http://www.ite.org.uk/>

The National Institute of Adult Continuing Education

<http://www.niace.org.uk>

National Foundation for Educational Research

<http://www.nfer.ac.uk>

The National Research and Development Centre for adult literacy and numeracy

<http://www.nrdc.org.uk>

NATE (National Association of Teachers of English)

<http://www.nate.org.uk>

Research and Practice in Adult Literacies (RaPAL)

<http://rapal.org.uk>

TES Connect

<https://www.tes.co.uk/teaching-resources>

Andrew Moore's teaching resource site

www.universalteacher.org.uk