



# **Developing subject pedagogy and understanding (GCSE English Language) (Level 5)**

## **Module specification**

**Version 1.0 (31 March 2015)**

**ITT Reference No. PSWD/GCSE3.1**



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## **Version history**

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|-------------------|--|
| <b>Unit title</b> | <b>Developing subject pedagogy and understanding (GCSE English Language)</b> |
|-------------------|--|

| <b>Version number</b> | <b>Date of modification</b> | <b>Change author</b> | <b>Modifications made</b>   |
|-----------------------|-----------------------------|----------------------|---|
| 1.0                   | 31/3/2015                   | emCETT               | Original version submitted to the Education and Training Foundation |
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## **Rationale**

### **Unit title**

**Developing subject pedagogy and understanding (GCSE English Language)**

### **Introduction**

This module was commissioned in 2015 by the Education and Training Foundation to increase capacity in the education and training workforce to deliver GCSE English Language, with the potential to be developed longer-term into a Level 5 module to sit within the Diploma of Education & Training.

The module in particular supports practitioners working with young adults (16 - 19) who are re-taking GCSE English Language, having failed to achieve the grade they needed at school. This is why there is an emphasis in this rationale on engaging and motivating reluctant learners and assessment of learners' needs in order to build on prior learning.

### **Background**

The Government introduced 16-19 study programmes in August 2013, following the Review of Vocational Education (Wolf, 2011) and in response to OECD survey results. A core principle of 16-19 study programmes is that learners who have not achieved a GCSE grade A\* to C in English and/or maths at school must continue to work towards achieving these qualifications, or an approved 'stepping stone' towards GCSE. From August 2014, this became a condition of learner places being funded.

In 2012-13, of the learners not achieving grades A\* to C at school nearly half did not go on to retake these qualifications and only 6.5% (English) and 7.0% (maths) achieved GCSE A\* to C at 16-18. The data suggests that FE Colleges can expect about five times as many learners to be taking GCSE re-sits in 2015-16 compared with the 2012-13 level (DfE, 2014).

This increased demand for GCSE maths and English has created a significant challenge for providers in the post-16 education and training sector. Ofsted recently highlighted the need to improve the capacity and quality of teaching in maths and English. *"Too much teaching in English and mathematics is not good enough. Despite all of the incentives available, there is a shortage of good teachers of English and, in particular, mathematics"*. (Ofsted, 2014).

This module will help to address the shortage of good teachers of English in the education and training sector. As part of an ITE programme, it will ensure that new entrants to the profession have the skills to support learners re-sitting GCSE English Language. It has also been designed so that it could be used as a stand-alone CPD module for practitioners.

Thompson (2014, p43) points out that even if developing subject-specific pedagogical knowledge through discrete provision for the subject is the most effective approach, low recruitment and funding levels have affected the viability of specialist Diplomas. Viable groups could be created by delivering the module to mixed groups of ITE and CPD trainees.

### **Methodology**

The layout of the module specification was based on existing subject specialist modules for English: literacy (LSIS, 2013) with some notable additions. Some indicative content for the module is included and the assessment criteria are referenced to the Professional Standards (Education and

Training Foundation, 2014). We have also included a suggested list of resources.

The module was reviewed by an expert panel and modifications were made based on their feedback.

Two pilot sessions for the module were trialled with both ITE and CPD learners. The feedback was overwhelmingly positive. There was an obvious appetite for the materials to be available for use in CPD sessions, for the full course to be available and an accreditation option to be created.

### **Curriculum knowledge**

The module supports the 2015 GCSE English Language specifications (DfE, 2013) and includes minor additional content for trainees working on the 'old' GCSE English (Language) assessments (finishing in June/ November 2016).

Practitioners will need to be flexible in their planning to meet the diverse needs of their learners and the module addresses this and prepares practitioners toward this end. This may include planning an effective teaching/study programme which is radically different from the traditional approach adopted in a conventional Scheme of Work. The new GCSE will require a more holistic approach to the subject. Practitioners will also need to have confidence in their subject knowledge to respond to the diverse needs of the learners.

### **Subject content knowledge**

We expect that trainees taking this module may have different levels of subject content knowledge. If this module is used in an ITE programme, trainees should have demonstrated that their personal English skills are at least at level 3 but there may still be some topics that require further development.

According to a Strategic Consultation into English and Maths (CUREE and emCETT, 2014) *"The majority of English...teachers possess subject qualifications which are at least one level above the respective level they teach."* However, 29% of those teaching English in the Education and Training Sector have Level 2 as their highest qualification (Frontier Economics, 2014, p.15). It is noteworthy, too, that 6% of teachers currently teaching GCSE English in the education and training sector possess only GCSE or Level 2 subject qualifications. As such, and for those who need to develop GCSE English pedagogical skills we recommend course applicants undertake assessment tasks prior to enrolling. The 'Entry assessments for English (Literacy/ESOL) Teacher Training' may be used, (QIA 2008). Note, however, that unlike the 'Maths Pipeline' self-assessment, there is no current tool to assess people's abilities to teach English GCSE using effective pedagogies. There is, however, a short English Enhancement Programme (EEP) self-assessment checklist which may be useful and this can be found in Appendix 2 at the end of this booklet.

If required, prior to embarking on a Level 5 in Developing subject pedagogy and understanding (GCSE English Language), we recommend that potential trainees access personal skills development programmes, such as the Level 3 'Award in English for Literacy and Language Teaching'. We also recommend that participants develop a personal development plan, so that subject content knowledge can be developed in parallel.

### **Subject-specific pedagogy**

Compared to mathematics, there are fewer recently-published reports about effective pedagogies for teaching English to post-16 learners and very little evidence relating to effective approaches for

teaching GCSE English Language in the education and training sector. According to the Foundation's 2014 Strategic Consultation report, English teachers *"feel more confident in combining systematic writing instruction with extended experience, but less ..in helping learners respond to literature"* (CUREE and emCETT, 2014, p.17).<sup>1</sup>

In a literature review carried out to inform the Strategic Consultation report (undertaken by CUREE and emCETT for the Foundation, 2014), it was noted that effective practice in literacy, which we can apply in many respects to teaching GCSE English, *"occurs where teachers build on learners' experience, encourage fluent oral reading, use reciprocal teaching and explicit comprehension strategies and adequate time is allowed for active reading in class."* The consultation team also reviewed evidence from the schools sector in relation to English teaching and found that successful English programmes were characterised by *"a less heavily teacher-directed style of teaching and learning, with such features as flexible teaching; responding to students' needs as the lesson develops; students given time to think, plan, discuss and test out ideas; using questions to extend thinking skills; and developing independent learning through problem solving."*

### **Motivating and inspiring reluctant learners**

The literature review that informed the Strategic Consultation Report (CUREE and emCETT, 2014) highlighted that "knowing rules and practising their application is not enough to equip learners with the skills and understanding required for advancement and success. In both domains (English and mathematics), researchers have identified affective elements such as motivation and persistence as important aspects of post 16 learning. Structured dialogue, thinking about the processes and understanding the underlying principles are also common features of the research in both domains. The implications for teaching seem to lie in the areas of flexibility (letting go of the lesson plan and starting where the learners are if necessary); devising rich tasks for structured discussion, having high expectations and providing frequent, formative feedback. Confident subject knowledge is a key element of effective teaching in both domains."

The use of learning technology is of particular importance in the delivery of GCSE English language to young adults. This is partly because it can be used to validate and build on the literacy practices that they bring with them and this can lead to much greater learner engagement. In addition, it opens up more opportunities for personal study and revision through blended learning, which are vital given the current level of contact hours, the weight of syllabus content, learners' starting points, etc.

Learning also needs to be fun, interactive and practical. "Learners are most likely to have positive attitudes towards maths and English if they enjoy the subjects, find them interesting and can see their progress" (Robey and Jones, 2105). This points to the importance of planning a scheme of work that uses topical, often multi- modal, materials such as song lyrics by popular artists. Such materials are likely to engage 16-19 learners as the basis for early language study activities before they look at more unfamiliar genres. The first few weeks of learning in particular need to focus on getting to know the learners, their interests, goals and their values (which will often differ from their teacher's) and using material that they can relate to as part of the re-engagement and confidence-building

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<sup>1</sup> This is also the anecdotal experience of the authors who have been training on EEP pathways 4 and 5 and acting as regional English Leads (East Midlands and West Midlands). We are seeing many Functional Skills teachers undertaking initial training to teach GCSE English, who have limited knowledge of language and are not confident about teaching learners how to analyse literary texts.

process.

The modules will emphasise the importance of fostering a supportive environment in the classroom, including encouraging collaboration and peer support, to build confidence and self-esteem.

“Embarrassment can be a strong factor in learners not asking for support when they need it. A supportive environment should be fostered in the classroom and learners should be encouraged to ask for help” (Robey and Jones, 2015).

Lack of motivation and large class sizes can lead to behaviour management issues. Many of the strategies discussed in this module will contribute to behaviour management but we would also expect behaviour management strategies to be covered elsewhere in an ITE programme.

### **Assessment**

The literature emphasises the importance of initial and diagnostic assessment to enable practitioners to build on the knowledge and understanding that learners already have and adapt teaching to accommodate individual learning needs. Using the learners' prior skills, knowledge, interests and experience and a detailed knowledge of the syllabus and examination questions will enable the tutors to develop a bespoke scheme of work which will maximise opportunities for engagement and ultimate success.

*“Learners need timely initial assessments to identify support needs and for any additional support they require to be put in place as soon as possible. Any delay in either of these processes impacts on the time learners have to achieve”* (Robey and Jones, 2015).

However, we need to be creative in the use of initial and diagnostic assessment as it might not be productive to give reluctant learners another ‘test’ as an introduction to the course. *“Some models of assessment include testing prior to the commencement of courses; pre-course testing can, however, be off-putting to learners”* (The Research Base, 2014).

Practitioners need to be able to use other methods to find strengths and areas for development, including actively involving learners in the process of assessment and target setting.

There will be an element of preparation for summative assessment but this does not need to be in the form of ‘teaching to the test’.

### **Research**

The modules will encourage trainees to explore research into effective practice in teaching English and mathematics in England and other countries. *“The review of international practices demonstrates that no one single approach is appropriate for learners; approaches must be combined and tailored according to the specific needs of the learners being taught. There are, however, approaches that could be adapted to, and useful for, the UK context”* (The Research Base, 2014).

Trainees will also be encouraged to use practitioner research (including working with other professionals) to develop their practice. *“Practitioner research is an effective way to gather learner voice to inform future work and delivery. It can enable practitioners to gain a deeper understanding of learners’ individual needs, allowing them to tailor support and learning programmes accordingly”* (Robey and Jones, 2015).

If this module is being taken as part of an ITE programme it may be useful to recommend that trainees also take the optional ‘Action Research’ module or the ‘Action learning to support

development of subject specific pedagogy' module which would allow them to apply learning from this module.

## References

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)].

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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/254497/GCSE_English_language.pdf)].

DfE (2014) *Statistical First Release: Level 1 and 2 attainment in English and maths by students aged 16-18: academic year 2012/13*. London: Department for Education.[available at <https://www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2012-to-2013>].

Dweck, C.S. (2008) *Mindsets and Math/Science Achievement*. [available at [http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset\\_and\\_math\\_science\\_achievement\\_-\\_nov\\_2013.pdf](http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset_and_math_science_achievement_-_nov_2013.pdf)].

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](http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf)]

Frontier Economics (2014) *The qualifications of English and mathematics teachers*. London: Frontier Economics. [available at <http://www.et-foundation.co.uk/wp-content/uploads/2014/09/RPT-Survey-v4.pdf>].

LSIS (2013) *Qualification Guidance for awarding organisations: Level 5 Diploma in Education and Training (English: Literacy) (QCF) and Level 5 Diploma in Teaching English: Literacy (QCF)*. Coventry: LSIS. [available at <http://api.excellencegateway.org.uk/resources/eg:5983>].

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\\_20the\\_20early\\_20implementation\\_20of\\_2016\\_20to\\_2019\\_20study\\_20programmes.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379904/Transforming_2016_20to_2019_20education_20and_20training_20the_20early_20implementation_20of_2016_20to_2019_20study_20programmes.pdf)].

QIA, (2008) *Entry assessments for English (Literacy/ESOL) Teacher Training*. Coventry: QIA. [available at <http://www.excellencegateway.org.uk/content/import-pdf4378-0>].

The Research Base (2014) *Effective Practices in Post-16 Vocational Maths: Final Report*. London: The Education and Training Foundation. [available at <http://www.et-foundation.co.uk/wp-content/uploads/2014/12/Effective-Practices-in-Post-16-Vocational-Maths-v4-0.pdf>].

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>].

Thompson, R. (2014) *Initial Teacher Education for the Education and Training Sector in England: Development and Change in Generic and Subject-Specialist Provision*. London: The Gatsby Charitable



Foundation. [available at [http://www.nationalstemcentre.org.uk/elibrary/file/3585/Improving\\_learning\\_in\\_maths.pdf](http://www.nationalstemcentre.org.uk/elibrary/file/3585/Improving_learning_in_maths.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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf)].

| <b>Additional Information</b>  |   |
|--|---|
| <b>Unit title</b>  | <b>Developing subject pedagogy and understanding (GCSE English Language)</b>  |
| <b>Credit level</b>  | 5   |
| <b>Credit value</b>  | 15  |
| <b>Purpose and aim(s) of the unit</b>  | <p>This unit aims to support trainees in developing the subject knowledge and subject-specific pedagogy required to support learners who have not achieved a good pass in GCSE English Language at school. Trainees will:</p> <ul style="list-style-type: none"> <li>● analyse factors that might disengage GCSE learners and will explore strategies for motivating and inspiring them;</li> <li>● evaluate and use approaches to initial and diagnostic assessment which actively involve learners in the process of assessment and target setting;</li> <li>● plan effective learning programmes for GCSE English Language courses;</li> <li>● develop their knowledge and abilities to carry out effective GCSE English Language teaching;</li> <li>● use a range of assessment for learning strategies and adapt teaching to meet the needs of individual learners; and</li> <li>● reflect on their practice and identify ways (including the use of research) to improve it.</li> </ul> |
| <b>Unit available from</b>   |   |
| <b>Unit review date</b>  |   |
| <b>Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)</b> | This unit is underpinned by the Professional Standards for Teachers and Trainers in Education and Training – England.   |
| <b>Guidance for developing assessment arrangements for the unit (if appropriate)</b>   | N/A   |
| <b>Additional assessment requirements specified by a sector or regulatory body (if appropriate)</b>  | None  |
| <b>Support for the unit by a sector or other appropriate body (if required)</b>  | The Education and Training Foundation.  |
| <b>Location of the unit within the subject/sector classification system</b>  | 13. Education and training<br>13.1 Teaching and lecturing   |
| <b>Name of the organisation submitting the unit</b>  | The Education and Training Foundation.  |
| <b>Availability for use</b>  | Shared  |
| <b>Guided Learning Hours</b>   | 40  |

## Module Specification

| 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>   |  |                        |
| <b>1. Be able to engage and inspire reluctant learners.</b>                               | <b>1.1</b>   | <b>Identify positive methodologies to (re-)engage learners who are re-sitting GCSE English.</b>  | 5, 6, 11, 14, 16       |
|   | <b>Indicative content</b><br>Engaging GCSE English learners including a critical understanding of Dweck's research on fixed & growth mindsets & 'learner resilience'; identifying and avoiding repetition of approaches which were previously unsuccessful; relevance and importance of current English skills to vocational, academic and career goals; helping learners to identify and make continual, concrete links to these throughout the course (signposting the skill being learned). |  |                        |
|   | <b>1.2</b>   | <b>Evaluate and select approaches for engaging, retaining and inspiring reluctant learners.</b>  | 1, 6, 13, 16           |
|   | <b>Indicative content</b><br>Strategies for motivating and inspiring reluctant learners including, motivational dialogue; building on prior knowledge; personalising learning; access to timely support; peer support approaches; relate learning/ texts to learners' experiences; active learning; digital approaches; scaffolding; providing ongoing opportunities for learners to acquire and practise skills remotely; building confidence to ask and answer questions in class.           |  |                        |
| <b>2. Be able to use assessment approaches to support GCSE English Language learning.</b> | <b>2.1</b>   | <b>Analyse approaches to initial and diagnostic assessment for GCSE English and tracking progress.</b>   | 9, 13                  |
|   | <b>Indicative content</b><br>Evaluation of approaches to assessment (initial, diagnostic, formative and summative); effective IA and diagnostics for GCSE re-sit cohort as an essential start to tracking learning and creating differentiated, responsive approaches; analysis of learner writing; English ( <i>and maths</i> ) cross-organisational assessment processes; including learner self-assessment to target skills development for GCSE.   |  |                        |
|   | <b>2.2</b>   | <b>Actively involve learners in assessment and target setting processes.</b>   | 17                     |
|   | <b>Indicative content</b><br>Acknowledging and building on the knowledge that learners already have; use of ILPs; use of a range of target-setting techniques; marking strategies; individual reviews of learning; setting own learning targets based on formative feedback.   |  |                        |
|   | <b>2.3</b>   | <b>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.</b> | 4, 9, 18               |

|   |  |  |             |
|---|--|--|-------------|
|   | <b>Indicative content</b><br>Assessment for Learning; effective questioning techniques; self/ peer assessment; activating prior knowledge; Petty's 'medal and mission' approach to feedback.   |  |             |
|   | <b>2.4</b>   | <b>Prepare learners for summative assessment.</b>  | 18          |
| <b>3. Be able to plan teaching and learning to meet GCSE English Language curriculum requirements and the needs of individual learners.</b> | <b>Indicative content</b><br>Active revision techniques, past papers and how to use them innovatively; mock exams, marking criteria; utilising Examiners' Reports; self and peer assessment; developing concentration skills; techniques for analysing exam questions and how to answer them; identifying the value of questions (weighting of marks). |  |             |
|   | <b>3.1</b>   | <b>Create medium and long-term plans to meet GCSE English curriculum and assessment requirements.</b>      | 14          |
|   | <b>Indicative content</b><br>Knowledge of the GCSE English Language curriculum; the importance of 'spaced rehearsal' and 'interleaving'/ integration of skills when planning a GCSE Scheme of Work (SoW); SOWs including assessment tasks such as mock exams; exam 'windows', etc.   |  |             |
|   | <b>3.2</b>   | <b>Plan learning to meet the individual needs of learners, including SEND accessibility and inclusion.</b> | 1, 9, 16    |
|   | <b>Indicative content</b><br>Planning with assessment outcomes; session plans; differentiation strategies; SEND inclusion; use of learning technology and accessibility tools; indicators of dyslexia and how to teach learners with specific learning difficulties.   |  |             |
|   | <b>3.3</b>   | <b>Identify how to develop learners' motivation and confidence through active, personalised learning.</b>  | 3, 4, 9, 13 |
| <b>4. Be able to develop reading, writing, and spoken language skills for GCSE English Language.</b>  | <b>Indicative content</b><br>Active learning; linking to learners' interests/ experiences, drivers and values and main vocational subjects/quals; collaborative problem solving; use of technology to engage learners by building on their digital literacy practices; jigsaw reading strategies; proformas for written work; reciprocal teaching.     |  |             |
|   | <b>4.1</b>   | <b>Support learners to analyse non-fiction texts.</b>  | 4, 16       |
|   | <b>Indicative content</b><br>Analysing linguistic, presentational and structural features of texts (including digital texts); genres/ audience/ purpose; inference; use of multimodal texts to practise; how to support learners to write coherent and cohesive essays that state and support their analysis of the text.                              |  |             |
|   | <b>4.2</b>   | <b>Support learners to analyse literary texts.</b>   | 4, 16       |
|   | <b>Indicative content</b><br>Understanding characterisation; themes; voice; structure; language; literary devices; inference; terminology; morphology; how to support learners to write coherent and cohesive essays that state and support their analysis of the text; use of strategies like EPEE & PEE(E), PQ4R; use of graphic organisers.         |  |             |

|   |   |   |           |
|---|---|---|-----------|
|   | <b>4.3</b>  | <b>Support learners to study spoken language.</b>                                       | 4, 16     |
|   | <b>Indicative content</b><br>Social attitudes to spoken language; 'standard' and 'non-standard' English; paralinguistic and prosodic features; inference; varieties; dialect/ idiolect; gender, power and sociolect; accent, spoken genres, multimodal talk (e.g. in online chat rooms and instant messaging).  |   |           |
|   | <b>4.4</b>  | <b>Support learners to develop their spoken language and listening skills.</b>          | 4, 16     |
|   | <b>Indicative content</b><br>Support learners to understand the theoretical background to their own spoken language skills; modelling the use of 'standard English'; developing spoken presentation skills including leading and participating in discussions; responsiveness to audience and audience questions; critical awareness of language varieties and social conventions; importance of using integrated approaches. |   |           |
|   | <b>4.5</b>  | <b>Support learners to write non-fiction texts.</b>                                     | 4, 16     |
|   | <b>4.6</b>  | <b>Support learners to write creatively.</b>  | 4, 16     |
| <b>Indicative content (4.5 and 4.6)</b><br>Developing writing abilities; planning; structure; language; style; form; use of images and video to stimulate writing; writing for different purposes and audiences; 'reading like a writer'; genre approaches to teaching writing; the importance of shared reading, modelling, writing frames, etc.; proofreading for accuracy (spelling, punctuation and grammar) and coherent and cohesive writing. |   |   |           |
| <b>5. Use or undertake research to develop and improve own practice in GCSE English teaching.</b>   | <b>5.1</b>  | <b>Identify and evaluate research into effective practice in teaching GCSE English.</b> | 8         |
|   | <b>Indicative content</b><br>Awareness of the potential for practitioner research as a method of improving practice; critical reading.  |   |           |
|   | <b>5.2</b>  | <b>Use research to help develop own knowledge and practice.</b>                         | 9         |
|   | <b>Indicative content</b><br>Linking research (personal and/ or external sources) to a Professional Development Plan  |   |           |
|   | <b>5.3</b>  | <b>Work with other professionals to jointly develop practice.</b>                       | 6, 10, 20 |
|   | <b>Indicative content</b><br>Collaborative research; joint practice development; action learning; peer observation and peer coaching; use of social media for Personal Learning Networks (PLN).   |   |           |

## 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

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## Useful websites

Dylan Wiliam's website

[http://www.dylanwiliam.org/Dylan\\_Wiliams\\_website/Welcome.html](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](http://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](http://www.universalteacher.org.uk)



## **Appendix 1**

### **The development team**

The Education and Training Foundation commissioned the East Midlands Centre for Excellence in Teacher Training (emCETT) to develop the content for this module. Members of the emCETT team involved in the project were –

|                              |   |
|------------------------------|---|
| <u>English Design Lead</u>   | Claire Collins  |
| <u>English Co-designer</u>   | Catriona Mowat  |
| <u>English Expert Panel</u>  | Ros Foggin<br>Elaine Goodall<br>Sue Lownsbrough<br>Bob Read |
| <u>Pilot Co-ordinator</u>    | Caryn Loftus  |
| <u>Pilot Centres</u>         | Grantham College<br>Warwick University                      |
| <u>Project Director</u>      | Ian Grayling  |
| <u>Project Manager</u>       | Joss Kang   |
| <u>Project Administrator</u> | Joanne Byrne  |

## Appendix 2

### English Enhancement Programme (EEP) self-assessment checklist



## English Enhancement Programme

## AUDIT

If you are not sure whether to apply for a Teacher Trainer or a Direct Delivery pathway the following audit may help you identify your needs regarding GCSE English language.

Consider the following statements, and tick box A, B or C to best describe your situation where A equals always, B means sometimes and C means never.

|  | <b>A</b><br>Always | <b>B</b><br>Sometimes | <b>C</b><br>Never |
|--|--------------------|-----------------------|-------------------|
| <b>Experience of teacher training</b>  |                    |                       |                   |
| 1. You enjoy training and supporting other teachers  |                    |                       |                   |
| <b>Knowledge of English language</b>   |                    |                       |                   |
| 2. You are aware of basic grammar definitions such as concrete and abstract nouns, pronouns, modal verbs and complex sentences |                    |                       |                   |
| 3. You have recently been able to answer a range of questions on grammar   |                    |                       |                   |
| 4. You are confident at teaching English functional skills   |                    |                       |                   |
| 5. You are aware of the major differences between functional English and GCSE English  |                    |                       |                   |
| <b>Knowledge of literary genres</b>  |                    |                       |                   |
| 6. You are confident of identifying bias in a text   |                    |                       |                   |
| 7. You are aware of many of the ways a writer uses techniques to affect a reader   |                    |                       |                   |
| 8. You understand inference and the effect on the reader   |                    |                       |                   |
| 9. You read a range of fiction and non-fiction texts on a regular basis  |                    |                       |                   |
| 10. You are aware of a range of literary genres and their characteristics  |                    |                       |                   |
| 11. You can identify the attitude or point of view of the writer   |                    |                       |                   |
| 12. You can show how a writer uses techniques to focus a reader's attention on issues or characters                            |                    |                       |                   |
| <b>Knowledge of English GCSE</b>   |                    |                       |                   |
| 13. You have taught GCSE English in the last two years   |                    |                       |                   |
| 14. You know what GCSE English examiners are looking for in most questions   |                    |                       |                   |
| 15. You are able to assess students' written work using GCSE assessment criteria   |                    |                       |                   |
| <b>Experienced in English and literacy pedagogies</b>  |                    |                       |                   |
| 16. You can use a range of lesson activities to engage disaffected students  |                    |                       |                   |
| 17. You are confident you have more than one way of answering a student's question   |                    |                       |                   |

**Mostly As and Bs?** Then consider a Train the trainer pathway – 1, 2 or 3.

**Mostly Bs and Cs?** Have a look at the direct delivery courses, pathways 4 or 5 to see which one best meets your needs.