

Contents

List of illustrations	vii
Notes on contributors	xi
Acknowledgements	xiv
Introduction to the series	xv
Introduction to the Second Edition	xvii
<i>Jon Davison and Jane Dounson</i>	
Introduction to the First Edition	xix
<i>Jon Davison and Jane Dounson</i>	
1 Which English?	1
<i>John Moss</i>	
2 Battles for English	18
<i>Jon Davison</i>	
3 Working With the National Curriculum	38
<i>Jane Dounson and Jo Westbrook</i>	
4 The National Literacy Strategy	63
<i>Jo Westbrook</i>	
5 Speaking and Listening	87
<i>Gabrielle Cliff Hodges</i>	

6 Reading	109
<i>Caroline Daly</i>	
7 Writing	134
<i>John Moss</i>	
8 Teaching Language and Grammar	155
<i>Elsbeth and Richard Bain</i>	
9 New(ish) Literacies: Media and ICT	169
<i>Elaine Scarratt and Rob McInnes</i>	
10 Drama	199
<i>John Moss</i>	
11 Approaching Shakespeare	220
<i>Jane Dowson and Jo Westbrook</i>	
12 Possibilities With Poetry	238
<i>Gabrielle Cliff Hodges</i>	
13 Teaching English at 16+: GNVQ, Key Skills and GCE A Level	262
<i>Peter Gilbert and Veronica Raybould</i>	
14 Teaching English: Critical Practice	284
<i>Jon Davison and Jane Dowson</i>	
Bibliography	298
Index	307

Illustrations

FIGURES

3.1	English in the National Curriculum, Programmes of Study, Key Stage 3	48
3.2	English lesson plan for Key Stage 3	53
3.3	GCSE English	57
3.4	GCSE English literature	57
3.5	Summary of assessment objectives for 2002: GCSE English and English literature	58
3.6	Scheme of work for Key Stage 4	59
4.1	Example of a lesson plan for Year 6	68
4.2	Medium-term plan for Year 7	73
4.3	Example of a short-term weekly plan	74
4.4	Example of an individual lesson plan	77
4.5	Instructional sequence for guided reading	80
5.1	'Teachers in Detention'	97
5.2	Speaking and listening record sheet	106
6.1	The range of reading in the secondary classroom	117
6.2	Sources for texts	117
6.3	Lesson outline: exploring text	128
8.1	National Curriculum requirements for teaching knowledge about language and grammar	160
9.1	Key questions and aspects of media education	178
10.1	Qualities of movement	210
11.1	Learning model for approaching texts	228
11.2	Questions to encourage progression in thinking	229
11.3	Teaching approaches across the curriculum	230
13.1	Student's essay	275

TABLES

3.1	Sample English syllabus for Years 8 and 9	50
4.1	Framework 1	64
4.2	Framework 2	64
5.1	Observing speaking and listening	89
5.2	Analysing a transcript	93
14.1	Subject knowledge in relation to curriculum areas	290

TASKS

1.1	The educational purposes of English	3
1.2	Views of English in the classroom	9
1.3	Exploring language debates in official documents	13
1.4	The textual representation of the diversity of English	16
2.1	Why English?	18
2.2	Correctness and character	22
2.3	How were you taught English?	28
2.4	Principles of English teaching	29
2.5	Assessing writing	35
3.1	Lesson planning for Key Stage 3	54
3.2	Working with a GCSE syllabus	60
3.3	Changing habits	61
4.1	Observation of a Key Stage 2 literacy lesson	69
4.2	Transition between Year 6 and Year 7	70
4.3	Becoming familiar with the training materials	71
4.4	Observing English lessons at Years 7, 8 and 9	77
4.5	Devising a starter activity	78
4.6	Working with a teaching assistant	81
4.7	Planning and teaching a whole lesson	82
5.1	Identifying helps and hindrances	90
5.2	Making a transcript	94
5.3	Transcribing anecdotes and stories	96
5.4	Analysis of teachers' and pupils' roles	101
5.5	Collaborative poetry writing	102
5.6	Editing a newspaper article	104
5.7	Setting targets	107
6.1	Reading the National Curriculum	112
6.2	Implementing the Framework?	114
6.3	Constructing a reading autobiography	116
6.4	What makes a supportive reading environment?	119
6.5	Learning about reading positions	122
6.6	Choosing texts	124
6.7	Beginning a class reader	124
6.8	Class readers: varying the approach	126
6.9	Using DARTs	127

7.1	Your history as a writer	137
7.2	Writing to support talk and reading	138
7.3	Writing and learning across the curriculum	140
7.4	The social dynamics of writing in practice	142
7.5	Making drafting processes explicit in the classroom	144
7.6	Genre in the school curriculum	145
7.7	Planning to explore genre	147
7.8	The value of writing in different genres	148
7.9	Writing for a real audience	150
7.10	Exploring drafting and assessment through your own writing	153
8.1	Pupils' entitlements	158
8.2	Language autobiography	159
8.3	Exploring standard English and a regional dialect	162
8.4	Developing a scheme of work on grammar	165
8.5	Looking at language across the curriculum	166
8.6	Auditing the language environment of a classroom	167
9.1	Attitudes to the media	172
9.2	Why study the media?	175
9.3	ICT skills audit	189
9.4	ICT in schools	192
10.1	Progression in drama	203
10.2	A rationale for drama	204
10.3	Observing drama strategies	208
10.4	Researching drama methods	214
10.5	Producer's notes	216
11.1	Prejudices and expectations about Shakespeare in the classroom	224
11.2	Preparing to teach Shakespeare throughout the curriculum	233
12.1	Poetry memories	240
12.2	Exploring poetry resources	244
12.3	Making an informed choice	245
12.4	Formulating learning objectives	253
12.5	Aims and assessment objectives for poetry at Key Stage 4	256
12.6	Developing a critical response to poetry	258
12.7	Engaging in the critical process	260
13.1	Obtaining appropriate evidence	264
13.2	Tracking key skills	265
13.3	What is the purpose of studying A level?	267
13.4	Conventions of A level teaching	270
13.5	Observation: organisation and aims	271
13.6	Setting an assignment	273
13.7	Marking, feedback and progression	274
13.8	Knowing the context	276
13.9	Introducing a text	278
14.1	Individual Statement	288
14.2	Subject Review	289
14.3	Expectations of student teacher and mentor	289
14.4	Theory and practice	295