**Recommended pre-course reading: Secondary English PGCE**

**Core texts to support your development as an English teacher, creative writer and Masters student:**

**Atherton, C., Green, A. and Snapper, G. (2013) *Teaching English Literature 16 – 19*, Routledge.** *This is a comprehensive guide which provides practical guidance and opportunities for reflection. It will be a key resource to support your A level teaching.*

**Bryan, H., Hoult, S., and Carpenter, C. (2010)** [***Learning and teaching at M-level: a guide for student teachers***](http://readinglists.le.ac.uk/items/BD783882-2CA3-3E9E-5B9D-28CEAF1ECED6.html?referrer=%2Flists%2FC777BF5B-1906-66A1-FA67-0FC96173E746.html%23item-BD783882-2CA3-3E9E-5B9D-28CEAF1ECED6)**. Sage.** *This text provides a useful introduction to Masters level reading and writing. It will be particularly helpful when you are planning your first Masters assignment (from mid October onwards).*

**Dymoke, S., Barrs, M., Lambirth, A. and Wilson, A. (2015) *Making Poetry Happen: Transforming the Poetry Classroom*. Bloomsbury.** *This text draws together teachers', poets' and teacher educators' insights and reflections on practical activities.* ***Make sure you have read Section three (on Speaking and Listening to Poetry) before the Poetry day in early October.***

**Dymoke, S. (2003) *Drafting and Assessing Poetry*, Paul Chapman Publishing.** *This text provides research insights into poets’ writing processes and practical poetry teaching ideas.*

**Green, A. (ed.) (2011) *Becoming a Reflective English Teacher,* OUP.** *A reading of this text will begin to develop your understanding of the nature of the subject English, ways of approaching its teaching and the importance of reflective practice. It will also be very useful for your first Masters assignment.*

**Joliffe, W., Waugh, D, Beverton, S. and Stead, J. (2014) *Supporting Readers in Secondary Schools****.* Sage. *This will be an invaluable book to rea. . We will be referring to it extensively during the first block of taught sessions.*

**Kress, G. and van Leeuwen, T. (2006) (2nd edition) *Reading Images: the Grammar of Design*, Routledge.** *This seminal text should raise many interesting issues for you that will be developed in subject sessions.*

**Madden, M. (2006) *99 ways to tell a story*, Jonathan Cape.** *A fascinating text which we hope will introduce you to the potential for constructing narratives in a wide variety of ways in your own classroom.*

**Robinson, K. and Aronica, L. (2016)*****Creative Schools: Revolutionizing Education from the Ground Up.* Penguin (pbk or kindle edition).** *This thought provoking text will aid your thinking about the potential for transforming schooling.*

**Wyse, Jones, Bradford & Wolpert (2013, 3rd edition) *Teaching English, Language and Literacy.* Routledge.**

*An invaluable text on many aspects of the subject.*

***English in Education* Spring issue 2015**. Download and read the following (free access at <http://bit.ly/EiEread>.) [Well I don't feel that’: Schemas, worlds and authentic reading in the classroom (pages 41–55)](http://onlinelibrary.wiley.com/doi/10.1111/eie.12052/abstract) by Marcello Giovanelli and Jessica Mason.

**Core Texts to support development of your language subject knowledge:**

**Crystal, D. (2004), *Making Sense of Grammar*, Pearson.**

**O’Connor, J. (2003) *The Pocket Guide to English Language,* Cambridge.**

**Ross, A. (2013 2nd edition) *English Language Knowledge for Secondary Teachers*, Routledge.**

*The three language texts above are very different in design but have been recommended by many of our PGCE students. You might find that one or two of these will suit your personal needs better than the others. We advise you to complete your subject knowledge audit one to help you decide.*

**Books on writing**

**Dreyer B. (2020) *Dreyer’s English***

*Readable, entertaining and sensible, this is the best guide to effectiveReading List prose currently available.*

**Fiction and Poetry Anthologies**

*We would like you to begin reading children’s and teenage fiction and broadening your experience of poetry. The following suggested titles will feature in our seminar sessions on reading and poetry early in the course.* ***Try to read at least four or five or them before the course begins and bring copies of two texts you have read with you to the Reading session w/c 16th September.*** *The books should all be available in public libraries and bookshops. Many of the fiction titles are also published in a variety of school editions. Do not worry too much about which edition you read.*

**David Almond: *Skellig;* *My Name is Mina* (Hodder)**

**Malorie Blackman: *Noughts and Crosses* (Random House)**

**John Boyne: *The Boy in the Striped Pyjamas* (David Fickling)**

**Robert Cormier: *I am the Cheese* (Puffin)**

**Anne Fine: *Blood Family* (Corgi)**

**Jamila Gavin: *Coram Boy* (Mammoth)**

**Sally Gardner: Maggot Moon (Hotkey Books)**

**Mark Haddon: *The Curious Incident of the Dog in the Night-time* (David Fickling)**

**David Leviathan: *Every Day* (Electric Monkey)**

**Anthony McGowan: *Brock* (Barrington Stoke)**

**Beverly Naidoo: *The Other Side of Truth* (Puffin)**

**Patrick Ness: *A Monster Calls* (illustrated by Jim Kay) (Walker)**

**Bali Rai: *Rani and Sukh* (Corgi)**

**Celia Rees: *Witch Child* (Bloomsbury)**

**Louis Sachar: *Holes* (Bloomsbury)**

**Marjane Satrapi: *Persepolis (Vintage)***

**Robert Swindells: *Stone Cold* (Puffin)**

**Shaun Tan: *The Arrival* (Hodder) required reading for the first teaching session in September.**

**Benjamin Zephaniah: *Refugee Boy* (Bloomsbury)**

**Poetry Anthologies**

*This very short list of paperback titles should get you started. Many other poets will be recommended during the course.*

John Burnside and Maurice Riordan (eds) (2004) *Wild Reckoning,* Calouste Gulbenkian Foundation.

Carol Ann Duffy (eds) (2008) *Answering Back*, Faber & Faber.

Seamus Heaney and Ted Hughes (eds) (1982) *The Rattle Bag*, Faber & Faber.

Georgie Horrell, Aisha Spencer and Morag Styles (2014) *Give the Ball to the Poet. A New Anthology of Caribbean Poetry. Commonwealth Educatio*n Trust Books.

Jackie Kay, James Procter and Gemma Robinson, (2012*)* [*Out of bounds: British black and Asian poets*](http://readinglists.le.ac.uk/items/496B42FB-27D2-3703-F78C-9C036CE58C0C.html?referrer=%2Flists%2F1F062F85-3BC6-8198-2B86-58C2A909842D.html%23item-496B42FB-27D2-3703-F78C-9C036CE58C0C)Bloodaxe.

E. A. Markham (ed) (1989) *Hinterland*, Bloodaxe Books.

Andrew Motion (ed) (2002) *From Here to Eternity*, Faber & Faber.

William Sieghart and Simon Armitage (2015) *Poems of the Decade: An Anthology of the Forward Books of Poetry*, Faber & Faber (or Kindle 2016 edition).

Listen to poems at Poetry Station <http://poetrystation.org.uk> and investigate EMC's free app.

**Shakespeare Text**

*Macbeth* **required reading for a teaching session in October.**

**Visual Texts**

*We would like you to begin thinking in depth about the way multimodal texts are constructed. Please try to read the books by Shaun Tan and Marjane Satrapi recommended above in the Fiction list and also to watch the following:*

EDF ‘Pretty Curious’ campaign: https://www.youtube.com/watch?v=X3Dakpctg3o

*City of Samba*- amazing tilt shift\* film of the Carnival party in Rio de Janeiro <http://www.youtube.com/watch?v=XboAeIjcs2E>

\*(Tilt shift= <http://en.wikipedia.org/wiki/Tilt%E2%80%93shift_photography>)

PES: Western Spaghetti <http://www.youtube.com/watch?v=qBjLW5_dGAM>

Mankind is no island - this amazing piece is entirely filmed on a mobile phone:  
<http://www.youtube.com/watch?v=ZrDxe9gK8Gk>

TED talks have integrated the simplest form of communication – one person speaking – into the digital media landscape, with massive success. This is a TED talk by a school-age child: https://www.ted.com/talks/adora\_svitak#t-262970

**National Curriculum and Secondary Framework for Teaching English**

*We would like you to familiarise yourself with the 2014 National Curriculum (NC). Download a copy of the PDF below. Read through the current documents, keep up with the debate about the NC through the TES online etc. and begin to develop your own views about what a ‘national’ curriculum should be.*

**The National Curriculum** is available through links on this page <https://www.gov.uk/government/collections/national-curriculum>

*Please refer to the PDF entitled:*

[National curriculum in England: complete framework for key stages 1 to 4 - for teaching from September 2016](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

*You should also refer to the National Curriculum when completing the* ***first subject audit.*** *The audit* *is included here in your pre-course mailing. Follow the instructions on the front sheet of the audit. Try to identify (and begin to fill) any significant gaps in your own reading.*

Happy reading! Sheila Dennis and David Wharton.

***You will need to have access to a copy of the 2014 National Curriculum for English KS1-4 for your English subject sessions (either as a print out or on a tablet) together with:***

***a) Evidence of meeting targets set by the English tutor during the Subject Knowledge discussion part of the PGCE Interview*** *(your Personal Tutor will be talking to you about these targets and will expect you to be able to show how you have met them.)*

***b) your first subject audit****. (Please ensure you have recorded your evidence in the final column of the audit form and kept a copy of this audit.)*