

English Subject Knowledge

You will need to be able to access the following core books (these are available online at the University and can be accessed at the start of your course):

- Medwell, J., Wray, D., Moore, G. & Griffiths, V. (2021). *Primary English: Knowledge and Understanding (9th ed.)*. Learning Matters
- Waugh, D., Jolliffe, W. & Allott, K. (2020). *Primary English for Trainee Teachers (3rd ed.)*. Learning Matters. - change to 4th ed

Medwell is about English subject knowledge and the Waugh text is about the pedagogy (teaching) of English.

Preliminary Tasks for English

Before you begin the taught sessions we would like you to complete the following tasks. They will form the basis of work we do during the course.

1. Select one of the following picture books OR one of the following chapter books and read it over the summer. You should choose one that is **new to you**. You do not need to buy it unless you want to; you should be able to acquire it via a library service. Do not leave it too late to source and read it.

Picture Books

Barbara Throws a Wobbler by Nadia Shireen (Puffin)
The Planet in a Pickle Jar by Martin Stanev (Flying Eye)
The Girls by Lauren Ace and Jenny Lovlie (Little Tiger)
The Boys by Lauren Ace and Jenny Lovlie (Little Tiger)
Small in the City by Sydney Smith (Walker)

Chapter Books

A Kind of Spark by Ellie McNicholl (Knights Of)
The Last Wild by Piers Torday (Quercus)
The Forest of Moon and Sword by Amy Raphael (Orion/Hachette)
When the Sky Falls by Phil Earle (Andersen)
The Girl of Ink and Stars by Kiran Millwood Hargrave (Chicken House)

Prepare one side of A-4 (typed) that answers these headings:

- a. What age group do you think this book would be most suitable for (if reading the book to a child/class)?
- b. What age group do you think this book would be most suitable for (if the child was to read it independently)?
- c. What might a child like about this book? (think about characters, plot, language, intrigue, illustrations etc)
- d. What concepts might a child find hard, confusing or sit outside their experience?

- e. List at least five pieces of vocabulary (words or phrases) from the book that you think might challenge a child.
- f. How are any minority groups or gender represented in this book? Are they used as all?
- g. Do you think this is a 'quality' children's book? Explain why/why not.

The purpose of this task is for you to begin to engage with children's literature and to explore how your book could be used in the classroom. You will need to bring this task with you to **English session 2** (you will be reminded).

2. The 2014 National Curriculum (NC) is downloadable from the Department for Education website:

[Primary National Curriculum - English](#)

Please download a copy and look at 'English Appendix 2: Vocabulary, Grammar and Punctuation' (starts page 75). We ask you to use this to audit your subject knowledge in this area. This is important to not only see where your own knowledge gaps are; but also because your own Fundamental Skills (in English and Maths) are assessed throughout your PGCE year. This is a requirement from the DfE, and essential that you pass them.

Go through the six year groups and make a note of any of the grammar rules, devices and terminology that you feel under-confident with or were unaware of.

A useful way to test if you feel confident is to cover up the explanation and ask yourself a question, e.g. 'What is the rule for punctuating direct speech?' If you can't articulate a response, you need to note that one down.

Group your notes, whatever year group the item is listed in, under the five headings used in the NC (see table below):

Area of content	What do I need to know?
Word level	
Sentence level	
Text level	
Punctuation	
Terminology	

You will need to bring this task with you to **English session 4** (you will be reminded).

We look forward to working with you in developing your knowledge across the course of the programme.

Cara Broadhurst and Rhiannon Jarvie