

ITE Pre-programme Information

Secondary English

Information for offer holders:
How you can prepare for September.

You can think:

Thinking About Texts (Task 1)

Completing the supplied Subject Knowledge Audit is a starting point for identifying your strengths and areas for development; it is not meant to make you feel overwhelmed! (Remember that it is not possible to know *everything* about English - you cannot read all of literature, for instance!)

Use this to set yourself some targets, which might be to become more familiar with some frequently taught texts (such as some of Shakespeare's plays or the poems that feature in the GCSE Anthologies) or to develop wider knowledge of a genre, era or topic (the Romantics or contemporary plays or elements of language study).

Do prioritise your reading around what you're most likely to be teaching! You might feel that you're not particularly au fait with Spencer's *The Faerie Queene*, but you're unlikely to be teaching in your first year, therefore do begin with what's in the curriculum. Do make sure that you have read *An Inspector Calls* by JB Priestley, as this will be one of the focus texts for a session on planning later on in the autumn term.

However, the curriculum, as we'll discuss on the course, isn't simply a list of texts. The [National Curriculum](#) for KS3 and 4 only mentions one writer: Shakespeare. Otherwise, studied texts (for literature at least) are directed by examination specifications at KS4 and A Level.

There is much more freedom at KS3. If you're able, do find out which exam boards your main school teaches and begin there. Do also ask for any lists of texts that they commonly teach at KS3 (and if you can borrow some from the book cupboard to read!). I would also recommend reading the NATE article (Smith, 2020) about commonly taught texts (supplied).

Whilst it would be possible to turn this into a 'tick-box' exercise, in which you would be able to read the texts listed and tick them off your list, I would also like you to think about the implications of why so many schools teach *these* texts in particular and what this might mean for pupils' experience of English as a subject.

In addition, you can develop your textual and contextual knowledge through completing some online CPD (there are lots available on from [Future Learn](#) and the [British Library](#) and do take a look at [NATE's subject knowledge pages](#)) and some of you may already be completing Subject Knowledge Enhancement courses. Whatever your areas of interest/expertise, you will come to find that English is so diverse that you will *always* be developing your subject knowledge as a teacher; partly, this what makes teaching English so dynamic!

You can read:

The CILIP Carnegie Children's Book Award (Task 2)

Please visit: <https://carnegiegreenaway.org.uk/> The Carnegie Medal is awarded annually to the writer of an outstanding book for children.

Your pre-course task is to:

- read at least **three** novels from this year's [Yoto Carnegie Medal Shortlist](#)
- please select **one** from the 2023 shortlist **or** one from previous years (no earlier than 2018)
- be prepared to talk about what you have read with others on the course

If you can, do try to borrow these texts from your local libraries.

You can watch, read and consider

What is English and why does this matter? (Task 3)

Your understanding and perspectives of English as a subject need consideration before we begin to think about *how* to teach it. This isn't easy and we spend some time at the beginning of the year thinking about this quite deeply. To get you started, do read the following books if you can (I've provided extracts/links where possible):

- Bleiman, B. (2020). *What Matters in English*. London: English & Media Centre. (Barbara's blog can be found [here](#) and you can download the first chapter [here](#))
- Eaglestone, R. (2017). *Doing English*. London: Routledge.
- Eaglestone, R. (2019). *Literature: Why It Matters*. Cambridge: Polity
- Eaglestone, R. (2021). 'Powerful knowledge, cultural literacy and the study of literature in schools'. **Read the pamphlet [here](#) and watch a video discussion of it [here](#).**

- Roberts, R. (2020). 'A "Godlike Science": English Teaching in Secondary Schools' in C.J. Hall & R. Wickaksono (eds.) *Ontologies of English: conceptualising the language for learning, teaching, and assessment*. Cambridge: Cambridge University Press.

We suggest you also undertake some preliminary reading from the following:

- Bleiman, B. (2020). *What Matters in English Teaching*. London: English & Media Centre. (Barbara's blog can be found [here](#) and you can download the first chapter [here](#).)
- Eaglestone, R. (2021). 'Powerful knowledge, cultural literacy and the study of literature in schools'. *Impact*, June 2021, available [here](#)
- Eaglestone, R. (2017). *Doing English*. London: Routledge.
- Eaglestone, R. (2019). *Literature: Why It Matters*. Cambridge: Polity
- Goddard, A. (2012). *Doing English Language*. Abingdon: Routledge
- Roberts, R. (2020). 'A "Godlike Science": English Teaching in Secondary Schools' in C.J. Hall & R. Wickaksono (eds.) *Ontologies of English: conceptualising the language for learning, teaching, and assessment*. Cambridge: Cambridge University Press.
- Roberts, R. (2019). 'English - the torch of life: reflections on the Newbolt Report from an ITE perspective', *English in Education*, 53(3), 211-222
- Wright, T. (2010). *How to be a Brilliant English Teacher*. Abingdon: Routledge.

You can join:

Finally, I'd recommend joining [NATE](#) (the National Association for the Teaching of English), which costs just £1 per month for trainees. Lots of ideas, resources and support from your professional association.