### Module Details

**Module title**: Consolidating Teaching, Learning and Assessing English (5-11)  
**Module code**: EE603  
**Credit value**: 10  
**Level**: Level 6  
**Entry criteria for registration on this module**: None  
**Pre-requisites**: None  
**Co-requisite modules**: None

### Module delivery

**Mode of delivery**: Taught  
**Pattern of delivery**: Weekly  
**When module is delivered**: Semester 1  
**Brief description of module content and/or aims**: This module will build on earlier English modules and students’ experiences of teaching English on school placements. It focuses on the learning, teaching and assessment of English in KS1 and KS2. It is designed to enable students to teach and assess English effectively at KS1 and 2, prepare for their final school placement and identify areas for development in their own subject knowledge in order to meet the Teaching Standards.

### Module leader

**Jane Briggs**

### Site

**Falmer**

### Course(s) for which module is appropriate and status on that course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Primary Education with QTS (5-11)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>BA (Hons) Primary with Advanced Studies and QTS (5-11)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>BA (Hons) Primary English Education (with Advanced Studies) and QTS (7-11)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>BA (Hons) Primary Mathematics Education (with Advanced Studies) and QTS (7-11)</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>
# MODULE AIMS, ASSESSMENT AND SUPPORT

## Aims

The module aims to enable students to:

- consolidate and enhance their personal subject knowledge in English and identify and address areas for further development
- develop their understanding of key principles underpinning creative and informed English teaching and identify effective strategies to facilitate this in the classroom
- apply their deepened subject knowledge to the assessment of children’s reading, writing, speaking and listening, using this to foster learning and development in English and promote pupil progress.
- Plan for principled, high quality English teaching and learning experiences during their final school placement, drawing on relevant research and initiatives
- use their subject knowledge to reflect critically on their teaching of English and on the pupils’ learning

## Learning outcomes

On successful completion of the module the student will be able to:

1. demonstrate an ability to plan effectively for principled English teaching and assessment at KS1/2, with reference to relevant theory and policy;
2. critically reflect on their understanding of children’s literature, phonics and grammar, appropriate to teaching English at Key Stage 1 and 2;
3. critically reflect on their knowledge and understanding of key principles, theories and practices relevant to insightful and informed teaching and assessment of English.
4. 

## Content

The content will be directly related to the Teachers’ Standards 2012 and to new initiatives in teaching at Key Stage 1 and Key Stage 2 and include:

- The review of key theories and principles which underpin effective English teaching;
- Review of recent research and developments (statutory and non-statutory) relating to the teaching of English;
- Planning for teaching of English at KS1/2;
- Planning and teaching of SSP and grammar
- The role of assessment in enhancing the teaching and learning of English
- Making explicit connections between theory and practice
## Learning support

### Indicative Reading:

Bearne, A. (2007) *Literacy and Social Inclusion: Closing the Gap*  
Stoke-on-Trent: Trentham


### Journals

NATE: English in Education

UKLA Literacy

### Electronic sources (accessed March 2016)

CLPE [http://clpe.co.uk](http://clpe.co.uk)

National Curriculum [https://www.education.gov.uk/](https://www.education.gov.uk/)

## Teaching and learning activities

### Details of teaching and learning activities

#### Contact time
- workshop activities, lectures, discussions
- school based training

#### Non-contact time, reflectively and analytically to:
- read, view video material, explore teaching resources,
- engage in activities as required;
- undertake personal research into aspects of subject knowledge identified as requiring further development
- work on English Subject Knowledge Portfolio, to include: phonics audit, grammar paper, analysis of selected children’s literature and unit of work re principled English planning/assessment from assessment task 1.

### Allocation of study hours (indicative)

<table>
<thead>
<tr>
<th>Study hours</th>
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</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td>76</td>
</tr>
</tbody>
</table>

Where 10 credits = 100 learning hours

This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning.

All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions and preparation for school based tasks.
## Placement

The placement is a specific type of learning away from the University that is not work-based learning or a year abroad.

## Total Study Hours

<table>
<thead>
<tr>
<th>TOTAL STUDY HOURS</th>
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<tbody>
<tr>
<td>100</td>
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</tbody>
</table>

## Assessment Tasks

### Details of assessment on this module

**Task 1 (0% weighting)**

Small group presentations (15 mins): an in depth analysis of the teaching and assessment of English in relation to key principles, theories and practices.

(LO 1)

Task 1 will be marked on a pass/fail basis.

**Task 2 (100% weighting)**

Students will submit a critical reflection on their personal English subject knowledge (500 words) and a critical reflection (individual) on their learning from completing Task 1 (1000 words) along with their English Subject Knowledge Portfolio (as an appendix).

(LOs 2 and 3)

Task 2 will be marked on a percentage basis.

The overall mark for the module will be determined by task 2.

**Referral task:**

Task 1 Written statement (1,000 words) in lieu of presentation

Task 2 Re-working of original task

## Types of Assessment Task

<table>
<thead>
<tr>
<th>Types of Assessment Task</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</td>
<td>% weighting (or indicate if component is pass/fail)</td>
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<tr>
<td><strong>Written</strong></td>
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<tr>
<td>Written exam</td>
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<tr>
<td><strong>Coursework</strong></td>
<td>100%</td>
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<tr>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
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</tr>
<tr>
<td><strong>Practical</strong></td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
<td></td>
</tr>
</tbody>
</table>

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
## EXAMINATION INFORMATION

| Area examination board | Combined Area Examination Board (English Area) |

Refer to Faculty Office for guidance in completing the following sections

## External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
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<tbody>
<tr>
<td>Dr Deborah Jones</td>
<td>Reader; Course Leader: Brunel University</td>
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## QUALITY ASSURANCE

<table>
<thead>
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<th>Date of first approval</th>
<th>July 2011</th>
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<tbody>
<tr>
<td>Date of last revision</td>
<td>March 2016</td>
</tr>
<tr>
<td>Date of approval for this version</td>
<td>September 2016</td>
</tr>
<tr>
<td>Version number</td>
<td>3</td>
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<td>Modules replaced</td>
<td></td>
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<tr>
<td>Available as free-standing module?</td>
<td>Yes</td>
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