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| **PROGRAMME** |
| BA (Hons) Primary Education with QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 3 | PE301 | English in Education |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| English Sequence of Teaching for Speaking and Listening | 50% |

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| DESCRIPTION OF TASK  You are to design a sequence of teaching for speaking and listening aligned to your forthcoming final school placement.  Begin the assignment by writing an introduction (approximate length 1000 words) that explains your views, opinions and beliefs concerning speaking and listening’s central role in the curriculum and other aspects of literacy. Substantiate your view by referring to what makes speaking and listening distinctive and the way in which this influenced your sequence of teaching. You should endeavour to apply the academic rigour associated with this Level 3 piece of work whereby your introduction reflects your wide reading in this area and your previous experience in schools.  The sequence of teaching should be designed specifically for your class on final placement. The sequence may be part of your literacy planning, a cross-curricular plan or a whole placement strategy incorporating routines and non-subject based activities. **Annotate** your sequence giving your reasons for some of the specific activities/assessment procedures/ groupings, etc. included in your sequence. These should include references to literary sources and school-based evidence. For example, if you have chosen a specific circle time activity, your annotation may refer to the fact you have used this activity successfully on a previous placement and it provided a useful stimulus for talk, but you have adapted it for this age group; you would also refer to a pertinent literary source.  The rationale (approximate length 1000 words) should refer specifically to your sequence of work and the reasons for the choices you have made. Unlike the annotations, which refer to specific detail, the rationale should provide your reasons for the bigger decisions you made when planning your sequence. For example, if it is cross-curricular, why? How did you plan for progression? There may be key issues you need to discuss which relate to the specific needs of the class. You need to reflect on what influenced your thinking when planning your sequence and critically analyse the process. As with the introduction, you should endeavour to apply the academic rigour associated with this Level 3 piece of work whereby your rationale reflects your wide reading in this area and your previous experience in schools  A Key Stage 1 and 2 sequence should address all four objectives (speaking, listening, group discussion and interaction, drama) even though you may not be able to teach all elements on the placement. It is quite acceptable for your sequence of teaching to follow the guidance within the first 4 strands of the renewed literacy framework. However, you must ensure that the links to literacy and other curriculum areas are relevant to your school situation – explanation here reveals your knowledge and understanding so be sure to provide this in your sequence.  A Foundation Stage sequence should clearly show the way in which you will develop communication and language.  1) A clear rationale for the objectives.  2) Examples of what children do linked to literacy and other areas of the curriculum.  3) A detailed and explicit description of what the practitioner needs to do.  For example: take the objective, on page 44 within ‘Language for Communication’ ‘Development Matters’: ‘begin to use more complex sentences’ and the two related points of what the practitioner needs to do within ‘Effective Practice’ i.e. ‘ help children expand on what they say, introducing and reinforcing more complex structures’. What complex structures? Explanation here reveals your knowledge and understanding, so be sure to provide this in your sequence.  Whilst it is envisaged that writing a sequence of teaching for Speaking and Listening will be useful for the final teaching practice the main priority is for you to demonstrate your knowledge and understanding, its use on placement is a bonus! |

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| MODULE OUTCOMES TO BE TESTED  By the end of the module students will be able to:   * enter into professional debate concerning the teaching of English through a thorough understanding and the teaching of English * make explicit the connections between different aspects of language * demonstrate their knowledge and skill in using theoretical and critical approaches   **QTS references**  Q4, Q8, Q12, Q14 (English), Q15 (English), Q17, Q22, Q23, Q25(c). |

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| ASSESSMENT CRITERIA   * ability to engage in a professional debate concerning the teaching of English demonstrating their knowledge about speaking and listening * ability to make explicit the connections between different aspects of speaking and listening across the curriculum in a developmental sequence * ability to demonstrate theoretical knowledge and how this underpins classroom practice in the rationale * Quality of communication |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | MARK SCHEME | **Ability to engage in a professional debate concerning the teaching of English demonstrating their knowledge about speaking and listening** | **Ability to make explicit the connections between different aspects of speaking and listening across the curriculum in a developmental sequence** | **Ability to demonstrate theoretical knowledge and how this underpins classroom practice in the rationale** | **Quality of communication** | | A\*  80+ | Demonstrate a confident and perceptive knowledge and understanding of the centrality of speaking and listening in learning and teaching and the central role of speaking and listening in the curriculum. An argument that challenges perceptions, forges new ideas and raises questions through recognising conflicts and controversies. A scholarly approach to the synthesis of observations, ideas and materials. Clear evidence of sustained and original thinking. | A confident understanding and innovative approach to the development of speaking and listening in the classroom. A highly focused, detailed and developmental sequence of work that demonstrates a perceptive understanding of the age and stage of the children in the class. | Demonstrate a scholarly approach to having read widely and critically in the field of speaking and listening and relevant theory. A clear and pertinent rationale which explains and justifies choices, demonstrating a perceptive and confident understanding of the theory underpinning classroom practice. A critically analytical approach worthy of publication. | Excellent fluency in writing and elegant communication with consistently accurate use of common conventions of standard English, spelling and punctuation. A clear, concise and well-structured sequence of work. | | A  70 - 79 | Demonstrate a thorough and confident knowledge and understanding of the centrality of speaking and listening in learning and teaching and the central role of speaking and listening in the curriculum. An argument that develops and refines pertinent issues and points, recognising conflicts and controversies. Evidence of independent thinking. | A confident understanding and creative approach to the development of speaking and listening in the classroom. A detailed and developmental sequence of work that demonstrates a perceptive understanding of the age and stage of the children in the class. | Show knowledge of having read widely and critically in the field of speaking and listening and relevant theory. A clear and pertinent rationale which explains and justifies choices, demonstrating a perceptive understanding of the theory underpinning classroom practice. An interpretive and analytical approach. | Fluent and elegant communication with accurate use of common conventions of standard English, spelling and punctuation. A clear, concise and well-structured sequence of work. | | B  60 - 69 | Demonstrate a thorough knowledge and understanding of the centrality of speaking and listening in learning and teaching and the central role of speaking and listening in the curriculum. An argument that raises pertinent issues and points. | A good understanding of the development of speaking and listening in the classroom. A developmental sequence of work that demonstrates a clear understanding of the age and stage of the children in the class. | Show knowledge of having read widely in the field of speaking and listening and relevant theory. A clear rationale which explains and justifies choices, demonstrating a good understanding of the theory underpinning classroom practice. An analytical approach. | A written style which contributes to clear communication of meaning and is generally precise. A clear and coherent sequence of work. | | MARK SCHEME | **Ability to engage in a professional debate concerning the teaching of English demonstrating their knowledge about speaking and listening** | **Ability to make explicit the connections between different aspects of speaking and listening across the curriculum in a developmental sequence** | **Ability to demonstrate theoretical knowledge and how this underpins classroom practice in the rationale** | **Quality of communication** | | C  50 - 59 | Demonstrate a sound knowledge and understanding of the centrality of speaking and listening in learning and teaching and the central role of speaking and listening in the curriculum. . A coherent structure to the argument. | A sound understanding of the development of speaking and listening in the classroom. A developmental sequence of work that is relevant for the children in the class. | Show knowledge of having read appropriately in the field of speaking and listening and relevant theory. A rationale which justifies choices, demonstrating some understanding of the theory underpinning classroom practice. Evidence of analysis. | A written style which contributes to clear communication of meaning and is generally accurate. A coherent sequence of work. | | D  40 - 49 | Demonstrate some knowledge and understanding of the centrality of speaking and listening in learning and teaching and the central role of speaking and listening in the curriculum. Ability to identify some of the issues. | Some understanding of the development of speaking and listening in the classroom. A sequence of work that is generally relevant for the children in the class and shows some evidence of development. | Show evidence of having read in the field of speaking and listening and relevant theory. A rationale which begins to justify some of the choices and demonstrates a general understanding of the theory underpinning classroom practice. Some evidence of analysis. | Communication generally clear with some accurate use of common conventions of standard English, spelling and punctuation. A generally clear sequence of work. | | E  35 – 39 | A limited knowledge and understanding of the importance of speaking and listening and the centrality of its role in the curriculum. | A limited understanding of the development of speaking and listening in the classroom. A sequence of work that is not fully relevant for the children in the class and shows minimal evidence of development. | Limited evidence of having read appropriately in the field of speaking and listening and relevant theory. A rationale which does not adequately justify the choices and demonstrates a limited understanding of the theory underpinning classroom practice. Descriptive rather than analytical. | Communication is hindered by many innaccuracies. A poorly structured sequence of work. | | F  below 35 | Little or no evidence of knowledge and understanding of the importance of speaking and listening and the centrality of its role in the curriculum. | Little or no understanding of the development of speaking and listening in the classroom. . A sequence of work that is not relevant for the children in the class and shows minimal or no evidence of development. | An account which is largely descriptive, derivative or uninformed. Minimal or no rationale for the choices made with no evidence of any understanding of the theory underpinning classroom practice. | Is unable to communicate meaning appropriately. An incoherent sequence of work. | |

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| DATE AND TIME OF SUBMISSION  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*.  Friday 23rd January 2009  **This assignment will be marked anonymously so you must use your student number rather than name.** |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  *This date should normally be no later than twenty working days after the date of submission.*  Friday 20th February 2009 |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.