

TTXQ300 PGCE Saesneg - English

Reading list for PGCE English trainees

View Online



Barton, Geoff. *Don't Call It Literacy!: What Every Teacher Needs to Know about Speaking, Listening, Reading and Writing*. London: Routledge, 2013. Print.

---. *Grammar Survival: A Teacher's Toolkit*. 2nd ed. London: Routledge, 2010. Print.

Bell, Huw. 'Teacher Knowledge and Beliefs about Grammar: A Case Study of an English Primary School'. *English in Education* 50.2 (2016): 148-163. Web.

Bennathan, Joss. *Developing Drama Skills 11-14*. Oxford: Heinemann Educational, 2000. Print.

Brownjohn, Sandy. *Does It Have to Rhyme?: Teaching Children to Write Poetry*. London: Hodder and Stoughton, 1980. Print.

Cameron, Deborah. *The Teacher's Guide to Grammar*. Oxford, 2007. Print.

---. *The Teacher's Guide to Grammar*. Oxford, 2007. Print.

Clark, Ann-Marie. 'Collaborative Reasoning: Expanding Ways for Children to Talk and Think in School'. *Educational Psychology Review* 15.2 (2003): 181-198. Web.

Cliff Hodges, Gabrielle and National Association for the Teaching of English. *Researching and Teaching Reading: Developing Pedagogy through Critical Enquiry*. London: Routledge, 2016. Print.

---. *Researching and Teaching Reading: Developing Pedagogy through Critical Enquiry*. London: Routledge, 2016. Print.

Corbett, Pie. *How to Teach Poetry Writing at Key Stage 3*. Writers' workshop series. London: D. Fulton, 2002. Print.

---. *Jumpstart!: Literacy : Games and Activities for Ages 7-14*. London: David Fulton Publishers, 2006. Print.

Cremin, Teresa, and Debra Myhill. *Writing Voices: Creating Communities of Writers*. London: Routledge, 2012. Print.

Crystal, David, and Edward McLachlan. *Rediscover Grammar*. Harlow: Longman, 1988. Print.

Davison, Jon, and Caroline Daly. *Learning to Teach English in the Secondary School: A*

Companion to School Experience. Fourth edition. Learning to Teach Subjects in the Secondary School Series. London: Routledge, 2014. Print.

Davison, Jon, Caroline Daly, and John Moss. Debates in English Teaching. Debates in subject teaching series. London: Routledge, 2011. Print.

Debra Myhill. 'Chapter 4 Living Language, Live Debates: Grammar and Standard English'. Debates in English Teaching. Debates in subject teaching series. London: Routledge, 2011. Print.

Dymoke, Sue et al., eds. Making Poetry Happen: Transforming the Poetry Classroom. New York: Bloomsbury Academic, 2014. Print.

---. Teaching English Texts, 11-18. London: Continuum, 2009. Print.

Dymoke, Sue and ebrary, Inc. Drafting and Assessing Poetry: A Guide for Teachers. London: Paul Chapman Pub, 2003. Web.
<<http://site.ebrary.com/lib/aber/Doc?id=10076691>>.

Dymoke, Sue, Andrew Lambirth, and Anthony Wilson, eds. Making Poetry Matter: International Research on Poetry Pedagogy. London: Bloomsbury Academic, 2015. Print.

Ellis, Viv, Carol Fox, and Brian V. Street. Rethinking English in Schools: Towards a New and Constructive Stage. London: Continuum, 2009. Print.

Fenn, Rachel, and Anna McGlynn. Teaching Grammar through Literature: Bringing Language to Life in the Secondary Classroom. Abingdon, Oxon: Routledge is an imprint of the Taylor & Francis Group, an Informa Business, 2018. Print.

Fleming, Michael, and David Stevens. English Teaching in the Secondary School: Linking Theory and Practice. 3rd ed. New York: Routledge, 2010. Web.
<https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4628920390002418&institutionId=2418&customerId=2415>.

Fontaine, Lise. 'Chapter 2'. Analysing English Grammar: A Systemic Functional Introduction. Cambridge: Cambridge University Press, 2013. 16-43. Print.

Gee, James Paul. Discourse Analysis: From Grammar to Society. London: Routledge, 2017. Print.

---. Literacy and Education. Routledge key ideas in education series. London: Routledge, 2015. Web.
<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3039373470002418&institutionId=2418&customerId=2415>.

Gibson, Rex. 'Chapters 1 and 2'. Teaching Shakespeare. Cambridge school Shakespeare. Cambridge, U.K.: Cambridge University Press, 1998. 1-25. Print.

---. Shakespeare's Language. Cambridge school Shakespeare. Cambridge: Cambridge University Press, 1997. Print.

Giovanelli, Marcello, and Dan Clayton, eds. *Knowing about Language: Linguistics and the Secondary English Classroom*. NATE. London: Routledge, 2016. Web.
<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3039451510002418&institutionId=2418&customerId=2415>.

Giovanelli, Marcello, and Jessica Mason. "'Well I Don't Feel That': Schemas, Worlds and Authentic Reading in the Classroom". *English in Education* 49.1 (2015): 41-55. Web.
<[http://eprints.whiterose.ac.uk/91323/1/Well%20I%20don't%20feel%20that%20-%20Schemas,%20worlds%20and%20authentic%20reading...'%20EiE%2048\(1\).pdf](http://eprints.whiterose.ac.uk/91323/1/Well%20I%20don't%20feel%20that%20-%20Schemas,%20worlds%20and%20authentic%20reading...'%20EiE%2048(1).pdf)>.

Goodwyn, Andrew, and Carol Fuller. *The Great Literacy Debate: A Critical Response to the Literacy Strategy and Framework for English*. London: Routledge, 2011. Web.
<<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203814246>>.

Hall, Kathy and ebrary, Inc. *International Handbook of Research on Children's Literacy, Learning, and Culture*. Chichester, West Sussex: Wiley-Blackwell, 2013. Web.
<<http://site.ebrary.com/lib/aber/Doc?id=10667435>>.

Illingworth, Martin, and Nick Hall. *Creative Approaches to Teaching Grammar: Developing Your Students as Writers and Readers*. NATE. Milton Park, Abingdon, Oxon: Routledge, 2016. Print.

Infantino, Josephine, and Emma Little. 'Students' Perceptions of Classroom Behaviour Problems and the Effectiveness of Different Disciplinary Methods'. *Educational Psychology* 25.5 (2005): 491-508. Web.

Janks, Hilary. *Literacy and Power. Language, culture, and teaching*. New York, NY: Routledge, 2010. Print.

Jesson, Rebecca, Xavier Fontich, and Debra Myhill. 'Creating Dialogic Spaces: Talk as a Mediatonal Tool in Becoming a Writer'. *International Journal of Educational Research* 80 (2016): 155-163. Web.

Jones, Susan, Debra Myhill, and Trevor Bailey. 'Grammar for Writing? An Investigation of the Effects of Contextualised Grammar Teaching on Students' Writing'. *Reading and Writing* 26.8 (2013): 1241-1263. Web.

Kucharczyk, Stefan, and Maureen Kucharczyk. *All the World's a Stage: Inspiration for Teaching Shakespeare in Primary Schools*. [Place of distribution not identified]: ARTiculate Education, 2017. Print.

---. *All the World's a Stage: Inspiration for Teaching Shakespeare in Primary Schools*. [Place of distribution not identified]: ARTiculate Education, 2017. Print.

Kuiper, Koenraad, and W. Scott Allan. *An Introduction to English Language: Word, Sound and Sentence*. Fourth edition. London: Palgrave, 2017. Print.

Lewis, Maureen, and David Wray. *Developing Children's Non-Fiction Writing: Working with Writing Frames*. Primary professional bookshelf. Leamington Spa: Scholastic, 1995. Print.
---. *Literacy in the Secondary School*. London: David Fulton Publishers, 2000. Print.

Locke, Terry. *Beyond the Grammar Wars: A Resource for Teachers and Students on Developing Language Knowledge in the English/Literacy Classroom*. London: Routledge, 2010. Print.

---. *Beyond the Grammar Wars: A Resource for Teachers and Students on Developing Language Knowledge in the English/Literacy Classroom*. London: Routledge, 2010. Print.

Marshall, Bethan. *Testing English: Formative and Summative Approaches to English Assessment*. London: Continuum, 2011. Web.
<<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781441175571>>.

---. 'The Politics of Testing'. *English in Education* 51.1 (2017): 27-43. Web.

McCallum, Andrew. *Creativity and Learning in Secondary English: Teaching for a Creative Classroom*. London: Routledge, 2012. Web.
<<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203122488>>.

McGuinn, Nicholas. *The English Teacher's Drama Handbook: From Theory to Practice*. Milton Park, Abingdon, Oxon: Routledge, 2014. Print.

McGuinn, Nicholas, and Nicola Onyett. *Secondary English: Planning for Learning in the Classroom*. London: Continuum International Pub. Group, 2011. Print.

McGuinn, Nicolas. 'The Challenges and Opportunities for Engaging with Poetry'. *Making Poetry Happen*. Ed. Dymoke Sue. London: Bloomsbury, 2014. Print.

Mercer, Neil, and Christine Howe. 'Explaining the Dialogic Processes of Teaching and Learning: The Value and Potential of Sociocultural Theory'. *Learning, Culture and Social Interaction* 1.1 (2012): 12-21. Web.

Merga, Margaret K. 'Should Silent Reading Feature in a Secondary School English Programme? West Australian Students' Perspectives on Silent Reading'. *English in Education* 47.3 (2013): 229-244. Web.

'Michael Rosen: For Teachers: How to Assess and Analyse Ways in Which Pupils Respond to Stories, Poems and Plays'. N.p., n.d. Web.
<<http://michaelrosenblog.blogspot.co.uk/2017/04/for-teachers-how-to-assess-and-analyse.html?spref=tw>>.

Millard, Elaine and ebrary, Inc. *Differently Literate: Boys, Girls and the Schooling of Literacy*. London: Falmer Press, 1997. Web.
<<http://site.ebrary.com/lib/aber/Doc?id=10057174>>.

Moss, Gemma. *Literacy and Gender: Researching Texts, Contexts and Readers*. Literacies. London: Routledge, 2007. Web.
<<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203464274>>.

Myhill, D., and A. Watson. 'The Role of Grammar in the Writing Curriculum: A Review of the Literature'. *Child Language Teaching and Therapy* 30.1 (2014): 41-62. Web.

Myhill, Debra et al. 'Playful Explicitness with Grammar: A Pedagogy for Writing'. *Literacy* 47.2 (2013): 103–111. Web.

Myhill, Debra A. et al. 'Re-Thinking Grammar: The Impact of Embedded Grammar Teaching on Students' Writing and Students' Metalinguistic Understanding'. *Research Papers in Education* 27.2 (2012): 139–166. Web.

Myhill, Debra, Susan Jones, and Annabel Watson. 'Grammar Matters: How Teachers' Grammatical Knowledge Impacts on the Teaching of Writing'. *Teaching and Teacher Education* 36 (2013): 77–91. Web.

Myhill, Debra, Susan Jones, and Anthony Wilson. 'Writing Conversations: Fostering Metalinguistic Discussion about Writing'. *Research Papers in Education* 31.1 (2016): 23–44. Web.

Neelands, Jonothan. *Beginning Drama*, 11-14. London: David Fulton Publishers, 1997. Print.

Pahl, Kate, and Jennifer Rowsell. *Literacy and Education: Understanding the New Literacy Studies in the Classroom*. Second edition. Los Angeles, [California]: SAGE, 2012. Print.

Pahl, Kate, Jennifer Rowsell, and ebrary, Inc. *Travel Notes from the New Literacy Studies: Instances of Practice*. New perspectives on language and education. Clevedon [England]: Multilingual Matters, 2006. Web. <<http://site.ebrary.com/lib/aber/Doc?id=10120628>>.

Payne, Ruth. 'Using Rewards and Sanctions in the Classroom: Pupils' Perceptions of Their Own Responses to Current Behaviour Management Strategies'. *Educational Review* 2 Oct. 2015 : 483–504. Web. <<http://www.tandfonline.com/doi/full/10.1080/00131911.2015.1008407?scroll=top&needAccess=true>>.

Quigley, Alex. *Closing the Vocabulary Gap*. Abingdon, Oxon: Routledge is an imprint of the Taylor & Francis Group, an informa business, 2018. Web. <https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4732845730002418&institutionId=2418&customerId=2415>.

---. *Closing the Vocabulary Gap*. Abingdon, Oxon: Routledge is an imprint of the Taylor & Francis Group, an informa business, 2018. Web. <https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4732845730002418&institutionId=2418&customerId=2415>.

Reynolds, Dan, and Amanda Goodwin. 'Supporting Students Reading Complex Texts'. *AERA Open* 2.4 (2016): n. pag. Web.

Richmond, John et al. *Curriculum and Assessment in English 11 to 19: A Better Plan*. London: Routledge, 2017. Print.

Spencer, Margaret Meek. *On Being Literate*. Portsmouth, N.H: Heinemann, 1992. Print.

Stevens, David, and Nicholas McGuinn. *The Art of Teaching Secondary English: Innovative*

and Creative Approaches. London: RoutledgeFalmer, 2004. Web.

<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037232780002418&institutionId=2418&customerId=2415>.

Sutherland, Sean. A Beginner's Guide to Discourse Analysis. London: Palgrave, 2016. Web.

<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3039448880002418&institutionId=2418&customerId=2415>.

Swaffield, Sue. 'Getting to the Heart of Authentic Assessment for Learning'. *Assessment in Education: Principles, Policy & Practice* 18.4 (2011): 433-449. Web.

Thompson, Ian. 'Stimulating Reluctant Writers: A Vygotskian Approach to Teaching Writing in Secondary Schools'. *English in Education* 46.1 (2012): 85-100. Web.

Topping, Keith J. 'Fiction and Non-Fiction Reading and Comprehension in Preferred Books'. *Reading Psychology* 36.4 (2015): 350-387. Web.

Watson, Annabel. 'Navigating "the Pit of Doom": Affective Responses to Teaching "Grammar"'. *English in Education* 46.1 (2012): 22-37. Web.

Wray, David. *Teaching Literacy: Using Texts to Enhance Learning*. London: David Fulton, 2004. Web.

<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037241400002418&institutionId=2418&customerId=2415>.

Wyse, Dominic, and Russell Jones. *Teaching English, Language and Literacy*. 2nd ed. New York: Routledge, 2008. Print.