

GCSE English Language and GCSE English Literature Focus on:

Co-teachability

Build on your students' assessment performance using our self-guided, modular training pack

Pre-reading
booklet



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Using this pack

This pack is designed to be facilitated by a Head of Department/Subject Leader of English to a group of colleagues, particularly because most of the activities benefit from discussion between subject experts, but it can also be used by individual teachers for self-delivery. The materials can be used flexibly and adapted as required for new and experienced teachers alike. The course is designed to be delivered chronologically, as ideas typically follow on from one another, though you may choose to build a more bespoke session that focuses on the areas needed in your department. Also, you needn't cover all four sections in one sitting; it could be broken down into shorter units.

This resource pack will focus on the concept of 'co-teachability', exploring what that is and offering ideas on how we might integrate the teaching of 'English Language' and 'Literature' as a single subject 'English'. This training is not designed to be prescriptive; it isn't the role of (nor is it desirable) for the exam board to dictate to schools what their curriculum offer should be. Instead, it offers some suggested approaches and prompts for thinking about how co-teachability could inform/underpin your curriculum rationale.

During the course of the session, there'll be opportunities to consider:

- Assessment Objectives (AOs) - how to maximise the cross-over of English Language and Literature AOs
- examiner insights and feedback from reports on the exams
- example student responses
- teaching ideas, strategies and activities to support students.

Before the session

- Ask your colleagues to each complete the pre-session reflection (page 7 in this booklet).
- Use the responses to tailor the training session to the needs of your colleagues. The route map beginning on page 6 will help you plan which activities to use in the session.
- Each colleague should have a copy of the *Activities booklet* and the *Handouts booklet* containing the materials required. They should also have access to past exam papers and inserts as indicated in the materials (including November 2017 GCSE English Language Paper 1 insert and those of your choosing for Activity 3).

Running the session

- Establish the specific areas colleagues indicated they wanted to focus on.
- The presentation slides will guide you through the activities.
- When delivering to a group, it may be useful to explain the session isn't an attempt to prescribe how to teach English and instead provides ideas as to how to apply the principle of co-teachability at GCSE.
- Encourage colleagues to undertake the activities to determine if they could work for their students as they stand or if they require adaptation.

After the session

- Ask your colleagues to each complete the post-session reflection.
- As a group/department, discuss how you might take some of the ideas forward.

Summary of activities

This activity summary is written from the perspective of group, face-to-face delivery. However, all activities can be completed as part of self-directed CPD.

Activity 1: Assessment Objectives

This activity requires individuals to consider how the GCSE English Language and GCSE English Literature Assessment Objectives intersect – identifying any common threads. Encourage colleagues to see where there are transferable skills across both subjects and take this further by devising a single set of skills objectives that unify the two.

Activity 2: Language or Literature?

For this activity, colleagues are presented with a number of comments extracted from the reports on exams across GCSE English Language and English Literature. The task is simply to identify whether the comment relates to a 'Language' or 'Literature' report. Some should be quite easy to identify while others are a little more difficult. Facilitators should draw attention to the difficulty in deciding, further reinforcing the co-teachable nature of English. There are times when the subjects are distinct, but also occasions when they're not, or need not, be separated.

Activity 3: Applying a stylistics approach

Having read the article that outlines what a stylistics approach to text analysis is, colleagues can try applying it for themselves using a reading source from a past GCSE English Language exam paper. Four suggested options are provided.

Activity 4: Editing and improving writing

For this activity, colleagues are presented with a student's response to a descriptive writing task on a GCSE English Language past paper. Ask colleagues to consider how the writing could be improved and then improve a small section using a combination of the strategies suggested, including judiciously chosen 'wow' words; show don't tell; adding nuance using adverbs/adverbials (though improvements needn't be limited to these.) Discuss not only *what* would improve the writing but *how* to model this to students.

Activity 5: Big questions

As a department/group, consider the 'big questions' in the texts you teach for GCSE English Literature. Do any themes emerge? Are there opportunities to make connections across texts? How might these 'big questions' be used as a springboard for curriculum planning?

Activity 6: Thematic connections across English

This activity is an opportunity to think about, as a department, how you could adopt a thematic approach to curriculum design/planning. Identify a 'theme' and map this across the different types of text students study. (An example is provided in the *Handouts booklet*.)

Co-teachability route map

Area for development

1. What is co-teachability?
Slides 4-18

Examination of the AOs and examiner insights

Activity 1:
Assessment Objectives

Activity 2:
Language or Literature?

Introduction to Stylistics
Slides 11-15

2. Co-teachability: Reading
Slides 19-27

Focus on AO2 and stylistic approach to reading

3. Co-teachability: Writing
Slides 28-40

Some ideas/ strategies to improve writing

Activity 4:
Editing and improving writing

4. Planning an integrated English curriculum
Slides 41-50

Activity 5:
Big Questions

Activity 6:
Thematic connections

Intertextuality and allusions
Slides 49-50

Pre-session reflection

As a way of establishing your starting point before the session, take some or all of the following questions and note your responses below. (You will re-visit your answers at the end of the session.)

- What does co-teachability mean to you? In what ways are English Language and Literature 'co-teachable'?
- Do you teach a curriculum that promotes the integrated teaching of English Language and Literature? If so, why and how is this achieved? If not, what alternative model do you follow and what's the rationale for this?
- Where do you see your expertise lies? Do you consider yourself to be more of a 'Language' or 'Literature' specialist?
- Do your students view English Language and English Literature as separate subjects? Do they see where they overlap/connect?

Notes

Notes

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