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Rhodri Jones



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GCSE English Language for AQA Progress Plus Student Book Lindsay McNab, Imelda Pilgrim, Marian Slee, 2015-03-19 A new series of bespoke full coverage resources developed for the 2015 GCSE English Language qualifications Endorsed for the AQA GCSE English Language specification for first teaching from 2015 this print Student Book is designed for students working from grades 5 to 9 With progress at its heart this differentiated resource covers a range of 19th 20th and 21st century texts and has spelling punctuation and grammar support integrated throughout The Student Book includes in depth guidance to help students develop the skills necessary to write about an unseen text as well as a dedicated spoken language section An enhanced digital version and free Teacher's Resource are also available **Just Talk** Hilary Caminer, Deborah Catesby, 1987

GCSE English Rhodri Jones, 1989 As part of a combined book and cassette course in the skills connected with speaking and listening needed in the oral communication section of GCSE English this third book contains many examples of oral material such as speeches drama interviews talks stories and discussions **CCEA GCSE English**

Language, Third Edition Student Book Amanda Barr, Aidan Lennon, Jenny Lendrum, Pauline Wylie, 2017-09-11 Exam Board CCEA Level GCSE Subject English First Teaching September 2017 First Exam June 2019 This title has been endorsed for use with the CCEA GCSE English Language specification Ensure that every student can achieve their best with the market leading Student Book for CCEA GCSE English Language fully updated for the 2017 specification with a rich bank of stimulus texts classroom activities and assessment support Offers expert coverage of the new examined elements of the specification Reading Literary Texts and Creative Writing from an author with extensive teaching and examining experience Develops strong reading and writing skills as students work through step by step guidance and progressive activities matched to the Assessment Objectives Provides effective models for students own writing for different purposes and genres by including a range of literary and non fiction text extracts Thoroughly prepares students for assessment with practice questions sample student responses and trusted advice on the examinations and Controlled Assessment Helps students monitor their learning and identify their revision needs using self assessment criteria at the end of each unit *The Challenge of English in the*

National Curriculum Peter King, Robert Protherough, 2006-09-07 *The Challenge of English in the National Curriculum* considers how particular aspects of a national curriculum can be reconciled with the best practice of the English teaching tradition The authors are all practising teachers who look at the lessons of the past as well as their hopes for the future Each chapter begins from a question raised by teachers when asked at in service workshops about the issues which concerned them most The chapters cover most of the more significant aspects of English within the National Curriculum and vary from John Johnson's survey of practical ways to raise the standard of oracy to Nick Peim's suggestions for coping with Key Stage 4 which leads him to a radical questioning of the whole nature of English as a curriculum subject **The New Examination**

System - GCSE Walter Roy, 2019-07-17 Reform of the public examination system for sixteen year olds presented a

considerable challenge to secondary schools The new General Certification of Secondary Education introduced in 1988 was more than a continuation of the G C E O level and C S E examinations at the time The introduction of national criteria by the Department of Education the part played by the Secondary Schools Examination Council the emergence of new examining bodies were new dimensions faced by schools accustomed to exercising considerable autonomy in designing a curriculum How far would the new examination reflect what was actually taught in our classrooms What were its new features Which pupils would be entered and with what prospect of success Above all how would schools meet a tight time schedule which required study of new syllabuses to be ready by 1986 for the first examinations held in 1988 Originally published in 1986 this book was intended to answer some of these questions and provide an up to date picture of the present state of the examination world with indications of future developments in the vital years ahead It aimed to assist those immediately and urgently concerned with implementing this far reaching educational reform Today it can be considered in its historical context

My Revision Notes: GCSE English for CCEA Revision ePub Pauline Wylie, John Andrews, Aidan Lennon, 2012-05-25 Written by a team of experienced examiners and teachers with a detailed knowledge of the new specification this book gives you the skills and reassurance you need to succeed GCSE English for CCEA Revision accompanies and supports the GCSE English language and English for CCEA student book 9781444110944 [Assessment at 16](#) Keith Selkirk, 2020-05-04 What students are deemed to have achieved when they are sixteen is the measure of how successful or otherwise their progress through the system of compulsory education has been And yet despite the importance of the process there has been no clear consensus about how best to assess students at sixteen The various formal examinations which have been tried have now largely been superseded by the GCSE a common system of examining at sixteen Originally published in 1988 the book discusses the development of this system its application to the main subject areas of the curriculum and some of its innovative aspects from both a theoretical and a practical standpoint In addition it also looks at the broader aspects of assessment of pupils at the age of sixteen and how we can give a more rounded indication of their achievements and abilities by the use of profiles and records of achievement *Issues in English Teaching* Jon Davison, John Moss, 2002-09-11 *Issues in English Teaching* invites primary and secondary teachers of English to engage in debates about key issues in subject teaching The issues discussed include the increasingly centralised control of the curriculum assessment and pedagogy in the school teaching of English in England and Wales as a result of initiatives such as the National Literacy Strategy new technologies which are transforming pupils lived experience of literacy or literacies the accelerating globalisation of English and the independence of other versions of English from English Standard English A National Curriculum with a nationalist perspective on language literacy and literature cannot fully accommodate English what has become naturalised and normalised in English teaching and the educational and ideological reasons for this hierarchies that have been created in the curriculum and pedagogy identifying who and what has been given low status

excluded or marginalised in the development of the current model of English Issues in English Teaching will stimulate student teachers NQTs language and literacy co ordinators classroom English teachers and aspiring or practising Heads of English to reflect on the identity or the subject the principles and policies which have determined practice and those which should influence future practice GCSE Tim Horton,1986 2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee,2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007 09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

Speaking, Listening and Drama Andy Kempe,Jan Holroyd,2013-07-04 Written for practicing and trainee English and Drama specialists this text clarifies what constitutes useful knowledge about spoken English and how pupils aged 11 16 can develop their skills in speaking and listening through the use of drama Stammering Trudy Stewart,2016-04-28 What is stammering How does it present itself When does it occur Why does it happen What are the most effective strategies you can use to help Providing background information about stammering as well as a wide range of tools and strategies this practical book addresses the key challenges faced at nursery and school There are separate sections on early years primary and secondary level and include the most common areas that teachers must consider when supporting children who lack speech fluency including identifying children at risk of developing a stammer how to manage incidents of stammering how to manage classroom communication and oral participation helping children to make and maintain relationships help children to manage feelings associated with stammering working alongside speech and language therapists Recent changes to the curriculum means that there is now a greater demand on children s communication skills than ever This book will help you provide the necessary support to a child who stammers by offering a clear explanation of the presentation of stammering and the best ways you manage the occurrence of stammering in a range of school contexts Full of tips and advice this book will enable teachers and other professionals to work effectively with a child who stammers This accessible book is essential for

anyone concerned about a child in their care who presents with a stammer including teachers student teachers SENCOs and parents

Meeting SEN in the Curriculum: English Tim Hurst, 2012-12-06 All teachers are meeting more pupils with special needs in mainstream classrooms Although there are general issues to be aware of subject specialists will always want specific guidance and examples This series combines SEN expertise with subject knowledge to produce practical and immediate support Covers Policy writing and how to do it Simply explanation of SEN labels Creating an inclusive classroom environment Working with TA s

Women, Men and Language Jennifer Coates, 2015-12-22 Women Men and Language has long been established as a seminal text in the field of language and gender providing an account of the many ways in which language and gender intersect In this pioneering book bestselling author Jennifer Coates explores linguistic gender differences introducing the reader to a wide range of sociolinguistic research in the field Written in a clear and accessible manner this book introduces the idea of gender as a social construct and covers key topics such as conversational practice same sex talk conversational dominance and children s acquisition of gender differentiated language discussing the social and linguistic consequences of these patterns of talk Here reissued as a Routledge Linguistics Classic this book contains a brand new preface which situates this text in the modern day study of language and gender covering the postmodern shift in the understanding of gender and language and assessing the book s impact on the field Women Men and Language continues to be essential reading for any student or researcher working in the area of language and gender

Time to Talk Jean Gross, 2017-12-15 Time to Talk provides a powerful and accessible resource for practitioners working to improve children s language and communication skills Showcasing effective approaches in schools and settings across the country from the early years through primary and secondary education it summarises research on what helps children and young people develop good communication skills and highlights the importance of key factors a place to talk a reason to talk and support for talk This timely second edition has been fully updated to reflect Pupil Premium curriculum assessment and special needs reforms and can be used by individual practitioners as well as supporting a whole school or setting approach to spoken language It includes whole class approaches to developing all children and young people s speaking and listening skills catch up strategies for those with limited language ways of differentiating the curriculum for those with difficulties ways in which settings and schools can develop an effective partnership with specialists to help children with more severe needs models schools can use to commission their own speech and language therapy services examples of good practice in supporting parents carers to develop their children s language skills and answers to practitioners most frequently asked questions about speech and language Now in full colour this practical and engaging book is for all who are concerned about how to help children and young people with limited language and communication skills school leaders teachers early years practitioners and the speech and language therapists they work with

Rethinking and Reviving Subject English Pete Bennett, Louise Lambert, Rob Smith, 2022-09-27 This book invites readers to engage with the rich and complex debates of contemporary

English education outlining new possibilities to revive the teaching of English Bringing together diverse voices and insights from educators in English across the primary secondary further and higher education phases the book offers reflections and critical engagement with the lived experiences of English teachers and pupils in contemporary educational spaces Each chapter includes example vignettes from classrooms which tell something of the story of English teaching today The book considers how politics and policy have worked to close the opportunities of the English classroom for self expression and critical engagement with the world a murder The authors then offer an exploration of the opportunities for a re imagining of English the murmurs of teachers and pupils that resist such closures The chapters explore new thinking new practices and new possibilities for English classrooms as inclusive emancipatory critical and creative spaces Offering a thoughtful and hopeful dialogue from practising English teacher researchers the book will be essential reading for researchers and students of English language and literature education as well as trainee teachers of English

English Language Teaching in Pakistan Naziha Ali Raza,Christine Coombe,2022-02-05 This book presents empirical research on teaching learning and assessment and teacher development practices in Pakistan Despite extensive academic research conducted in Pakistan over the last decade there is a dearth of internationally published literature on English language teaching in the country This book covers current research priorities and initiatives concerning English language teaching learning and assessment empirical developments and major professional development initiatives both in Pakistan and involving the work of Pakistani scholars based in abroad It highlights the impacts that development efforts are having in the ELT world in Pakistan The respective chapters cover a diverse range of topics including continuous professional development CPD identity construction English language policy curriculum development and innovative ELT approaches and methodologies used in Pakistan This volume provides valuable insights for TESOL and applied linguistics scholars and practitioners working in the field of ELT both in Pakistan and elsewhere in the globalized world

Language, Literacy, and Learning in Educational Practice Barry Stierer,Janet Maybin,1994 Language and literacy are highly contested areas of the curriculum Questions of what should be taught how it should be taught and who should control such decisions are increasingly subjected to public scrutiny debate and challenge in a manner which is often more reflection of competing social and political values than of theory and research evidence In recent years there has been a rapid development of new conceptual frameworks for understanding language literacy and learning from such diverse fields as anthropology cultural studies social psychology and critical linguistics The papers in this collection have been chosen because they will help readers to consider ways in which these new developments in theory and research may be applied to everyday practice

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Our Day Out Willy Russell,1991 Our Day Out and other plays is a stimulating collection of four of Willy Russell s most popular scripts With a wit that is distinctly Liverpudlian he gives us not only an insight into many of today s social problems but also evokes our sympathy for some of life s losers

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