

Pike

## Teaching Secondary English

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‘What the book does extremely well is do describe the way things are in terms of the requirements of the Framework for Teaching English, the curriculum and the new specifications - and for this reason it is likely to be most useful to those contemplating English teaching in the maintained sector from outside - returnees, aspiring NQTs or those in the independent sector’ - Times Educational Supplement ‘Instead of taking us yet again on a tour through the four modalities of English, this book’s tri-partite structure takes a refreshingly different approach by offering thought-provoking argument grounded in classroom practicality’ - Nick McGuinn, University of York Students’ comments on Teaching Secondary English: ‘The book is written in clear, digestible terms, offering many practical ideas for teaching the key skills and the wide range of material encountered in the English classroom. It is the kind of book which can be dipped into, which is particularly useful for people who spend most of their time planning lessons!’ ‘Teaching Secondary English is a must for student teachers and NQTs. It is a clear, comprehensive and practical guidebook dealing not solely with theory and pedagogy, but with the very real issues facing new teachers today’ ‘It is clear that Teaching Secondary English, unlike so many textbooks on the subject, is written by someone with recent classroom experience and this helps the reader to trust and respect the advice it purports. I certainly feel it is grounded in practicalities not “pie in the sky” theory that will not work in most ‘real’ classrooms!’ This book enables English teachers to implement change and rise to new challenges, while remaining true to an ethically and socially just position which provides the rationale for their vocation. The author describes and evaluates recent changes to English teaching brought about by initiatives such as the Literacy Strategy, the new ‘A’ levels and the requirement to focus on spiritual, moral, social and cultural development. Examples of innovative teaching and learning strategies are provided throughout. The author helps teachers to foster keen readers, writers and communicators. He shows how they can enable their students to acquire skills and knowledge, as well as to recognize the value of aesthetic experience, emotional literacy and spiritual and moral response to literature in their own lives and in their communities. This book is essential reading for PGCE students as well as practising teachers and all those involved in English in education.

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