

Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School)

Presented by Rod Campbell



Teach and assess English sentence grammar and vocabulary effectively, enjoyably and creatively; improve learning and results as your students become confident writers.

Format: Online

Audience: Designed for teachers of students in secondary and middle schools, for HODs of English and other subjects, and for learning support teachers.

Description

Participants in this day-long workshop will be provided with many strategies for teaching sentence grammar, metalanguage and knowledge of English. Particular focus is placed upon developing student application of this knowledge; therefore, participants will also be given content and processes for implementing formative assessment as well as summative evaluation of student writing.

All participants will complete the day with more than 15 teaching strategies, and with the resources and steps for their immediate classroom implementation.

These strategies have been developed so that participants not only develop knowledge and confidence in teaching grammar but also develop understandings of current linguistic theories and their applications to classroom practice.

Additional notes about this format

- 1.2.2 Proficient Level - Understand how students learn
- 1.4.2 Proficient Level - Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1.2 Proficient Level - Content and teaching strategies of the teaching area
- 2.3.2 Proficient Level - Curriculum, assessment and reporting

3.2.2 Proficient Level - Plan, structure and sequence learning programs

5.1.2 Proficient Level - Assess student learning

5.2.2 Proficient Level - Provide feedback to students on their learning

Are you in NSW? If so, this is relevant for you.

Completing this course will contribute 6 hours of NESA Registered PD addressing 1.2.2, 1.4.2, 2.1.2, 2.3.2, 3.2.2, 5.1.2 & 5.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Occurrences

Start Date	Location	Price
30/06/2019	Online	\$269 + GST

Sessions

Session 1: Teaching English Grammar and Vocabulary

2 hours

Description: Teaching open-class or vocabulary words

1. Teaching and revising nouns, verbs, adjectives and adverbs
2. Using dictionaries for developing vocabulary
3. Introducing noun-verb relationship
4. Introducing the adjective-noun relationship
5. Developing figurative and evaluative language
6. More strategies for older students

Teaching the Noun Group and Expanded Noun group

1. Teaching concept of Noun Group
2. Developing the noun group using adjectival phrases
3. Developing the noun group using adjectival (or relative) clauses
4. Developing figurative and evaluative language
5. Teaching the noun-verb relationship: subject-verb agreement
6. More Strategies and punctuation for older students

Teaching Knowledge of English and its Vocabulary and Grammar

1. Open-class and closed-class words (parts of speech)
2. Influences on English vocabulary
3. Influences on English grammar
4. Figurative and evaluative language
5. Links to the Australian Curriculum: English
6. Useful references and resources

Delivery: There is information-giving, and participants are invited to trial one or more of the many teaching strategies that have been presented. Participants will not be able to undertake and trial all of the teaching strategies, but I hope that participants will download all the information and use the strategies in the following years of their teaching.

As well, there is a book that participants may wish to purchase from Pearson or any educational bookseller: Teaching English Grammar: A Handbook for Australian Teachers. The book was published by Pearson Education Australia in 2014 and is now in its second edition (2018). I am the senior author, and the book has sold almost 5 000 copies.

Session 2: Teaching Other Language Patterns for Writing and

2 hours

Description: Teaching two of the closed-class or grammatical words:

1. Teaching and revising prepositions and conjunctions
2. Using the prepositional phrase as adverbial or circumstance
3. Introducing verb-adverb relationship
4. Exploring adverbials in clauses and groups
5. Developing figurative and evaluative language
6. More strategies, punctuation and paragraphing for older students

Teaching Clauses

1. Teaching Main (Independent) and Subordinate (Dependent) Clauses
2. Developing student understanding and use of clauses
3. Understanding complete and incomplete clauses
4. Developing the noun group using embedded subordinate clauses
5. Exploring uses of embedded clauses in print texts
6. Teaching the noun-verb relationship: subject-verb agreement
7. More Strategies for older students

Teaching Sentence Types

1. Simple, complex and compound sentences
2. Loose and periodic sentences
3. Varieties of sentence types: a developmental teaching sequence
4. Using figurative and evaluative language effectively
5. Using theme prominence
6. Sentence Style

More information to English and its Vocabulary and Grammar (brief)

1. Other closed-class words (parts of speech): pronouns and determiners
2. Modality: modal verbs and modal adjuncts
3. Influences on English vocabulary

4. Applying knowledge of sentence grammar to reading: Introduction

5. Useful references and resources

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Session 3: Enabling and Assessing Student Application of Eng

2 hours

Description: Teaching students to edit and proofread their work

1. Dimensions of Editing: Meaning, Structure and Proofreading
2. Developmental sequence for teaching editing (content provided)
3. Conventions of written English (content sites provided)

Formative Assessment of Student Tasks for Writing Development

1. Selecting items for student learning and application
2. Implementing FAST into your writing program

Summative Evaluation of Writing

1. Rubrics for diagnosing and analysing student writing
2. Rubrics for criteria and standards
3. Achievement standards: A consideration
4. Reporting writing

Sentence Grammar

1. Summary of Sessions 1 and 2, with questions for review
2. Applications to inferential comprehension
3. Next steps

A brief introduction to Cohesion

1. Types of cohesion
2. Pronouns
3. Text connectives
4. Theme prominence
5. Lexical considerations
6. Next steps

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About the team



Rod Campbell

Creator

Finalist for the Professor Betty Watts Memorial Medal for Outstanding Contribution to the Profession of Teaching 2015.

Rod Campbell has many years of experience in teaching across all areas of education, including secondary, primary, early childhood, special education, and university. He has specialised in teaching English, English literacy, curriculum theory and teaching practice in early childhood and primary, classroom research, and has worked with thousands of teachers in Australia and Asia. He is co-author of 19 texts on teaching English literacy and English grammar. "Literacy for the 21st Century" (2012, 2015 and 2019) has been one of the leading texts for teacher education in literacy since 2012. Rod has given more than 1100 demonstration lessons in scores of schools in the last nine years, and these experiences add life to the stories of his presentations in "How to teach English". His latest books include "Teaching English Grammar: A handbook for Australian Teachers" (Pearson 2014 and 2018), and has sold almost 5000 copies, and is used by teachers in more than 90 schools in Queensland and NSW, schools where all teachers have been issued with a copy.

In January 2018, Rod was appointed a Member of the Order of Australia for his significant service to education, particularly to literacy, as a practitioner, academic and author. His influence on literacy education and grammar instruction has been profound.



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Please note, by submitting this enrolment form you are confirming that you have been given financial approval by your employer to attend this course. Cancellation advice should be given in writing 7 days before the commencement of this course.

Product: Teaching English Grammar and Vocabulary for Writing and Reading
(Secondary and Middle School)

Occurrence
Date:

Your Name:

Your email
address:

Employer
name:

Employer
phone:

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