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| --- | --- | --- | --- | --- | --- | --- |
| **Subject Knowledge Audit: English** | | | | | | |
| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | |  |  |
|  | **Area of subject knowledge** | **Self-assessment grade 1-4** | | | | |
|  |  | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.** | **March At the end of the spring term** | **June At the end of the summer term.** |
| **Curriculum structure** | How aware are you of the English pupils will have been taught before KS3? |  |  |  |  |  |
|  | How aware are you of the content of GCSE English and how this builds on the English taught at KS3? |  |  |  |  |  |
|  | How aware are you of the content of A'level English and how this builds on the English taught at KS4? |  |  |  |  |  |
| **Speaking and Listening** | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
|  | ..use Standard English confidently in a range of formal and informal contexts, including classroom discussion. |  |  |  |  |  |
|  | ..give short speeches and presentations, expressing their own ideas and keeping to the point. |  |  |  |  |  |
|  | ...participate in formal debates and structured discussion, summarising and/or building on what has been said? |  |  |  |  |  |
|  | ...improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation,tone volume, mood, silence and stillness to add impact? |  |  |  |  |  |
|  | ..take different roles in group work? |  |  |  |  |  |
|  | ..listen and respond constructively to others? |  |  |  |  |  |
|  | …develop speaking and listening skills which support spoken work across the curriculum? |  |  |  |  |  |
| **Reading** | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
|  | ...make inferences and refer to evidence in the text? |  |  |  |  |  |
|  | ...know the purpose, audience and context of writing and draw on this knowledge to support comprehension? |  |  |  |  |  |
|  | ...know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning? |  |  |  |  |  |
|  | …justify their views and opinions of texts by supporting them with evidence from the text? |  |  |  |  |  |
|  | ...learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries? |  |  |  |  |  |
|  | ...make critical comparisons across texts? |  |  |  |  |  |
|  | ...check their understanding to make sure that what they have read makes sense? |  |  |  |  |  |
|  | ...recognise a range of poetic conventions and understand how these have been used? |  |  |  |  |  |
|  | ...understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play? |  |  |  |  |  |
|  | ...study setting, plot, and characterisation, and the effects of these? |  |  |  |  |  |
| **Writing** | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
| Writing for a wide range of purposes and audiences, including: | …write well-structured formal expository and narrative essays? |  |  |  |  |  |
| …write scripts, poetry and other imaginative writing? |  |  |  |  |  |
| ...write notes and polished scripts for talks and presentations? |  |  |  |  |  |
| ...write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters? |  |  |  |  |  |
| ...summarise and organise material, and supporting ideas and arguments with any necessary factual detail? |  |  |  |  |  |
|  | ...apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form? |  |  |  |  |  |
|  | ...draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing? |  |  |  |  |  |
|  | ...consider how their writing reflects the audiences and purposes for which it was intended? |  |  |  |  |  |
|  | …pay attention to accurate grammar, punctuation and spelling; applying the speling patterns and rules set out in English Appendix 1 of the key stage 1 and 2 programmes of study for English? |  |  |  |  |  |
| **Grammar and Vocabulary** | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
| [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) | ...extend and apply the grammatical knowledge set out in English appendix 2 of the key stage 1 and 2 programmes of study to analyse more challenging texts? |  |  |  |  |  |
|  | ...study the effectiveness and impact of the grammatical features of the texts they read? |  |  |  |  |  |
|  | ...draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects? |  |  |  |  |  |
|  | ...know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English? |  |  |  |  |  |
|  | ...use Standard English confidently in their own writing and speech? |  |  |  |  |  |
| [\* Glossary](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf) | ...discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology\*? |  |  |  |  |  |
| **Literary Content** | **How confident do you feel about the following:** |  |  |  |  |  |
|  | \*pre 1914 poetry, for example: Blake, Browning, Clare, Coleridge, Donne, Hopkins, Keats, Marvell,Shakespeare, Tennyson, Wordswoth? |  |  |  |  |  |
|  | \*post 1914 poetry, for example: John Agard, Simon Armitage, Carol Ann Duffy, Gillian Clarke, Seamus Heaney, Ted Hughes, Grace Nicholls, Wilfred Owen, Siegfried Sassoon? |  |  |  |  |  |
|  | \*the plays of Shakespeare and other drama texts such as: An Inspector Calls, The Crucible, Blood Brothers, Educating Rita. Journeys' End, A View from the Bridge? |  |  |  |  |  |
|  | \*the novels most commonly used in English classrooms, including those texts to be studied at GCSE? |  |  |  |  |  |
|  | \*language knowledge and terminology, language history, Standard English, dialect and accent? |  |  |  |  |  |
|  | …teaching literacy within English and to support work across the curriculm? |  |  |  |  |  |
|  | …using drama for different purposes in the English classroom? |  |  |  |  |  |
|  | …teaching media texts such as newspapers, adverts, TV and film and web pages? |  |  |  |  |  |
|  | …..popular fiction for young people? |  |  |  |  |  |
| **Using technology in the teaching of English** | **Do you feel confident about..** |  |  |  |  |  |
|  | ..creating, renaming, moving, copying and deleting files? |  |  |  |  |  |
|  | ..downloading and printing files? |  |  |  |  |  |
|  | ..creating an Excel spreadsheet? |  |  |  |  |  |
|  | ..using a database? |  |  |  |  |  |
|  | ..creating an electronic presentation, e.g. PowerPoint or Prezi? |  |  |  |  |  |
|  | ..sending and receiving email? |  |  |  |  |  |
|  | ..locating documents on a hard drive, CD ROM, USB or network? |  |  |  |  |  |
|  | ..using interactive whiteboards, e.g. Smartboard, Promethean? |  |  |  |  |  |
|  | ..using tablets, e.g. iPads? |  |  |  |  |  |
|  | ..using online forums or class blogs? |  |  |  |  |  |
|  | ..using social media for educational purposes? |  |  |  |  |  |