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| **Subject Knowledge Audit: English** |
| Self Assessment GradingGrade 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? |   |   |   |   |   |