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| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **English 2022-23** |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Colour & date** | **Pre-course** | **End-SE1** | **End-SE2** | **End-SE3** |
| **Sep 2022** | **Dec 2022** | **Feb 2023** | **June 2023** |

| **Key Stages 3-4** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
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| **How confident do you feel about teaching pupils to…** | | | | | | |
|  | 1. **Organise and structure talk effectively** | | | | | |
| **Speaking & Listening** | Present and express ideas? |  |  |  |  |  |
| Use Standard English in a range of contexts? |  |  |  |  |  |
| 1. **Achieve the aims and purpose of their talk** | | | | | |
| Improvise, rehearse and perform scripts and poetry? |  |  |  |  |  |
| Use different strategies to engage their audience? |  |  |  |  |  |
| 1. **Express sophisticated ideas using sophisticated vocabulary** | | | | | |
| Articulate analytical or complex ideas verbally? |  |  |  |  |  |
| Discuss language use and meaning? |  |  |  |  |  |
| 1. **Listen to others and ask questions or develop/build on responses** | | | | | |
| Listen respectfully and respond constructively? |  |  |  |  |  |
| Summarise and build on what has been said? |  |  |  |  |  |
| 1. **Enjoy participation and take an active role in discussion** | | | | | |
| Contribute constructively to class discussion? |  |  |  |  |  |
| Take different roles in group work? |  |  |  |  |  |
| **Key Stages 3-4** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
| **How confident do you feel about teaching pupils to…** | | | | | | |
| **Reading** | 1. **Identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts** | | | | | |
| Make inferences and justify by referring to evidence? |  |  |  |  |  |
| Draw on knowledge of purpose, audience, genre and context to support comprehension and analysis? |  |  |  |  |  |
| 1. **Explain, comment on and analyse how writers use language and structure to create meanings and for effect, using appropriate terminology** | | | | | |
| Recognise and analyse a range of conventions? |  |  |  |  |  |
| Analyse how language creates meaning? |  |  |  |  |  |
| Identify word and text level methods and effects? |  |  |  |  |  |
| Understand importance of performance and staging? |  |  |  |  |  |
| Use metalanguage? |  |  |  |  |  |
| 1. **Compare writers’ ideas and perspectives and the methods they use to present these to their audience** | | | | | |
| Make critical comparisons across texts? |  |  |  |  |  |
| Compare how the ways writers present ideas? |  |  |  |  |  |
| 1. **Evaluate texts critically and support arguments and interpretations presented with valid evidence, including quotations, from the texts** | | | | | |
| Synthesise and evaluate meaning across a text? |  |  |  |  |  |
| Cross-reference or reinforce arguments effectively? |  |  |  |  |  |
| 1. **Develop decoding skills and fluency and accuracy in reading** | | | | | |
| Learn new vocabulary through known vocabulary? |  |  |  |  |  |
| Use, apply and develop reading strategies? |  |  |  |  |  |
| **How confident to you feel about teaching pupils to…** | | | | | | |
| **Writing** | 1. **Communicate clearly and effectively (including imaginatively), adapting writing style and register for form, audience and purpose:** | | | | | |
| Write for a range of purposes and audiences? |  |  |  |  |  |
| Write well-structured formal expository essays? |  |  |  |  |  |
| Write well-structured narratives/descriptions? |  |  |  |  |  |
| Write persuasively or express their viewpoint? |  |  |  |  |  |
| Write imaginative texts, including poetry and script? |  |  |  |  |  |
| Write a range of narrative and non-narrative texts? |  |  |  |  |  |
| 1. **Organise information and ideas, using structure and grammar choices to support coherence and cohesion:** | | | | | |
| Structure and organise whole texts? |  |  |  |  |  |
| Plan, edit, review and regulate? |  |  |  |  |  |
| 1. **Use a range of vocabulary and sentence structures for clarity, purpose and effect:** | | | | | |
| Apply knowledge of vocabulary, grammar and text structure? |  |  |  |  |  |
| Draw on their knowledge of grammar and literary and rhetorical devices to enhance the impact of their writing? |  |  |  |  |  |
| 1. **Spell and punctuate accurately:** | | | | | |
| Apply the spelling patterns and rules in English Appendix 1 (Key Stage 1&2 programmes of study) (Link below) |  |  |  |  |  |
| Punctuate accurately? |  |  |  |  |  |
| **How confident do you feel about teaching pupils to**… | | | | | | |
| **Grammar** | Apply and extend the grammatical knowledge set out in English Appendix 2 of Key Stage 1&2 study to analyse more challenging texts? (Link below) |  |  |  |  |  |
| Study the impact of grammatical features of texts? |  |  |  |  |  |
| Draw on grammatical constructions to achieve effects? |  |  |  |  |  |
| Know the differences between spoken and written language and between Standard English and other varieties? |  |  |  |  |  |
| **How confident do you feel about teaching…** | | | | | | |
| **Literary content** | The literary canon? |  |  |  |  |  |
| Popular teen/YA fiction? |  |  |  |  |  |
| Pre 1914 poetry, e.g.: Blake, Browning, Clare, Coleridge, Donne, Hopkins, Keats, Marvell, Shakespeare, Tennyson, Wordsworth? |  |  |  |  |  |
| Post 1914 poetry, e.g.: John Agard, Simon Armitage. Carol Ann Duffy, Gillian Clarke, Seamus Heaney, Ted Hughes, Grace Nicholls, Wilfred Owen, Siegfried Sassoon? |  |  |  |  |  |
| Poetry since 1789, including representative Romantic poetry? |  |  |  |  |  |
| Plays of Shakespeare and other drama texts, e.g.: An Inspector Calls, The Crucible, Blood Brothers, Educating Rita, Journey’s End, A View from the Bridge, DNA? |  |  |  |  |  |
| Seminal diversity literature? |  |  |  |  |  |
| Seminal world literature? |  |  |  |  |  |
| Critical reading theory? |  |  |  |  |  |
| **Subject Context** | Study of English in Key Stages 1&2? |  |  |  |  |  |
| National Curriculum for Key Stages 3&4? |  |  |  |  |  |
| Research Review Series: English? |  |  |  |  |  |
| Post-16 English Literature? |  |  |  |  |  |
| Post-16 English Language? |  |  |  |  |  |
| **How confident would you be in…** | | | | | | |
| **Pedagogy & Skills** | Creating retrieval tasks? |  |  |  |  |  |
| Building on previous learning? |  |  |  |  |  |
| Targeting working memory? |  |  |  |  |  |
| Supporting knowledge transfer? |  |  |  |  |  |
| Giving a practical demonstration? |  |  |  |  |  |
| Using media or drama to deliver content? |  |  |  |  |  |
| Using metacognition? |  |  |  |  |  |
| Modelling live? |  |  |  |  |  |
| Using analogies? |  |  |  |  |  |
| Addressing cognitive difficulties? |  |  |  |  |  |
| Using effective dual coding? |  |  |  |  |  |
| Using technology to teach? |  |  |  |  |  |

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf>