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| English Subject Knowledge Audit 2024-2025 |

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| This audit is designed to:  * **to help you understand what subject knowledge means for your subject** * **to help you identify your strengths and areas for development in subject knowledge** * **to allow you, your Academic Trainer and Training Mentors to track your progress in developing subject knowledge and guide you in increasing your knowledge** * **to play a part in helping you to provide evidence of your achievement against the Teachers’ Standards that relate to subject knowledge.** |

### What is knowledge in English?

English is a notoriously broad subject, encompassing the use of the comma, forms of poetry, the works of Shakespeare, the novel over time, media bias and expressive writing amongst many others! This makes the process of becoming a subject expert very challenging and you are likely to be working on this for many years to come. What is important is that you are clear about your own areas for development and take proactive steps to address them.

### How can I develop my knowledge in English?

The PGCE will immerse you in much of the knowledge required for English teaching: it will be the basis of our subject sessions at university, and, on placement, you will teach English daily, which is a sure-fire way to hone your knowledge! Nevertheless, to become a subject expert, you cannot rely on this alone. There may be topics you do not teach during your PGCE year and/or areas of knowledge that require significant development, perhaps because they were not included in your degree. For these reasons, it is imperative that you do additional work on your subject knowledge throughout your training year and beyond.

To do this, start with this audit. The framework itself is part of how we support you to become a subject expert: it provides you with a vital steer in the development of your knowledge. It is a straightforward framework of knowledge in English, based on the national Programmes of Study, and therefore represents the minimum expectations of your expertise as an English teacher. Keeping this audit updated and using it to pursue your own knowledge development should help you to meet and exceed those expectations. The audit contains advice about *how* to do this in the ‘suggestions for further development’ column.

Due to the complex nature of subject knowledge, there are certain things that this audit cannot accommodate but which nevertheless need careful attention as you develop your expertise. These are best expressed as critical questions and I invite you to consider them at all times during your training year and beyond:

* To what extent is subject knowledge a matter of subject pedagogy or assessment? How does ‘knowing’ Macbeth interact with knowing how to teach it or knowing what pupils need to know?
* When the basis of literary knowledge is the written text itself, which is available in the lesson to teachers and pupils, what is the knowledge that you need to bring to the lesson? Knowledge of other texts in that genre? Knowledge of the ways the texts have been interpreted by critics?
* How far is the knowledge of grammar a static body of knowledge? Are there occasions when choosing punctuation marks is a matter of stylistics rather than right or wrong? How does this affect the way you might teach grammar?
* Beyond the curricular or assessment frameworks in place for English teaching, what do *you* expect of an English subject expert? How can you make sure that you live up to this expectation?

### How do I make judgments about the quality of my subject knowledge?

Again, this is a complex question. You are always likely to be more aware of what you *don’t* know than what you do know and it really is important to appreciate that you cannot know it all! So, to give you a way of making an assessment of the level of your knowledge, the descriptions below should help you to audit your knowledge:

| **RED** | **AMBER** | **GREEN** |
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| I am ***not yet*** confident answering GCSE/textbook questions on this topic | I can answer GCSE/textbook questions, but have ***not yet*** taught this topic | I have taught this topic and am familiar with some misconceptions around it. |

### When will I use this audit?

You should consult this audit regularly throughout the course, using it to check in on knowledge. It is a good idea to bring it to weekly mentor meetings so that you can discuss subject knowledge with your mentor. In addition, you are required to update your audit in advance of each tutorial. Tutorials are connected to Progress Review Points (PRPs) and take place at the following times:

* Progress Review Point 1 (October)
* Progress Review Point 2 (January)
* Progress Review Point 3 (March/April)
* Progress Review Point 4 (June)

| **Aspect of English** | **Initial tutorial (start of course)** | **Suggestions for further development** | **How have you addressed your subject knowledge during the PGCE? This might be through university sessions, classroom experience or self-directed. *What else do you need to do?* Scroll down to the bottom of each column to make a plan for this.** | | | | **Final audit of knowledge 1-4** |
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| **PRP1** | **PRP2** | **PRP3** | **PRP4** |
| **Fiction** (please consult your reading list for commonly taught texts) |  | Keep a reading log as you work through texts. Research and add critical perspectives on the texts.  Visit [www.teachit.co.uk](http://www.teachit.co.uk) or [www.tes.co.uk](http://www.tes.co.uk) for fiction teaching resources. |  |  |  |  |  |
| Pre-1914 writers |  |  |  |  |  |  |
| Contemporary writers |  |  |  |  |  |  |
| Seminal world literature |  |  |  |  |  |  |  |
| **Fiction for young people** (please consult your reading list for commonly taught texts) |  | Keep a reading log as you work through the texts.  Follow the Carnegie Prize, including any attendant activities taking place in your placement school.  Visit [www.booktrust.org.uk](http://www.booktrust.org.uk) |  |  |  |  |  |
| **Poetry** (please consult your reading list for commonly taught poets) |  | Keep a reading log as you work through the texts.  Read relevant titles from your reading list (eg Glyn Maxwell *On Poetry*).  Visit [www.poetrybyheart.org.uk](http://www.poetrybyheart.org.uk) for an accessible and comprehensive anthology of poetry.  Look out for performance poetry/spoken word events in your area. |  |  |  |  |  |
| **Plays**, including **Shakespeare** (please consult your reading list for commonly taught texts) |  | Keep a reading log as you work through the texts.  Look out for theatre productions local to you, particularly those showing texts commonly taught at school. |  |  |  |  |  |
| Information retrieval; inference and deduction; writer’s choices; socio-historical contexts; literary terminology; writing about reading. |  | Read and annotate an extract from a text (or a whole text in the case of a poem) and, once finished, reflect on the skills you used to interpret the text.  Revise commonly taught literary terms by using internet sources or by consulting books (e.g. *Literary Terms: a Practical Glossary* EMC)  Read books on essay writing (e.g. *The Art of Writing English Literature Essays: for GCSE* by Neil Bowen) |  |  |  |  |  |
| Well-structured formal expository and narrative essays |  | Develop your own practice as a writer: keep a journal; write creatively for pleasure; share work with, and receive work from, peers.  Consult the reading list for appropriate books (e.g. *Getting the Buggers to Write* by Sue Cowley). |  |  |  |  |  |
| Stories, scripts, poetry and other imaginative writing |  |  |  |  |  |  |
| Notes and polished scripts for talks and presentations |  |  |  |  |  |  |
| Vocabulary; sentence structure; word choices; paragraphs and cohesive devices; spelling and punctuation |  | Develop your own practice as a writer: keep a journal; write creatively for pleasure; share work with, and receive work from, peers. Make note of why and how you use skills for effect. |  |  |  |  |  |
| The difference between standard English and other varieties of English |  | Visit The British Library’s website to access their fascinating and comprehensive bank of information and resources relating to language change <http://www.bl.uk/learning/langlit/sounds/index.html>  Read *The Stories of English,* David Crystal. |  |  |  |  |  |
| Linguistic terminology, including:  Noun, verb, adjective, adverb(ial), auxiliary verb, clause, cohesive device, conjunction, determiner, homophone, infinitive, modal verb, noun phrase, participle, preposition, pronoun, register, subjunctive, transitive verb |  | Refer to the National Curriculum glossary.  Consult Professor Debra Myhill’s Grammar for Writing materials (available to members on the NATE website: [www.nate.org.uk](http://www.nate.org.uk)) |  |  |  |  |  |
| Short speeches and presentations |  | Seek out opportunities to observe Drama teachers in practice.  Collaborate with peers on the Drama PGCE to develop strategies for improvisation and performance |  |  |  |  |  |
| Formal debates and structured discussions |  |  |  |  |  |  |
| Improvising, rehearsing and performing play scripts and poetry |  |  |  |  |  |  |
| **What are my next steps?** | | |  |  |  |  | |