



**Subject
Knowledge Audit:
PGCE Secondary
English**

2017-18

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INTRODUCTION

The subject knowledge audit

This audit aims to do several things:

- to help you know what subject knowledge means for your subject
- to help you identify your strengths and areas for development in subject knowledge
- to allow 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.

The features of subject knowledge

There are different ways to think about subject knowledge in the context of teacher training. In its broadest sense, it can consist of the information, concepts, processes and skills in the subject, as well as the methods to teach, plan and assess it. For the purpose of this audit, the focus is mainly on the subject matter itself, though you should also be aware of the concepts and processes that underpin this material and how this fits in with the new curriculum and examination syllabi at KS4 and in the 6th form.

THE NEED TO KNOW

No teacher knows everything about their subject and there is no way they can. In some subjects there is no defined list of topics or other information that must be known. For others, the details of subject knowledge are more important. What is essential, however, is that you make sure that you become sufficiently knowledgeable in any topic you need to teach during a school placement. You will certainly discover that one of the best ways to increase subject knowledge is to teach it to someone else.

Making accurate judgements

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. You may either overestimate or underestimate what you know in relation to the standard at which it needs to be taught. Reading text books and course documents, careful observation and your own teaching experience will improve your ability to make more accurate judgements during the course. Your level of subject knowledge will also be assessed by your Academic Trainer, Training Mentors and others work you do. You need to keep a copy of your subject knowledge audit in your Professional Learning and Practice Portfolio (PLPP).

LEVELS OF SUBJECT KNOWLEDGE

The four levels

The audit identifies four levels of subject knowledge. These range from Level 1 as the highest level, though to Level 4 as the lowest level. For each strand of subject knowledge, the definitions are as follows (see below).

Level 1

Your knowledge is current and to degree standard that would make you secure to teach the strand to any level in a school, up to and including AS/A2 level courses. You know and understand both the fundamental principles and the complexities of the topic. Although you may need to undertake some revision of the topic before teaching, your overall understanding and knowledge is very secure.

Level 2

Your knowledge is secure. You could teach the material competently and confidently to at least GCSE standard although you would benefit from revision and updating.

Level 3

Your knowledge is sound, but you only feel confident to teach the material to KS3 standard. You are unsure of the fundamental principles of the topic and may also feel you need considerable revision of the material so that you can become confident to teach the topic to at least GCSE standard.

Level 4

You have never studied the topic, or your knowledge is not sufficient to teach it to any standard. If required to teach this topic, you will need to read text books and schemes of work to see what needs to be taught and the level that is appropriate.

Entries in your audit

There are six times during the year by which date you need to update this audit. You can do this by waiting until the set dates, or by making regular entries, especially during school training.

- First audit for the PGCE interview
- Progress Review Point 1(September)
- Progress Review Point 2 (October)
- Progress Review Point 4 (January)
- Progress Review Point 5 (June)

Improving subject knowledge

The subject work in your PGCE course is mostly about how to teach the subject, rather than about teaching you the material to teach. You will, however, improve your subject knowledge through learning about how to teach it. You must also appreciate that you will need to take responsibility for learning new material and raising your level of subject knowledge, especially when working in schools on placements. Your Academic Trainer and Training Mentors can help with resources and in other ways, but this is an aspect of the course in which you need to develop independent strategies for learning. For example, pairing up with another Bath Spa Teacher (BST) from your subject group who has different skill sets to your own to share expertise and resources.

Please note: for interview, you complete the ‘*Current expertise (interview)*’ column, using numbers to indicate your level of knowledge (see previous pages for guidance). Once completed, you will need to bring the Audit to interview, where it will be used as a tool for discussion.

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Aspect of English	Current expertise (interview)	Suggestions for further development	PRP						Evidence of further development (this can include reference to lesson plans, resources or feedback on teaching)
			1	2	3	4	5	6	
Reading: content									
Fiction (please consult your reading list for commonly taught texts) Pre-1914 writers Contemporary writers Seminal world literature		Make a plan for reading across the course. Keep a reading log as you work through the texts. Ensure you are aware of critical perspectives on texts by using the internet or your local library to read relevant criticism on texts. Record this in your reading log.							
Fiction for young people (please consult your reading list for commonly taught texts)		Make a plan for reading across the course. 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							
Poetry (please consult your reading list for commonly taught poets)		<p>Make a plan for reading across the course.</p> <p>Keep a reading log as you work through the texts.</p> <p>Read relevant titles from your reading list (eg Glyn Maxwell <i>On Poetry</i>).</p> <p>Visit www.poetrybyheart.org.uk for a accessible and comprehensive anthology of poetry.</p> <p>Look out for performance poetry/spoken word events in your area.</p>							
Plays , including Shakespeare (please consult your reading list for commonly taught texts)		<p>Make a plan for reading across the course.</p> <p>Keep a reading log as you work through the texts.</p> <p>Look out for theatre productions local to you, particularly those showing texts commonly taught at school.</p>							
Reading: skills									
Information retrieval; inference and deduction; writer's		<p>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.</p> <p>Revise commonly taught literary terms by using</p>							

<p>choices; socio- historical contexts; literary terminology; writing about reading.</p>		<p>internet sources or by consulting books (e.g. <i>Literary Terms: a Practical Glossary</i> EMC)</p> <p>READ BOOKS ON ESSAY WRITING (E.G. <i>THE ART OF WRITING ENGLISH LITERATURE ESSAYS: FOR GCSE</i> BY NEIL BOWEN)</p>							
Writing: content									
<p>Well- structured formal expository and narrative essays</p> <p>Stories, scripts, poetry and other imaginative writing</p> <p>Notes and polished scripts for talks and presentations</p>		<p>Develop your own practice as a writer: keep a journal; write creatively for pleasure; share work with, and receive work from, peers.</p> <p>Consult the reading list for appropriate books (e.g. <i>Getting the Buggers to Write</i> by Sue Cowley).</p>							
Writing: skills									

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.							
Grammar and standard English									
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 <i>The Stories of English</i> , David Crystal.							
Linguistic terminology, including: Noun, verb, adjective, adverb(ial), auxiliary verb, clause, cohesive device, conjunction, determiner, homophone,		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)							

<p>infinitive, modal verb, noun phrase, participle, preposition, pronoun, register, subjunctive, transitive verb</p>									
Spoken English									
<p>Short speeches and presentations</p> <p>Formal debates and structured discussions</p> <p>Improvising, rehearsing and performing play scripts and poetry</p>		<p>Seek out opportunities to observe Drama teachers in practice.</p> <p>Collaborate with peers on the Drama PGCE to develop strategies for improvisation and performance.</p>							

