

# English Subject Knowledge Audit

Throughout this course, you must demonstrate continuous improvement in your subject knowledge to meet the required standards. Strong expertise in your subject is essential for effective teaching. You will show your knowledge partly through lesson observations, but also by completing the subject knowledge audit below at each assessment point during your training year. The audit's red-amber-green rating of course content will map your progress. This live document will serve as a professional tool that you can build on throughout the early stages of your teaching career.

<b>RAG Rating Key</b>	
<b>S</b>	Secure knowledge = I have good pedagogical content knowledge and would be able to teach it
<b>D</b>	Developing knowledge = I understand it, I need to study it further to be able to teach it
<b>L</b>	Limited Knowledge = I have little knowledge and have not seen it taught

<b>Subject Knowledge</b>	<b>Pre-Course Knowledge</b>	<b>AP1 Autumn Term</b>	<b>AP2 Spring Term</b>	<b>AP3 Summer Term</b>	<b>Final Assessment Summer Term</b>	<b>Action Plan for Development</b>
<b>Dates</b>		18 November 24 to 2 December 24	3 March 25 to 24 March 25	28 April 25 to 12 May 25		
<b>Exam Specifications</b>						
AQA GCSE ENGLISH LANGUAGE						
AQA GCSE ENGLISH LITERATURE						
EDEXCEL GCSE ENGLISH LANGUAGE						
EDEXCEL GCSE ENGLISH LITERATURE						
<b>English Literature</b>						
Pre-1900s Poetry						
Post-1900s Poetry						
Shakespeare						
Modern Prose (including plays)						
Pre-19th Century Novels						
World Literature						

	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
<b>National Curriculum</b>						
KS3 National Curriculum						
Assonance						
Characterisation						
Cliche						
Conflict						
Connotation						
Diction						
Foreshadowing						
Hyperbole						
Imagery						
Irony						
Metaphor						
Oxymoron						
Pathetic Fallacy						
Quotation						
Rhetoric						
Simile						
Theme						
Understatement						
Voice						
Allegory						
Hubris						
Denouement						
Sonnet						
Dramatic Monologue						
Figurative Language						
Juxtaposition						
Cyclical structure						
Clause						
Subordinate clause						
Simple sentence						
Compound sentence						

	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
Complex sentence						
Adverbials (including fronted)						
<b>Technology Use</b>						
Using a visualiser						
File management						
Screen display management						
Creating and using PPT						
Printing (Word, PPT, PDF etc.)						
Email use. Spreadsheet data entry						
<b>Assessment Objectives English Literature</b>						
<p><b>AO1</b> Read, understand and respond to texts Students should be able to: § Maintain a critical style and develop an informed personal response. § Use textual references, including quotations, to support and illustrate interpretations.</p> <p>35-40% <b>AO2</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>40-45% <b>AO3</b> Show understanding of the relationships between texts and the contexts in which they were written</p> <p>15-20% <b>AO4</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>5% In each specification as a whole, 20-25% of the marks should require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.</p>						

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<b>Assessment Objectives English Language</b>						
<p><b>READING (50%)</b> Read and understand a range of texts to: <b>AO1</b> § Identify and interpret explicit and implicit information and ideas. § Select and synthesise evidence from different texts. <b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. <b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. <b>AO4</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>WRITING (50%) AO5</b> § Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. § Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. <b>AO6</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p><b>SPOKEN LANGUAGE (Unweighted) AO7</b> Demonstrate presentation skills in a formal setting. <b>AO8</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations. <b>AO9</b> Use spoken Standard English effectively in speeches and presentations.</p>						