

**Subject Knowledge Self-Assessment:**

**English**

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| Name: | Route: |
| Placement A: | Placement B: |

For a secondary specialist this subject knowledge may be demonstrated by the applicant having a degree with a significant content in English or the equivalent - possibly gained through industrial or school-based experience.

The self-assessment requires you to reflect upon your own personal strengths knowledge and skills of using the range and content then on your experience of enabling pupils to grasp these key elements. You will be asked to self-assess your knowledge & skills and experience using the following grading:

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| 1 = Significant area of strength | 2 = A firm grasp of this aspect | 3 = A developing understanding | 4 = Limited grasp of this area |

In the comments section please give a brief justification of why you have graded yourself as you have.

At the start of the course, as well as at each Progress Point, discuss with your subject lecturer/mentor the development of your subject knowledge and pedagogy and re-grade and add additional justification.

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|  | **Key Stage 3 Range and Content** | **Personal knowledge and skills** | | **Experience of developing pupil knowledge and skills** | |
| **1-4** | **Justification** | **1-4** | **Justification** |
| **PUNCTUATION** | Commas in lists for phrases, clauses, parenthesis |  |  |  |  |
| Dash |  |  |  |  |
| Brackets |  |  |  |  |
| Ellipsis |  |  |  |  |
| Colon |  |  |  |  |
| Semi-colon |  |  |  |  |
| Speech marks |  |  |  |  |
| Direct speech: correct positioning of other punctuation marks as well as speech marks |  |  |  |  |
| Apostrophe for contraction |  |  |  |  |
| Apostrophe for possession |  |  |  |  |
| Hyphen |  |  |  |  |
| **GRAMMAR** | Simple sentence |  |  |  |  |
| Compound sentence |  |  |  |  |
| Complex sentence |  |  |  |  |
| Main clause |  |  |  |  |
| Subordinate clause |  |  |  |  |
| Noun |  |  |  |  |
| Pronoun |  |  |  |  |
| Determiner |  |  |  |  |
| Adjective |  |  |  |  |
| Verb |  |  |  |  |
| Auxiliary verb |  |  |  |  |
| Modal verb |  |  |  |  |
| Finite and non-finite verbs |  |  |  |  |
| Transitive and intransitive verbs |  |  |  |  |
| Active and passive voice |  |  |  |  |
| Prepositions |  |  |  |  |
| Connectives, conjunctions – co-ordinating and subordinating |  |  |  |  |
| Adverbs |  |  |  |  |
| Noun phrase and expanded noun phrase |  |  |  |  |
| Adverbial phrase |  |  |  |  |
| First, second and third person |  |  |  |  |
| Cohesion |  |  |  |  |
| Coherence |  |  |  |  |
| **WORDS** | Prefix |  |  |  |  |
| Suffix |  |  |  |  |
| Mnemonic |  |  |  |  |
| Letter string |  |  |  |  |
| Antonym |  |  |  |  |
| Synonym |  |  |  |  |

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| **TEXT AND LITERARY FEATURES** | Simile |  |  |  |  |
| Metaphor |  |  |  |  |
| Personification |  |  |  |  |
| Alliteration |  |  |  |  |
| Onomatopoeia |  |  |  |  |
| Kenning |  |  |  |  |
| Haiku |  |  |  |  |
| Ballad |  |  |  |  |
| Blank verse |  |  |  |  |
| Metre/metrical foot |  |  |  |  |
| Lamb/iambic pentameter |  |  |  |  |
| Couplet |  |  |  |  |
| Quatrain |  |  |  |  |
| Features of key fiction genres: bildungsroman, drama, fable, myth, dystopia, mystery, science fiction,  etc |  |  |  |  |
| Features of main non-fiction texts: information, recount, explanation, instructional, persuasive, discursive |  |  |  |  |
| **Shakespeare** | Macbeth,  Romeo and Juliet  (mainly KS4) |  |  |  |  |
| King Lear, Othello, The Taming of the Shrew, Measure for Measure (KS5) |  |  |  |  |
|  | Other plays studied at KS3: Twelfth Night, A Midsummer Night’s Dream, thematic approaches to Shakespeare i.e. heroes and villains, tragedy as a genre |  |  |  |  |

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|  | **Key Stage 4 Range and Content** | **Personal knowledge and skills** | | **Experience of developing pupil knowledge and skills** | |
| **1-4** | **Justification** | **1-4** | **Justification** |
| **Textual features** | Assonance |  |  |  |  |
| Symbolism |  |  |  |  |
| Irony |  |  |  |  |
| Pathos |  |  |  |  |
| Sonnet (Shakespeare) |  |  |  |  |
| Free verse |  |  |  |  |
| Enjambment |  |  |  |  |
| End stopped |  |  |  |  |
| Genre features of main fiction types cont: allegory, gothic horror, speculative fiction |  |  |  |  |
| Genre features of the main non-fiction types: diary, reportage, autobiography, biography etc |  |  |  |  |

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| **Literary Devices** | Rhetoric |  |  |  |  |
| Rhetorical language |  |  |  |  |
| Exaggeration (hyperbole) |  |  |  |  |
| Understatement (litotes) |  |  |  |  |
| Patterning |  |  |  |  |
| Repetition |  |  |  |  |
| Parallelism |  |  |  |  |
| Antithesis |  |  |  |  |
| Alliteration |  |  |  |  |
| Assonance |  |  |  |  |
| Consonance |  |  |  |  |

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|  | **Some KS3 and GCSE Set texts – be guided by your placement schools, as these will vary by school and exam board** |  |  |  |  |
|  | Selection of modern poets: Agard, Armitage, Duffy, Hannah, Heaney, Morrison, Motion, Plath, Zephaniah |  |  |  |  |
|  | Anita and Me: Meera Syall |  |  |  |  |
|  | Blood Brothers: Willy Russell |  |  |  |  |
|  | My Name is Leon: Kit de Waal |  |  |  |  |
|  | Lord of the Flies: William Golding |  |  |  |  |
|  | Noughts and Crosses (novel and play); Malorie Blackman |  |  |  |  |
|  | Macbeth: Shakespeare |  |  |  |  |
|  | The Tempest: Shakespeare |  |  |  |  |
|  | Blood Brothers: Willy Russell |  |  |  |  |
|  | An Inspector Calls: J B Priestley |  |  |  |  |
|  | Poetry of WW1: Sassoon, Owen, Brooke, Graves etc |  |  |  |  |
|  | Pre-1914 poets: including Wordsworth, Shelley, Blake, and other Romantic poets |  |  |  |  |

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|  | **Key Stage 5 Range and Content** | **Personal knowledge and skills** | | **Experience of developing pupil knowledge and skills** | |
| **1-4** | **Justification** | **1-4** | **Justification** |
| **FEATURES OF SPEECH - UNPLANNED** | Closing sequence |  |  |  |  |
| Elision/ellipsis |  |  |  |  |
| Liaison |  |  |  |  |
| Juncture |  |  |  |  |
| **FEATURES OF SPEECH - PLANNED** | Asyndetic listing |  |  |  |  |
| Syndetic listing |  |  |  |  |
| Metonymy |  |  |  |  |
| Synecdoche |  |  |  |  |
|  | **Some texts set for A Literature & Language and Literature (you may need to substitute others chosen by your placement schools)** |  |  |  |  |
|  | Shakespeare plays as listed above |  |  |  |  |
|  | Literature about or written during WW1 e.g Pat Barker’s Regeneration, Sebastian Faulks’ Birdsong, Joan Littlewood's Oh! What a Lovely War, Hislop& Newman The Wipers Times |  |  |  |  |
|  | The Handmaid’s Tale: Margaret Atwood |  |  |  |  |
|  | The Bloody Chamber: Angela Carter |  |  |  |  |
|  | The Bloody Chamber: Angela Carter |  |  |  |  |
|  | Songs of Innocence and Experience: William Blake |  |  |  |  |
|  | Death of a Salesman: Arthur Miller |  |  |  |  |
|  | A Streetcar Named Desire: Tennessee Williams |  |  |  |  |
|  | Feminine Gospels: Carol Ann Duffy Poems |  |  |  |  |
|  | Working knowledge of key literary theories: new historicism, feminist theory, reader-response theory, postcolonial theory, ecocriticism etc |  |  |  |  |