****

**Interview for the PGCE in English**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The interview will comprise of several different activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with the main webpage. There are two key processes that make up the subject element of the selection process:

**THE SUBJECT INTERVIEW**

In the specialist subject interview, you will have the opportunity to explore a range of topics likely to include:

* your previous experience of working with young people in educational settings
* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your own enthusiasms for English including University modules studied
* your view of how English and Drama could/should be taught in the classroom
* your wider reading of English and a knowledge of texts taught at or recommended for KS3, KS4 and KS5
* Your awareness of current Curriculum issues in English (including policy decisions, news stories in past 5 years relating to the teaching of English or part of it.

## **THE INITIAL SUBJECT KNOWLEDGE AUDIT IN ENGLISH**

Below you will find a copy of the Initial Subject Knowledge Audit in English which will help you and me to assess your current level of readiness for the course. I would be grateful if you would return your completed version of this document to me via email at least two days prior to the interview day at Canterbury. Should this not be possible, I would ask you to contact me in advance. My email address is [caroline.pestell@canterbury.ac.uk](mailto:caroline.pestell@canterbury.ac.uk)

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Best wishes,

Caroline Pestell,

Secondary subject lead for English in Initial Teacher Education

Canterbury Christ Church University

## **SUBJECT KNOWLEDGE AUDIT INSTRUCTIONS:**

Please complete the following audit. Try to be specific in assessing what you already know and what your areas for development should be. It is important to develop an awareness of your subject knowledge strengths and needs as you begin to teach and to track your development as you progress.

What do your levels of competence look like in different topic areas?

**For each area listed below indicate where you assess your level of competence to be currently. Please use the descriptions provided and be frank and honest in your self-assessment.** Fill in **column 2** on the audit.

**Important note:**

*The level descriptions should be used as a guide rather than a check list, to aid you. We are not expecting you to be able to demonstrate many areas at level 3 or 4 at this stage, therefore do not worry about ticking any of the boxes as this audit is used as a tool to help support and develop your subject knowledge rather than a judgement tool.*

**Assess each topic against the following stages of development:**

1. **Some/None**:

No idea or unsure, insecure knowledge

Know the rules but need to refresh knowledge/skills

1. **I know and can do**:

Quickly recall or answer without a prompt

Know the key information and have the knowledge

Know the rules and can demonstrate skills

1. **I understand and can explain**:

Focus on teaching

Can explain how to someone else

Can use analogies, models or similar

Can link prior knowledge and next development stages

Understand progression in topic

1. **I can help others to learn**:

Focus on individual student learning and understanding

Can interconnect and link topics

Use the relevance and everyday applications to motivate

Anticipate problems and difficulties through use of

common misconceptions and other strategies

Understand conceptual structure

Deconstruct learning into manageable chunks

Enable meta-cognition

**Name:**

**Date:**

|  |
| --- |
| **ENGLISH SUBJECT KNOWLEDGE AUDIT & TRACKER** |
| Put levels in columns 2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **READING: content** | | | | | | |
| Detail | Audit Level | What I need for development | Nov | Mar | Jun | Evidence |
| Pre-1914 novels |  |  |  |  |  |  |
| Modern literary fiction |  |  |  |  |  |  |
| KS3 novels |  |  |  |  |  |  |
| Modern poetry |  |  |  |  |  |  |
| Pre-1900 poetry |  |  |  |  |  |  |
| Shakespeare plays |  |  |  |  |  |  |
| Other pre-1900 drama |  |  |  |  |  |  |
| Modern drama |  |  |  |  |  |  |
| Non-fiction |  |  |  |  |  |  |
| **READING: skills** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Information retrieval |  |  |  |  |  |  |
| Writers’ techniques |  |  |  |  |  |  |
| **READING: skills (contd.)** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Socio-historical contexts |  |  |  |  |  |  |
| Literary terminology  (prose) |  |  |  |  |  |  |
| Writing about reading |  |  |  |  |  |  |
| Poetic devices |  |  |  |  |  |  |
| Inference and deduction |  |  |  |  |  |  |
| **WRITING: content** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Well-structured formal essays |  |  |  |  |  |  |
| Creative and imaginative writing |  |  |  |  |  |  |
| Transactional writing |  |  |  |  |  |  |
| Media texts |  |  |  |  |  |  |
| Notes for talks |  |  |  |  |  |  |
| Drama scripts |  |  |  |  |  |  |
| Poetry |  |  |  |  |  |  |
| **WRITING: skills** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Vocabulary  Development  (thesaurus  Dictionary) |  |  |  |  |  |  |
| Sentence structure and writing frames |  |  |  |  |  |  |
| Paragraphing |  |  |  |  |  |  |
| Punctuation |  |  |  |  |  |  |
| Techniques for effect |  |  |  |  |  |  |
| Spelling |  |  |  |  |  |  |
| **GRAMMAR, SYNTAX & STANDARD ENGLISH** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Standard English, dialect and idiolect |  |  |  |  |  |  |
| Linguistic terminology |  |  |  |  |  |  |
| Parts of speech (word classes) |  |  |  |  |  |  |
| Main and subordinate clauses (no comma splice!) |  |  |  |  |  |  |
| Clauses and phrases |  |  |  |  |  |  |
| Modal verbs, interrogative & imperative |  |  |  |  |  |  |
| **SPOKEN ENGLISH** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Speeches and presenting arguments |  |  |  |  |  |  |
| Oracy stems |  |  |  |  |  |  |
| Formal debating |  |  |  |  |  |  |
| Improvising and performing scripts |  |  |  |  |  |  |
| Skills for reading aloud (esp. verse) |  |  |  |  |  |  |
| Rhetorical devices |  |  |  |  |  |  |
| **KNOWLEDGE OF SPECIFICATIONS** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| GCSE English |  |  |  |  |  |  |
| GCSE Literature |  |  |  |  |  |  |
| A Level Literature |  |  |  |  |  |  |
| Other KS 5 (Drama, Film,  Media  Language) |  |  |  |  |  |  |
| KS3 success criteria and the Literacy Strategy |  |  |  |  |  |  |
| Step-up to GCSE (AQA) |  |  |  |  |  |  |
| **ASSESSMENT FOR LEARNING FOR ENGLISH SPECIALISTS** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Use of data for target setting |  |  |  |  |  |  |
| Formative feedback |  |  |  |  |  |  |
| Summative marking |  |  |  |  |  |  |
| Grading and judgement of quality |  |  |  |  |  |  |
| **DIFFERENTIATION AND INCLUSION FOR ENGLISH SPECIALISTS** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Scaffolding for all abilities |  |  |  |  |  |  |
| Planning across the ability range |  |  |  |  |  |  |
| E.A.L. |  |  |  |  |  |  |
| **ICT IN ENGLISH** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Desktop publishing |  |  |  |  |  |  |
| Use of MS Word for the drafting process |  |  |  |  |  |  |
| Powerpoint and interactive whiteboards |  |  |  |  |  |  |
| Internet as a resource – planning and student use |  |  |  |  |  |  |
| **ENGLISH and PEDAGOGY** | | | | | | |
| Detail | Audit | What I need for development | Nov | Mar | Jun | Evidence |
| Setting of learning objectives |  |  |  |  |  |  |
| Planning for single lessons and SOW |  |  |  |  |  |  |
| Effective starters |  |  |  |  |  |  |
| Using questioning  for effective learning |  |  |  |  |  |  |
| Blooms taxonomy |  |  |  |  |  |  |
| Plenaries and mini-plenaries for AfL |  |  |  |  |  |  |