



Leeds Trinity  
University

## Secondary PGCE

### SUBJECT KNOWLEDGE AUDIT 2025-26 ENGLISH

NAME	DATE

#### Purpose of the Audit

This audit helps you to identify your strengths and areas for development in relation to your subject and curriculum knowledge for English. This document will be used as a basis for subject specific target setting which will enable you to develop key areas of subject knowledge. The audit will also enable you to monitor and chart your progress in specific areas of subject development over the course of the PGCE year. There are three sections of the audit to complete:

1. Identify your knowledge in areas of literature and language prefaced with numbers to identify points in the course as seen below. As the year progresses, you will add to this based on your own subject development and what you have taught. This will be identification of specific texts and writers. There is also space for you to note your knowledge around key stages 2 and 5 (the key stages before and after those for which you are training to teach).

September 2025: 1

End stage 1 2025: 2

End stage 2 2026: 3

End of PGCE course 2026: 4

2. For each of the elements of the Key stage three and Key stage four curriculum, identify your confidence level at progressive points in the year. This will be according to 'traffic light' system of Red (R) as lacking confidence, amber (A) as some confidence and (G) as strong levels of confidence with both the knowledge and the capacity to teach that thing.
3. At each stage of the course, you identify three specific subject related targets. This focus should be informed by both your completion of sections 1 and 2 of this audit and your knowledge of what you will be teaching in school whilst on placement.

**English Literature** (Literature written in English, not necessarily in Britain).

<b>Poetry before 1900</b>
<b>Poetry after 1900</b>

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<b>Drama before 1900</b>
<b>Drama after 1900</b>

<b>Prose before 1900</b>
<b>Prose after 1900</b>

<b>Contemporary fiction for teens</b>

<b>Non-fiction and media texts</b>

<b>Key stage 2 – National Curriculum</b>	
<b>Key stage 5 – examination specifications for A level English</b>	

<b>Literature, Language and Lang Lit</b>	
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Label the tables below at each stage of the course as follows:

Little confidence R

Some confidence A

Confidence in knowledge G

Confidence to teach it G+

Curriculum area	September 2025	December 2025	March 2026	June 2026
KS3 reading				
Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.				
Recognise a range of poetic conventions and understanding how these have been used.				
Study setting, plot, and characterisation, and the effects of these.				
Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.				
Make critical comparisons across texts.				

<b>KS3 Writing</b>				
Write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; a range of other narrative and non-narrative texts, including arguments, and personal and formal letters				
Summarise and organise material, and support ideas and arguments with any necessary factual detail.				
Apply growing knowledge of vocabulary, grammar and text structure to writing and selecting the appropriate form.				
Draw on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of writing.				
Plan, draft, edit and proof-read through: considering how writing reflects the audiences and purposes for which it was intended; amending the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness; paying attention to accurate grammar, punctuation and spelling; applying spelling patterns and rules.				
<b>KS3 Grammar</b>				
Extend and apply the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.				

Study the effectiveness and impact of the grammatical features of texts read.				
Draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in writing and speech to achieve particular effects.				
Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English				
Use Standard English confidently in writing and speech				
Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.				
<b>KS3 Spoken English</b>				
Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.				
Give short speeches and presentations, expressing own ideas and keeping to the point.				
Participate in formal debates and structured discussions, summarising and/or building on what has been said.				
Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.				

Curriculum area	September 2025	December 2025	March 2026	June 2026
KS4 Reading				
Read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes identifying and interpreting themes, ideas and information.				
Draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.				
Identify and interpret themes, ideas and information.				
Explore aspects of plot, characterisation, events and settings, the relationships between them and their effects.				
Seek evidence in the text to support a point of view, including justifying inferences with evidence.				
Distinguish between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence.				

Analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate their effectiveness and impact.				
Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.				
<b>KS4 Writing</b>				
Adapt writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.				
Select and organise ideas, facts and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis.				
Select, and use judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and use Standard English where appropriate.				
Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation].				
Revise, edit and proof-read through: reflecting on whether their draft achieves the intended impact; restructuring writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness; paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.				
<b>KS4 Grammar and vocabulary</b>				

Study the effectiveness and impact of grammar and vocabulary in texts read.				
Draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in writing and speech to achieve particular effects.				
Analyse some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.				
Use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.				
<b>KS4 Spoken English</b>				
Use Standard English when the context and audience require it.				
Work effectively in groups of different sizes and take on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.				
Listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.				
Plan for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.				

Listen and respond in a variety of different contexts, both formal and informal, and evaluate content, viewpoints, evidence and aspects of presentation.				
Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.				

## Subject and curriculum knowledge target setting

**September 2025 (beginning of stage 1)**

Target	Actions to be taken

**December 2025 (end of stage 1)**

Target	Actions to be taken


**March 2026 (end stage 2)**

Target	Actions to be taken


**June 2026 (end of course, Early career subject targets)**

Target	Actions to be taken

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