

English Feedback Prompts

Substantive knowledge

Trainees' substantive knowledge should be evident in both their planning and their teaching:

- Understand the term Standard English
- The difference between dialect and accent
- The importance of sound discernment and phonological development
- Define the technical terms associated with phonics
- Be able to segment words by phoneme
- Know the eight main word classes
- Define a sentence, the different types of sentences (Exclamation, simple and complex, commands, statements) and explain the differences between a simple, compound and complex sentence
- Define the terms clause, phrase, subject, object and predicate
- Define the word classes, using the terms pronouns, determiners, adjectives, verbs, adverbs, conjunctions and prepositions
- Explain the differences between a simple, compound and complex sentence and identify the components of sentences
- Know the text structure and language features of a range of genres and language features of non-fiction texts e.g. recounts, reports, explanations, instructions, persuasion and discussion
- Have a working knowledge of texts suitable for the classroom
- Understand the features of poetry e.g. onomatopoeia, assonance, alliteration, personification, metaphor, simile and rhythm
- Explain and use a range of punctuation marks
- Understand the distinction between transcription and composition
- Understand how to form cursive script and be a good model for pupils
- Understand the writing process and appreciate the cognitive demands made on children by the writing process

Disciplinary knowledge

Disciplinary knowledge refers to the methods and behaviours of working as a designer. This could include an emphasis on problem solving and collaborative learning (effective teamwork) as well as, for example, investigation and communication.

Preparing children to look and think like an author, writer or poet
Objectives clearly linked to the discussion, modelling and independent task
Knowledge of how an author uses language and sentence structure, to provoke a response in a reader
Reading experiences that focus on supporting 'in the moment reading' (understanding of constant comprehension monitoring skills, drawing on syntactic and semantic knowledge and understanding), as well as reflections after reading (deeper comprehension) to support an understanding of how the writer's thought process worked
Exploratory talk and discussion, underpinning reading and writing
Tasks supported by and drawing upon prior knowledge and experiences to develop knowledge of how to draw on previous experiences to infer meaning
Modelling the processes and strategies that good readers and writers use e.g. decoding, a vital step in the reading process
Development of explicit reading skills (prediction, making connections to personal experience, comparing texts, articulating preferences, inferring meaning and summarising the story), using their subject knowledge of texts and technical features of language to extend and deepen children's understanding of the differences between different narrative and nonfiction writing
Planned time dedicated to editing and reviewing writing where the teacher demonstrates successful writing (modelling), to develop the knowledge of how writers use editing and proofreading to refine and improve their compositions
Knowledge of how writers use grammar and punctuation to create effect in writing
Discussion around language resulting in the creation of shared vocabulary and working walls
Developing disciplinary knowledge through teaching children to 'think' like authors, writers and poets and 'work' as such

