

English Subject Specific Target exemplars:

This is a working document, intended to support the setting of subject specific targets on lesson observation forms and at weekly mentor meetings. Ideas for English specific targets are here and can be adapted. Targets can require wider thinking and revisiting of prior learning at any stage in the course where it would be helpful to a trainee.

Target area:	Possible English Targets	Suggested activities to achieve this
Curriculum	Develop an understanding of how KS3 and KS4 are sequenced.	<ul style="list-style-type: none"> Study scheme of work to identify key skills within the components (Reading / Writing/ Speaking) and how they change and develop over the different year groups.
	Develop the ability to plan schemes of work.	<ul style="list-style-type: none"> Work with X (colleague) on the development of part of the scheme of work for KS3 / KS4.
	Become familiar with GCSE question types.	<ul style="list-style-type: none"> Become familiar with GCSE question types.
	Shadow marking of mock exams.	<ul style="list-style-type: none"> Pencil-mark mock papers using the mark scheme, review with mentors / observe mentor marking a section / set of questions.
Subject knowledge	Understand the level of knowledge required by KS4 students in the topic of X.	<ul style="list-style-type: none"> Answer exam paper questions to develop knowledge of X and consider the knowledge and skills required by students.
	Consider the foundational concepts and knowledge of X and how mastery of this topic is achieved and assessed.	<ul style="list-style-type: none"> Work with expert colleagues to understand the essential concepts, knowledge, skills and principles of X.
	Develop knowledge of language and literature for the required KS3 and KS4 courses.	<ul style="list-style-type: none"> Update your subject-knowledge audit, to address any gaps in your current knowledge, with evidence of how you have moved your subject knowledge on. Attend public lectures at the University/ online CPD (or the like) on the topic of....
	Include strategies to develop students' critical / analytical thinking.	<ul style="list-style-type: none"> Observe how an experienced teacher does this. Model how to select the best knowledge to support answers.
	Integrate knowledge of careers into the subject knowledge.	<ul style="list-style-type: none"> Make an activity specific to a career.
Teaching & Learning / Pedagogy	Consider how to introduce new material by linking to prior learning.	<ul style="list-style-type: none"> Create / incorporate tasks which link to students' prior learning and explicitly link these to new material.
	Learn how to develop students' understanding of abstract ideas by modelling new processes and ideas	<ul style="list-style-type: none"> Practise using modelling to explain the key features of X.
	Increase the level of challenge for students capable of higher-level critical / analytical thinking.	<ul style="list-style-type: none"> Put together a short reading and watching list for students. Develop an essay writing task that encourages and enables more-able students to do their own research and structure extended writing with less scaffolding.

Target area:	Possible English Targets	Suggested activities to achieve this
	Develop understanding of higher tier vocabulary / literary terms / devices and how to teach them.	<ul style="list-style-type: none"> • Use the Frayer model to teach a new word/term e.g. juxtapose / caesura.
	Think how a numeracy skills / logic can be incorporated into your lessons.	<ul style="list-style-type: none"> • Use a numerical data set / online database as a resource in class.
Assessment	Develop the necessary skills for pupils to succeed in exams.	<ul style="list-style-type: none"> • Analyse sample exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer looks like'. Use this to support students in developing the necessary skills needed to succeed in English assessments.
	Design an assessment to end a specific sequence of learning or lesson.	<ul style="list-style-type: none"> • Consider the objectives of the learning sequence and consider the best way to assess students' knowledge.
	Understand in detail what is required for students to succeed in the KS4/KS5 exams	<ul style="list-style-type: none"> • Shadow mark GCSE/A Level English exam questions and bring them to a mentor meeting for moderation. • Read the examiners' reports for previous years.
	Gain greater experience of KS5 independent critical study	<ul style="list-style-type: none"> • Read the exam spec requirements for the independent critical study and observe teaching of this part of A level.
	Design as assessment to end a specific sequence.	<ul style="list-style-type: none"> • Return to work done already on assessment and think about what learning from the sequence is to be assessed and the best way to achieve this.