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| **Self-audit** Complete the following audit of your skills and understanding in this subject area. Choose one box for each area and rate this (Grey, Amber, Green, Purple):  **Grey**: no knowledge /confidence in this area and/or no experience.  (Only grade yourself grey if you have no experience whatsoever of a particular aspect).  **Amber**: some knowledge in this area and/or limited experience and in need of further development  **Green**: good knowledge in this area and /or some experience  **Purple**: totally confident in my knowledge of this area and/or lots of experience  The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan. |

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| **Foreign language 1: (please state)** |  |
| **Foreign language 2: (please state)** |  |

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| **Subject Area:** | | **Modern foreign languages (MFL)** | **Baseline** | **Autumn** | | **Spring** | | | **Summer** |
| **Subject knowledge** | | | | | | | | | |
| **SK 1** | **Personal skills/confidence in foreign languages (FL) (up to 2 FL)** | | | | | | | | |
| SK  1.1 | Ability to speak the foreign language(s) fluently in a range of registers and situations with appropriate accent and intonation. | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  1.2 | Ability to understand the foreign language(s) when spoken at native speaker speed in a range of registers and situations | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  1.3 | Ability to write accurately in the foreign language(s) in a variety of registers and for a variety of purposes | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  1.4 | Ability to read the foreign language(s) with a clear understanding of the topic(s) being covered. | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| **SK 2** | **Knowledge of contemporary life and culture in the foreign country / countries** | | | | | | | | |
| SK  2.1 | Customs and Festivals | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  2.2 | Popular Culture (cinema, music, TV, media) | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  2.3 | History and cultural heritage | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  2.4 | Artistic Life (literature, painting, etc.) | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  2.5 | Politics and current affairs | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| **SK 3** | **Grammar and linguistic structures** | | | | | | | | |
| SK  3.1 | How confident would you be explaining grammar to KS3 pupils? | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.2 | How confident would you be explaining grammar to KS4 students? | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.3 | How confident would you be explaining grammar to KS5 students? | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.4 | **Nouns**   * gender * number – singular and plural forms | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.5 | **Article** (rules and usage in expressions)   * definite * indefinite * partitive *(combining with article and negation)* | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.6 | **Adjectives**   * agreement *(rules on formation as appropriate)* * position * comparative and superlative – formation and use – regular and irregular forms * demonstrative adjectives * possessive adjectives * indefinite adjectives * possessive adjectives * interrogative adjectives | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.7 | **Adverbs** (formation and use)   * rules for formation of regular adverbs * rules for other groups / exceptions * comparative and superlative regular / irregular forms * adverbs of time and place * adverbial phrases * inversion after adverbs | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.8 | **Qualifiers and intensifiers**   * e.g. trop, bastante, etc. for language(s) studied | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  3.9 | **Pronouns**   * personal: all subjects including impersonal use (e.g. on / uno) * reflexive (including use with infinitive) * relative *(subject and object as appropriate)* * direct object pronouns * indirect object pronouns * where appropriate, position and order of direct and indirect object pronouns and rules of agreement. * possessive pronouns *(e.g. el mío*, *la mienne)* * disjunctive / emphatic pronouns * demonstrative pronouns * indefinite pronouns * interrogative pronouns * other pronouns *(e.g. y, en in French)* * position of pronouns where more than one is used | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.10 | **Verbs**   * regular and irregular forms of verbs, including all persons of the verbs singular and plural. | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.11 | **General**   * positive forms * negative forms * interrogative forms * modes of address – formal and informal * impersonal verbs *(e.g. French il faut)* * verbs followed by an infinitive * verbs linked to an infinitive by a preposition | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.12 | **Conjugation** (Present, future, past)   * present tense * present continuous *(where appropriate)* * future tense * immediate future with “to go” *(e.g. aller / ir a + infinitive)* * conditional tense * future perfect * conditional perfect * imperfect tense * perfect tense (regular and irregular) to include formation of past participle and agreements as appropriate * past historic / simple past tense * pluperfect tense | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.13 | **Other verb forms / uses**   * the perfect infinitive * dependent infinitives *(e.g faire réparer)* * the present participle *(formation and use)* * the subjunctive mood present tense *(formation* *and use)* * the subjunctive mood imperfect tense *(formation and use)* * expressions followed by the subjunctive * the passive voice in different tenses * direct and indirect speech * inversion of verb after speech | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.14 | **Prepositions**   * knowledge and use of prepositions | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.15 | **Conjunctions**   * knowledge and use of conjunctions | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.16 | **Number**   * numbers – cardinal and ordinal * numbers up to millions | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.17 | **Quantity**   * common expressions of time | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 3.18 | **Time**   * normal clock * 24 hour clock * expressions of time | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| **SK 4** | **Grammar and linguistic structures** | | | | | | | | |
| SK  4.1 | How aware are you of KS3 topic areas? | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.2 | **GCSE themes and topics**  How aware are you of KS4 topic areas?  *(AQA list below given as example – detailed break-down in “AQA General Certificate of Education [choose language] Specification” – French 8658, German 8668, Spanish 8698, Italian 8633, Chinese 8673) Vocabulary lists for each topic area are provided in the document for each language and should be consulted with this list of themes and topics.* | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.3 | **Me, my family and friends**   * relationships with family and friends * marriage/partnership | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.4 | **Technology in everyday life**   * social media * mobile technology | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.5 | **Free-time activities**   * music * cinema and TV * food and eating out * sport | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.6 | **Customs and festivals**   * customs and festivals in the target countries/communities | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.7 | **Home, town, neighbourhood and region**   * home, town, neighbourhood and region | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.8 | **Social issues**   * charity/voluntary work * healthy/unhealthy living | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK  4.9 | **Global issues**   * the environment * poverty/homelessness | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.10 | **Travel and tourism**   * travel and tourism | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.11 | **Current and future study and employment**   * my studies * life at school/college * education post-16 * jobs, career choices and ambition | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.12 | How aware are you of KS5 topic areas?  *The AS/A-Level themes and topics given below would be a useful checklist to determine the knowledge of contemporary life and culture of the target language country. It is not envisaged that every trainee would have an intimate knowledge of all of these areas – trainees in 11-16 schools may use this for reference / guidance. There are also optional topic lists for each language of literary and non-literary topics which are not given below. These can be checked in the Approved Specifications of each Examination Body.*  *AQA list is given as example – all topic areas listed below would refer to the culture of the target language country* | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.13 | **Social trends**  French   * the changing nature of family * the cyber-society * the place of voluntary work   Spanish   * modern and traditional values * cyberspace * equal rights   German   * the changing state of the family * the digital world * youth culture: fashion and trends, music, television | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.14 | **Artistic culture**  French   * a culture proud of its heritage * contemporary francophone music * cinema: the 7th Art Form   Spanish   * modern day idols * spanish regional identity * cultural heritage   German   * festivals and traditions * art and architecture * cultural life in Berlin, past and present | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.15 | **Social issues**  French   * positive features of a diverse society * life for the marginalised * how criminals are treated   Spanish   * immigration * racism * integration   German   * immigration * integration * racism | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| SK 4.16 | **Aspects of political life**  French   * teenagers, the right to vote and political commitment * demonstrations, strikes – who holds the power * politics and immigration   Spanish   * today's youth, tomorrow's citizens * monarchies and dictatorships * popular movements   German   * Germany and the European Union * politics and youth * German re-unification and its consequences | | FL 1 | |  | |  |  | |
| FL 2 | |  | |  |  | |
| **Knowledge of subject-specific pedagogy.** | | | | | | | | | |
| P1 | How confident are you about your ability to sustain the use of the target language in the classroom for classroom management? | |  |  | |  | | |  |
| P2 | How confident are you about your ability to sustain the use of the target language in the classroom for all teaching activities? | |  |  | |  | | |  |
| P3 | How confident would you be in using phonics to teach the sound-spelling links in a language? | |  |  | |  | | |  |
| P4 | How confident would you feel organising pair and group work to enable children to have frequent opportunities to practise the language? | |  |  | |  | | |  |
| P5 | Modern foreign language learning teachers make use of many non-verbal cues in the classroom to present and practice vocabulary and structures. How would you rate your ability to design such materials? | |  |  | |  | | |  |
| P6 | Making use of ICT and providing opportunities in your subject for development of students’ ICT skills are now part of the new standards. How well developed are your ICT skills to allow you to do this? | |  |  | |  | | |  |
| P7 | Assessment for learning is now a well- established part of pedagogy and practice – how well informed are you about this? | |  |  | |  | | |  |
| P8 | Do you feel that you have the patience needed to create a positive learning climate where pupils are not afraid to take risks? | |  |  | |  | | |  |
| P9 | How confident would you feel in helping children to explore the patterns and sounds of the language, linking spelling, sound and meaning? | |  |  | |  | | |  |
| P10 | Are you aware of how MFL can be differentiated to allow all children with diverse needs to access it appropriately? | |  |  | |  | | |  |
| P11 | How would you rate your understanding of the statutory requirements of the MFL National Curriculum in KS2 and KS3? | |  |  | |  | | |  |
| P12 | To what extent could you relate MFL to other subjects across the curriculum, especially literacy in English? | |  |  | |  | | |  |
| **Knowledge of subject assessment and development.** | | | | | | | | | |
| A1 | How aware are you of the differences between summative and formative assessment? | |  |  | |  | | |  |
| A2 | How aware are you of the requirements of the new Programmes of Study in relation to assessment? | |  |  | |  | | |  |
| A3 | How aware are you of assessment at GCSE level? | |  |  | |  | | |  |
| A4 | How aware are you of assessment at GCE (AS / A) level? | |  |  | |  | | |  |
| A5 | How aware are you of the new exam specifications? | |  |  | |  | | |  |

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| **Child and adolescent development within your subject** | | | | | |
| D1 | How would you rate your understanding of the way progression in the National Curriculum relates to children’s development? |  |  |  |  |
| D2 | How aware are you of the expected levels of attainment at the end of KS3 and KS4? |  |  |  |  |
| D3 | Do you feel that you will be able to enthuse all students to take part in language lessons especially the shy and those who may be struggling? |  |  |  |  |

1. Once the audit is complete, please carry out the pre-course task (before starting your training course).
2. Task Bank 1 is to be completed prior to the training day.
3. Task Bank 2 is to be completed after the training day.

***Task Banks are accessible on Moodle via the Carmel website.***

**Evidence of subject knowledge development**

What work have you done to develop your subject knowledge? Evidence what you did to improve your subject knowledge in the boxes below.

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| --- | --- | --- |
| Term 1 | September/ October | November/ December |

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| --- | --- | --- |
| Term 2 | January/ February | March/ April |

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| --- | --- | --- |
| Term 3 | May/ June | June/ July |

Notes:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mentor) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainer) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Guidance notes and definitions**

**Subject knowledge development** – ITT should address core content knowledge in teaching subjects with appropriate rigour, including the definition and scope of the subject, why it matters and the concepts that underpin it. ***This audit should cover subject knowledge at KS3 & 4 and address themes from various examination boards.***

**Subject-specific pedagogy** – ITT should address subject-specific issues such as***:*** phases of progression within the subject; common misconceptions in the subject; linkages between subjects; and, most importantly, how to make it accessible and meaningful to learners at different abilities and stages of development.

**Assessment and development** – ITT should equip new teachers to be confident in assessing pupil development & progress, using summative as well as formative approaches. ITT should also introduce new teachers to important concepts in assessment (such as validity, reliability, norm referencing and criterion referencing). New teachers should be taught how to work with pupil data (for example, using data in their planning or target setting).

**Child and adolescent development** – ITT should provide new teachers with a grounding in child and adolescent development, including ***emotional and social development***, which will underpin their understanding of other issues such as pedagogy, assessment, behaviour, mental health and SEND. ITT should also introduce new teachers to strategies ***for character education and supporting pupil wellbeing.*** •