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| **SUBJECT KNOWLEDGE AUDIT**  **MFL 2024-25** |  | Secondary PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training. For each item you are asked to rate your level of knowledge or understanding.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge, or which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Choose a colour for each date, and fill the boxes below.** | **Pre-course** | **End-Stage A** | **Mid-Stage B** | **End-Stage B** |
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e.g. by middle of Stage B, it might look like this:

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| **Pre-course** | **End-Stage A** | **Mid-Stage B** | **End-Stage B** |

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| **Curriculum content** | **Limited level. Action required before teaching.** | **Fair level. Further study required before teaching.** | **Good level. Fairly confident to teach.** | **Excellent level. Fully prepared to teach.** |
| KS2 programme of study |  |  |  |  |
| KS3 programme of study |  |  |  |  |
| GCSE subject content |  |  |  |  |
| AS and A level subject content |  |  |  |  |

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| **Section 1: Curriculum content** |

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|  | **Limited level. Action required before teaching.** | **Fair level. Further study required before teaching.** | **Good level. Fairly confident to teach.** | **Excellent level. Fully prepared to teach.** |
| [KS2 Programme of Study for Languages 2013](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  How aware are you of the MFL pupils will have been taught before KS3? |  |  |  |  |
| [KS3 Programme of Study for Languages 2013](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study)  How aware are you of the content of the KS3 curriculum? |  |  |  |  |
| [GCSE subject content for MFL 2015](https://www.gov.uk/government/publications/gcse-modern-foreign-languages)  How aware are you of the content of a GCSE in MFL and how this builds on what is taught at KS3?  [French, German and Spanish GCSE subject content (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076402/FGS_subject_content_09_05_2022.pdf) How aware are you of planned changes to GCSE in your subject? |  |  |  |  |
| [AS and A level subject content for MFL](https://www.gov.uk/government/publications/gce-as-and-a-level-modern-foreign-languages)  How aware are you of the content of an A level in MFL and how this builds on what is taught at KS4? |  |  |  |  |

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| **Section 2: Mastery of language** |
| **French (taken from DfE GCSE Subject content, 2015)**  The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.  **This is my first / second / third language (please highlight).**  **If you have no French, leave this section blank.** |

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| **Grammatical Knowledge** | | **Limited level. Action required before teaching.** | **Fair level. Further study required before teaching.** | **Good level. Fairly confident to teach.** | **Excellent level. Fully prepared to teach.** |
| Nouns: | gender; |  |  |  |  |
|  | singular and plural forms; |  |  |  |  |
| Articles: | definite, indefinite and partitive, including use of *de* after negatives; |  |  |  |  |
| Adjectives: | agreement; |  |  |  |  |
| position; |  |  |  |  |
| comparative and superlative: regular and *meilleur;* |  |  |  |  |
| demonstrative (*ce, cet, cette, ces*) ; |  |  |  |  |
| indefinite (*chaque, quelque*); |  |  |  |  |
| possessive; |  |  |  |  |
| interrogative (*quel, quelle*); |  |  |  |  |
| *Higher:* | comparative and superlative, including *meilleur, pire;* |  |  |  |  |
| Adverbs: | comparative and superlative: regular; |  |  |  |  |
|  | interrogative (*comment, quand*); |  |  |  |  |
|  | adverbs of time and place (*aujourd’hui, demain, ici, là-bas*) ; |  |  |  |  |
|  | common adverbial phrases; |  |  |  |  |
| *Higher :* | comparative and superlative, including *mieux, le mieux;* |  |  |  |  |
| Quantifiers/  Intensifiers: | *très, assez, beaucoup, peu, trop ;* |  |  |  |  |
| Pronouns : | personal: all subjects, including *on;* |  |  |  |  |
|  | reflexive; |  |  |  |  |
|  | relative: *qui, que* (R); |  |  |  |  |
|  | object: direct and indirect (R); |  |  |  |  |
|  | position and order of object pronouns (R); |  |  |  |  |
|  | disjunctive/emphatic ; |  |  |  |  |
|  | demonstrative (*ça, cela*) ; |  |  |  |  |
|  | indefinite (*quelqu’un*) ; |  |  |  |  |
|  | interrogative (*qui, que) ;* |  |  |  |  |
|  | use of *y, en* (R); |  |  |  |  |
| *Higher:* | use of *y*, *en*; relative: *que, dont* (R); object: direct and indirect; |  |  |  |  |
|  | demonstrative (*celui*) (R); |  |  |  |  |
|  | position and order of object pronouns; |  |  |  |  |
|  | possessive (*le mien*) (R); |  |  |  |  |
| Verbs: | regular and irregular verbs, including reflexive verbs; |  |  |  |  |
|  | all persons of the verb, singular and plural; |  |  |  |  |
|  | negative forms; |  |  |  |  |
|  | interrogative forms; |  |  |  |  |
|  | modes of address: *tu, vous;* |  |  |  |  |
|  | impersonal verbs *(il faut);* |  |  |  |  |
|  | verbs followed by an infinitive, with or without a preposition; |  |  |  |  |
| Tenses: | present; |  |  |  |  |
|  | perfect; |  |  |  |  |
|  | imperfect: *avoir, être and faire ;* |  |  |  |  |
|  | other common verbs in the imperfect tense (R); |  |  |  |  |
|  | immediate future; |  |  |  |  |
|  | future (R); |  |  |  |  |
|  | conditional: *vouloir and aimer;* |  |  |  |  |
|  | pluperfect (R); |  |  |  |  |
|  | passive voice: present tense (R) ; |  |  |  |  |
|  | imperative; |  |  |  |  |
|  | present participle (R) ; |  |  |  |  |
| *Higher :* | passive voice: future, imperfect and perfect tenses (R); |  |  |  |  |
|  | perfect infinitive; |  |  |  |  |
|  | present participle, including use after *en*; |  |  |  |  |
|  | subjunctive mood: present, in commonly used expressions (R); |  |  |  |  |
| Prepositions: | common prepositions e.g. *à, au, à l’, à la, aux; de, du, de l’, de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers ;* |  |  |  |  |
|  | common compound prepositions e.g. *à côté de; près de; en face de, à cause de; au lieu de ;* |  |  |  |  |
| Conjunctions: | common coordinating conjunctions e.g. *car; donc; ensuite; et; mais; ou; ou bien; puis ;* |  |  |  |  |
|  | common subordinating conjunctions e.g. *comme; lorsque; parce que; puisque; quand; que; si ;* |  |  |  |  |
| Number, quantity, dates and time: | including use of *depuis* with present tense; |  |  |  |  |
| *Higher:* | use of *depuis* with imperfect tense. |  |  |  |  |

**Please use the same colour system to rate your command of the following in French:**

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| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
|  | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Range of vocabulary |  | |  | |  | |  | |
| Use of idiomatic expression |  | |  | |  | |  | |
| Pronunciation |  | |  | |  | |  | |
| Fluency |  | |  | |  | |  | |
| Spelling |  | |  | |  | |  | |
| Classroom instruction language |  | |  | |  | |  | |
| Cultural awareness - geography, history, literature, music, art, media, traditions, festivals, politics etc. |  | |  | |  | |  | |

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| **Spanish (taken from DfE GCSE Subject content, 2015)**  The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.  **This is my first / second / third language (please highlight).**  **If you have no Spanish, leave this section blank.** | | | | | | | | | |
| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
| **Grammatical Knowledge** | | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Nouns: | gender; |  | |  | |  | |  | |
|  | singular and plural forms; |  | |  | |  | |  | |
| Articles: | definite, indefinite, *lo* plus adjective (R); |  | |  | |  | |  | |
| Adjectives: | agreement; |  | |  | |  | |  | |
|  | position; |  | |  | |  | |  | |
|  | comparative and superlative: regular and *mayor, menor, mejor, peor;* |  | |  | |  | |  | |
|  | demonstrative *(este, ese, aquel);* |  | |  | |  | |  | |
|  | indefinite *(cada, otro, todo, mismo, alguno);* |  | |  | |  | |  | |
|  | possessive, short form (*mi*); |  | |  | |  | |  | |
|  | possessive, long form (*mío*) (R); |  | |  | |  | |  | |
|  | interrogative (*cuánto, qué*); |  | |  | |  | |  | |
| *Higher:* | comparative and superlative; |  | |  | |  | |  | |
|  | possessive, short and long forms (*mi, mío*); relative (*cuyo*); |  | |  | |  | |  | |
| Adverbs: | formation; |  | |  | |  | |  | |
|  | comparative and superlative: regular; |  | |  | |  | |  | |
|  | interrogative (*cómo, cuándo, dónde*); |  | |  | |  | |  | |
|  | adverbs of time and place (*aquí, allí, ahora, ya*); |  | |  | |  | |  | |
|  | common adverbial phrases; |  | |  | |  | |  | |
| *Higher :* | comparative and superlative; |  | |  | |  | |  | |
| Quantifiers/  Intensifiers: | *(muy, bastante, demasiado, poco, mucho);* |  | |  | |  | |  | |
| Pronouns : | subject and object; |  | |  | |  | |  | |
|  | position and order of object pronouns (R); |  | |  | |  | |  | |
|  | reflexive; |  | |  | |  | |  | |
|  | relative: *que;* |  | |  | |  | |  | |
|  | relative: *quien, lo que* (R); |  | |  | |  | |  | |
|  | disjunctive (*conmigo, para mí);* |  | |  | |  | |  | |
|  | demonstrative (*éste, ése, aquél, esto, eso, aquello);* |  | |  | |  | |  | |
|  | indefinite (*algo,*  *alguien);* |  | |  | |  | |  | |
|  | interrogative (*cuál, qué, quién*); |  | |  | |  | |  | |
| *Higher:* | object ; |  | |  | |  | |  | |
|  | position and order of object pronouns; |  | |  | |  | |  | |
|  | relative: all other uses including *quien, lo que, el que, cual;* |  | |  | |  | |  | |
|  | demonstrative (*celui*) (R); |  | |  | |  | |  | |
|  | possessive (*el mío, la mía*); |  | |  | |  | |  | |
| Verbs: | regular and irregular verbs, including reflexive verbs;; |  | |  | |  | |  | |
|  | all persons of the verb, singular and plural; |  | |  | |  | |  | |
|  | modes of address: *tú* and *usted*; |  | |  | |  | |  | |
|  | radical-changing verbs; |  | |  | |  | |  | |
|  | negative forms; |  | |  | |  | |  | |
|  | interrogative forms; |  | |  | |  | |  | |
|  | reflexive constructions *(se puede, se necesita, se habla);* |  | |  | |  | |  | |
|  | uses of *ser* and *estar*; |  | |  | |  | |  | |
| Tenses: | present indicative; |  | |  | |  | |  | |
|  | present continuous; |  | |  | |  | |  | |
|  | preterite; |  | |  | |  | |  | |
|  | imperfect: : in weather expressions with *estar, hacer*; |  | |  | |  | |  | |
|  | imperfect (R); |  | |  | |  | |  | |
|  | immediate future; |  | |  | |  | |  | |
|  | future (R); |  | |  | |  | |  | |
|  | perfect: most common verbs only; |  | |  | |  | |  | |
|  | conditional: *gustar* only in set phrases; |  | |  | |  | |  | |
|  | pluperfect (R); |  | |  | |  | |  | |
|  | gerund (R); |  | |  | |  | |  | |
|  | passive voice: present tense (R) ; |  | |  | |  | |  | |
|  | imperative: common forms including negative; |  | |  | |  | |  | |
|  | subjunctive, present: (R) in certain exclamatory phrases (¡*Viva! ¡Dígame!);* |  | |  | |  | |  | |
|  | subjunctive, imperfect: *quisiera*; |  | |  | |  | |  | |
|  | impersonal verbs: most common only; |  | |  | |  | |  | |
| *Higher :* | future; |  | |  | |  | |  | |
|  | imperfect; |  | |  | |  | |  | |
|  | imperfect continuous; |  | |  | |  | |  | |
|  | perfect; |  | |  | |  | |  | |
|  | pluperfect; |  | |  | |  | |  | |
|  | conditional; |  | |  | |  | |  | |
|  | passive voice (R); |  | |  | |  | |  | |
|  | gerund; |  | |  | |  | |  | |
|  | present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*); |  | |  | |  | |  | |
|  | imperfect subjunctive (R); |  | |  | |  | |  | |
| Prepositions: | common, including personal *a, por and para;* |  | |  | |  | |  | |
| Conjunctions: | common, including *y, pero, o, porque, como, cuando;* |  | |  | |  | |  | |
| Time: | use of *desde hace* with present tense (R); |  | |  | |  | |  | |
| *Higher:* | use of *desde hace* with present tense and imperfect tense (R). |  | |  | |  | |  | |

**Please use the same colour system to rate your command of the following in Spanish, e.g.:**

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| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
|  | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Range of vocabulary |  | |  | |  | |  | |
| Use of idiomatic expression |  | |  | |  | |  | |
| Pronunciation |  | |  | |  | |  | |
| Fluency |  | |  | |  | |  | |
| Spelling |  | |  | |  | |  | |
| Classroom instruction language |  | |  | |  | |  | |
| Cultural awareness - geography, history, literature, music, art, media, traditions, festivals, politics etc. |  | |  | |  | |  | |

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| **German (taken from DfE GCSE Subject content, 2015)**  The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.  **This is my first / second / third language (please highlight)**  **If you have no German, leave this section blank.** | | | | | | | | | |
| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
| **Grammatical Knowledge** | | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| The case system: | |  | |  | |  | |  | |
| Nouns: | gender; |  | |  | |  | |  | |
|  | singular and plural forms, including genitive singular and dative plural; |  | |  | |  | |  | |
|  | weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R); |  | |  | |  | |  | |
|  | adjectives used as nouns (*ein Deutscher*); |  | |  | |  | |  | |
| *Higher:* | weak nouns; |  | |  | |  | |  | |
| Articles: | definite and indefinite, *kein;* |  | |  | |  | |  | |
| Adjectives: | adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives; |  | |  | |  | |  | |
|  | adjectival endings after *etwas, nichts, viel, wenig, alles* (R); |  | |  | |  | |  | |
|  | comparative and superlative, including common irregular forms (*besser, höher, näher*); |  | |  | |  | |  | |
|  | demonstrative (*dieser, jeder*); |  | |  | |  | |  | |
|  | possessive; |  | |  | |  | |  | |
|  | interrogative (*welcher*); |  | |  | |  | |  | |
| *Higher:* | adjectival endings after *etwas, nichts, viel, wenig, alles*; |  | |  | |  | |  | |
| Adverbs: | comparative and superlative, including common irregular forms (*besser, lieber, mehr*); |  | |  | |  | |  | |
|  | interrogative (*wann, warum, wo, wie, wie viel*); |  | |  | |  | |  | |
|  | adverbs of time and place (*manchmal, oft, hier, dort*); |  | |  | |  | |  | |
|  | common adverbial phrases (*ab und zu, dann und wann, letzte Woche*, *nächstes Wochenende, so bald wie möglich*); |  | |  | |  | |  | |
| Quantifiers/Intensifiers: | *sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen;* |  | |  | |  | |  | |
| Pronouns : | personal, including man; |  | |  | |  | |  | |
|  | reflexive: accusative; |  | |  | |  | |  | |
|  | reflexive: dative (R); |  | |  | |  | |  | |
|  | relative: nominative; |  | |  | |  | |  | |
|  | relative: other cases (R) and use of *was* (R); |  | |  | |  | |  | |
|  | indefinite: *jemand, niemand*; |  | |  | |  | |  | |
|  | interrogative: *wer, was, was für;* |  | |  | |  | |  | |
|  | interrogative: *wen, wem* (R); |  | |  | |  | |  | |
| *Higher:* | reflexive: dative; |  | |  | |  | |  | |
|  | relative: all cases, and use of *was*; |  | |  | |  | |  | |
|  | interrogative: *wen, wem…* |  | |  | |  | |  | |
| Verbs: | regular and irregular verbs, including reflexive verbs; |  | |  | |  | |  | |
|  | modes of address: *du*, *Sie* and *ihr* (R); |  | |  | |  | |  | |
|  | impersonal (most common only, eg *es gibt, es geht, es tut weh*); |  | |  | |  | |  | |
|  | separable/  inseparable; |  | |  | |  | |  | |
|  | modal: present and imperfect tenses, imperfect subjunctive of *mögen*; |  | |  | |  | |  | |
|  | infinitive constructions *(um … zu …;* verbs with *zu* …) (R); |  | |  | |  | |  | |
|  | negative forms; |  | |  | |  | |  | |
|  | interrogative forms; |  | |  | |  | |  | |
| *Higher:* | infinitive constructions (*ohne … zu …; um ... zu ...;* verbs with *zu …,* eg *beginnen, hoffen, versuchen*; |  | |  | |  | |  | |
|  | modal: imperfect subjunctive of *können, sollen*; |  | |  | |  | |  | |
| Tenses: | present; |  | |  | |  | |  | |
|  | perfect: excluding modals; |  | |  | |  | |  | |
|  | imperfect/simple past: *haben, sein* and modals; |  | |  | |  | |  | |
|  | imperfect/simple past: other common verbs (R); |  | |  | |  | |  | |
|  | future; |  | |  | |  | |  | |
|  | pluperfect (R); |  | |  | |  | |  | |
|  | imperative forms; |  | |  | |  | |  | |
| *Higher:* | imperfect/simple past of common verbs; |  | |  | |  | |  | |
|  | conditional: *würde* with infinitive; |  | |  | |  | |  | |
|  | imperfect subjunctive in conditional clauses: *haben* and *sein*; |  | |  | |  | |  | |
| Prepositions: | fixed case and dual case with accusative and/or dative; |  | |  | |  | |  | |
|  | with genitive (R); |  | |  | |  | |  | |
| *Higher:* | with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*); |  | |  | |  | |  | |
| Clause structures: | main clause word order; |  | |  | |  | |  | |
|  | subordinate clauses, including relative clauses; |  | |  | |  | |  | |
| Conjunctions: | coordinating (most common, eg *aber, oder, und*); |  | |  | |  | |  | |
|  | subordinating (most common, eg *als, obwohl, weil, wenn*); |  | |  | |  | |  | |
| Number, quantity, dates and time: | including use of *seit* with present tense; |  | |  | |  | |  | |
| *Higher:* | use of *seit* with imperfect tense. |  | |  | |  | |  | |

**Please use the same colour system to rate your command of the following in German, e.g.:**

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| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
|  | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Range of vocabulary |  | |  | |  | |  | |
| Use of idiomatic expression |  | |  | |  | |  | |
| Pronunciation |  | |  | |  | |  | |
| Fluency |  | |  | |  | |  | |
| Spelling |  | |  | |  | |  | |
| Classroom instruction language |  | |  | |  | |  | |
| Cultural awareness - geography, history, literature, music, art, media, traditions, festivals, politics etc. |  | |  | |  | |  | |

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| **Do you have knowledge of any other language than the three above? Please state the language here:** | | | | | | | | |
| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
|  | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Basic Grammar - tenses, agreements, cases, word order, pronouns, relative pronouns etc. |  | |  | |  | |  | |
| Advanced Grammar - compound tenses, subjunctive, passive etc. |  | |  | |  | |  | |
| Range of vocabulary |  | |  | |  | |  | |
| Use of idiomatic expression |  | |  | |  | |  | |
| Pronunciation |  | |  | |  | |  | |
| Fluency |  | |  | |  | |  | |
| Spelling |  | |  | |  | |  | |
| Classroom instruction language |  | |  | |  | |  | |
| Cultural awareness - geography, history, literature, music, art, media, traditions, festivals, politics etc. |  | |  | |  | |  | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section 3: Pedagogy**  **How confident do you feel about teaching pupils to…**  *(taken from National Curriculum KS3 programme of study, 2013)* | | | | | | | | |
| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
| **Grammar and vocabulary** | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| … identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied |  | |  | |  | |  | |
| … use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate |  | |  | |  | |  | |
| … develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues |  | |  | |  | |  | |
| … use accurate grammar, spelling and punctuation |  | |  | |  | |  | |
| **Linguistic competence** | | | | | | | | |
| … listen to a variety of forms of spoken language to obtain information and respond appropriately |  | |  | |  | |  | |
| … transcribe words and short sentences that they hear with increasing accuracy |  | |  | |  | |  | |
| … initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address |  | |  | |  | |  | |
| … express and develop ideas clearly and with increasing accuracy, both orally and in writing |  | |  | |  | |  | |
| … speak coherently and confidently, with increasingly accurate pronunciation and intonation |  | |  | |  | |  | |
| … read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material |  | |  | |  | |  | |
| … read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture |  | |  | |  | |  | |
| … write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language |  | |  | |  | |  | |

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| **How confident do you feel about using technology to support your teaching?** | | | | | | | | |
| **Pre-course** | | **End-Stage A** | | **Mid-Stage B** | | **End-Stage B** |
|  | **Limited level. Action required before teaching.** | | **Fair level. Further study required before teaching.** | | **Good level. Fairly confident to teach.** | | **Excellent level. Fully prepared to teach.** | |
| Creating, renaming, moving, copying and deleting files? |  | |  | |  | |  | |
| Downloading and printing files? |  | |  | |  | |  | |
| Creating an Excel spreadsheet? |  | |  | |  | |  | |
| Using a database? |  | |  | |  | |  | |
| Creating an electronic presentation, e.g. PowerPoint or Prezi? |  | |  | |  | |  | |
| Sending and receiving email? |  | |  | |  | |  | |
| Using interactive whiteboards, e.g. Smartboard, Promethean? |  | |  | |  | |  | |
| Using tablets, e.g. iPads? |  | |  | |  | |  | |
| Using online forums or class blogs? |  | |  | |  | |  | |
| Using social media for educational purposes? |  | |  | |  | |  | |

**SKA Development Targets**

Set targets which match your audit - maximum of 3 per checkpoint.

Please include how you will achieve the target.

|  |  |  |
| --- | --- | --- |
|  | Target | How you will achieve this |
| Pre-course |  |  |
|  |  |  |
|  |  |  |
| End-Stage A |  |  |
|  |  |  |
|  |  |  |
| Mid-Stage B |  |  |
|  |  |  |
|  |  |  |
| End-Stage B for ECT induction |  |  |
|  |  |  |
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