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| **Subject Knowledge Audit: MFL** | | | | | | |
| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | | | |
| **Area of subject knowledge** | | **Self-assessment grade 1-4** | | | | |
|  | | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.** | **March At the end of the spring term** | **June At the end of the spring/summer term.** |
| **Curriculum content** | |  | | | | |
|  | How aware are you of the MFL pupils will have been taught before KS3? |  |  |  |  |  |
|  | How aware are you of the content of a GCSE in MFL and how this builds on what is taught at KS3? |  |  |  |  |  |
|  | How aware are you of the content of an A level in MFL and how this builds on what is taught at KS4? |  |  |  |  |  |
| **How confident do you feel about your command of MFL?** | |  |  |  |  |  |
| **1st language** | |  |  |  |  |  |
|  | Basic Grammar - tenses, agreements, cases, word order, pronouns, relative pronouns etc. |  |  |  |  |  |
|  | Advanced Grammar - compound tenses, subjunctive, passive etc. |  |  |  |  |  |
|  | Grammatical terminology |  |  |  |  |  |
|  | Range of vocabulary |  |  |  |  |  |
|  | Use of idiomatic expression |  |  |  |  |  |
|  | Pronunciation |  |  |  |  |  |
|  | Fluency |  |  |  |  |  |
|  | Spelling |  |  |  |  |  |
|  | Classroom language |  |  |  |  |  |
|  | Cultural awareness - cultural diversity, geography, history, literature, music, art, media, traditions, festivals, politics etc |  |  |  |  |  |
| **2nd language** | |  |  |  |  |  |
|  | Basic Grammar - tenses, agreements, cases, word order, pronouns, relative pronouns. |  |  |  |  |  |
|  | Advanced Grammar - compound tenses, subjunctive, passive etc. |  |  |  |  |  |
|  | Grammatical terminology |  |  |  |  |  |
|  | Range of vocabulary |  |  |  |  |  |
|  | Use of idiomatic expression |  |  |  |  |  |
|  | Pronunciation |  |  |  |  |  |
|  | Fluency |  |  |  |  |  |
|  | Spelling |  |  |  |  |  |
|  | Classroom language |  |  |  |  |  |
|  | Cultural awareness - cultural diversity, geography, history, literature, music, art, media, traditions, festivals, politics etc |  |  |  |  |  |
| **How confident do you feel about teaching pupils to…** | |  |  |  |  |  |
| **1st language** | |  |  |  |  |  |
| **Grammar and vocabulary** | … 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 |  |  |  |  |  |
| **2nd language** | |  |  |  |  |  |
| **Grammar and vocabulary** | … 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 |  |  |  |  |  |
| **How familiar are you with the following documents?** | |  |  |  |  |  |
|  | [KS2 Programme of Study for Languages 2013](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf) |  |  |  |  |  |
|  | [KS3 Programme of Study for Languages 2013](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study) |  |  |  |  |  |
|  | [GCSE subject content for MFL 2015](https://www.gov.uk/government/publications/gcse-modern-foreign-languages) |  |  |  |  |  |
|  | [AS and A level subject content for MFL](https://www.gov.uk/government/publications/gce-as-and-a-level-modern-foreign-languages) |  |  |  |  |  |
| **How confident do you feel about using technology to support your teaching?** | |  |  |  |  |  |
|  | ..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? |  |  |  |  |  |
|  | ..locating documents on a hard drive, CD ROM, USB or network? |  |  |  |  |  |
|  | ..using interactive whiteboards, e.g. Smartboard, Promethean? |  |  |  |  |  |
|  | ..using tablets, e.g. iPads? |  |  |  |  |  |
|  | ..using online forums or class blogs? |  |  |  |  |  |
|  | ..using social media for educational purposes? |  |  |  |  |  |