

# MFL Subject Knowledge Audit

Throughout this course, you must demonstrate continuous improvement in your subject knowledge to meet the required standards. Strong expertise in your subject is essential for effective teaching. You will show your knowledge partly through lesson observations, but also by completing the subject knowledge audit below at each assessment point during your training year. The audit's red-amber-green rating of course content will map your progress. This live document will serve as a professional tool that you can build on throughout the early stages of your teaching career.

<b>RAG Rating Key</b>	
<b>S</b>	Secure knowledge = I have good pedagogical content knowledge and would be able to teach it
<b>D</b>	Developing knowledge = I understand it, I need to study it further to be able to teach it
<b>L</b>	Limited Knowledge = I have little knowledge and have not seen it taught

<b>1<sup>st</sup> Language</b>						
<b>Subject Knowledge</b>	<b>Pre-Course Knowledge</b>	<b>AP1 Autumn Term</b>	<b>AP2 Spring Term</b>	<b>AP3 Summer Term</b>	<b>Final Assessment Summer Term</b>	<b>Action Plan for Development</b>
<b>Dates</b>		<b>18 November 24 to 2 December 24</b>	<b>3 March 25 to 24 March 25</b>	<b>28 April 25 to 12 May 25</b>		
<b>Exam Specifications</b>						
KS4 AQA 1st language						
KS4 Edexcel 1st language						
KS4 Eduqas 1st language						
KS5 AQA, Edexcel and Eduqas 1st language						
<b>Motivation in the MFL classroom</b>						
Introducing tasks in the Receptive skills (Listening and Reading)						
Introducing tasks in the Productive skills (Speaking and Writing)						

1 <sup>st</sup> Language						
	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
Using the Target Language (Teachers and Students)						
Introducing vocabulary using Sentence Builders (Self-quizzing blocks of language)						
Introducing grammar in an engaging way (Pop-up grammar)						
Introducing translation tasks from the Target Language into English and English into the Target Language						
<b>Teaching Listening</b>						
LAM (Listening as Modelling)						
Teaching sounds (Fun with Phonology)						
Teaching lexical retrieval through Listening						
Making logical predictions						
<b>Teaching Reading</b>						
RAM (Reading as Modelling)						
Decoding a text utilising cognates and high frequency language						
Answering questions in English						
Answering questions in the Target Language						
Literary texts						
Translating from the Target Language into English						
<b>Teaching Speaking</b>						
Encouraging students to pronounce unknown words						
Phonics practice in speaking tasks						
Understanding and Responding techniques						
Extending answers						
<b>Teaching Writing</b>						
Structured production						
Fading scaffolding						
I do, We do, You do						

1 <sup>st</sup> Language						
	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
Parallel texts						
Translating from English into the Target Language						
Spelling rules						
<b>Vocabulary and Grammar</b>						
Nouns, Articles, Adjectives, Adverbs, Quantifiers, Pronouns, Prepositions, Conjunctions, Numbers, Quantities and Dates						
Present tense						
Future tenses (Immediate, Simple and Conditional)						
Past tenses (Preterite and Imperfect)						
Compound tenses (Present Perfect and Pluperfect)						
Gerund (Present and Imperfect continuous)						
Subjunctive (Present, Imperfect and Pluperfect)						
If clauses (Present + Future and Imperfect Subjunctive + Conditional)						
Idiomatic expressions						
<b>Cultural Capital</b>						
Trips and Exchanges						
Extra-curricular clubs						
Guest speakers						
<b>Reading and Research</b>						
NCELP approach						
EPI approach						
MFL KS2, KS3, KS4 and KS5 programmes of study						

2 <sup>nd</sup> Language						
Subject Knowledge	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
Dates		18 November 24 to 2 December 24	3 March 25 to 24 March 25	28 April 25 to 12 May 25		
<b>Exam Specifications</b>						
KS4 AQA 2nd language						
KS4 Edexcel 2nd language						
KS4 Eduqas 2nd language						
<b>Motivation in the MFL classroom</b>						
Introducing tasks in the Receptive skills (Listening and Reading)						
Introducing tasks in the Productive skills (Speaking and Writing)						
Using the Target Language (Teachers and Students)						
Introducing vocabulary using Sentence Builders (Self-quizzing blocks of language)						
Introducing grammar in an engaging way (Pop-up grammar)						
Introducing translation tasks from the Target Language into English and English into the Target Language						
<b>Teaching Listening</b>						
LAM (Listening as Modelling)						
Teaching sounds (Fun with Phonology)						
Teaching lexical retrieval through Listening						
Making logical predictions						
<b>Teaching Reading</b>						
RAM (Reading as Modelling)						

<b>2<sup>nd</sup> Language</b>						
	<b>Pre-Course Knowledge</b>	<b>AP1 Autumn Term</b>	<b>AP2 Spring Term</b>	<b>AP3 Summer Term</b>	<b>Final Assessment Summer Term</b>	<b>Action Plan for Development</b>
Decoding a text utilising cognates and high frequency language						
Answering questions in English						
Answering questions in the Target Language						
Literary texts						
Translating from the Target Language into English						
<b>Teaching Speaking</b>						
Encouraging students to pronounce unknown words						
Phonics practice in speaking tasks						
Understanding and Responding techniques						
Extending answers						
<b>Teaching Writing</b>						
Structured production						
Fading scaffolding						
I do, We do, You do						
Parallel texts						
Translating from English into the Target Language						
Spelling rules						
<b>Vocabulary and Grammar</b>						
Nouns, Articles, Adjectives, Adverbs, Quantifiers, Pronouns, Prepositions, Conjunctions, Numbers, Quantities and Dates						
Present tense						
Future tenses (Immediate, Simple and Conditional)						
Past tenses (Preterite and Imperfect)						
Compound tenses (Present Perfect and Pluperfect)						
Gerund (Present and Imperfect continuous)						

2 <sup>nd</sup> Language						
	Pre-Course Knowledge	AP1 Autumn Term	AP2 Spring Term	AP3 Summer Term	Final Assessment Summer Term	Action Plan for Development
Subjunctive (Present, Imperfect and Pluperfect)						
If clauses (Present + Future and Imperfect Subjunctive + Conditional)						
Idiomatic expressions						
<b>Cultural Capital</b>						
Trips and Exchanges						
Extra-curricular clubs						
Guest speakers						
<b>Reading and Research</b>						
NCELP approach						
EPI approach						
MFL KS2, KS3, KS4 and KS5 programmes of study						