Throughout the training year you are required to take personal responsibility for renewing and updating your subject knowledge, identifying areas for development, setting personal targets and addressing any areas of weakness. This process commences now, before the course starts, and will continue throughout.

RAG Rate your confidence in each area with a grade. **RED (High) Green (Low)** Highlight the statements which you believe require development

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| **Teachers should understand the following French verb tenses:**  | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| Present tense of regular ER, IR and RE verbs   |  |  |  |  |  |  |
| Irregular verbs in the present tense (eg. stem-changing verbs)  |  |  |  |  |  |  |
| Passé composé with avoir |  |  |  |  |  |  |
| Passé composé with etre  |  |  |  |  |  |  |
| Irregular verbs in the passé composé (eg. Avoir, Faire, Etre)  |  |  |  |  |  |  |
| Imperfect tense of regular ER, IR and RE verbs   |  |  |  |  |  |  |
| Near future tense (I am going to...)   |  |  |  |  |  |  |
| Immediate future tense (I will...)   |  |  |  |  |  |  |
| Irregular verbs in the immediate future tense (eg. Aller, Avoir, Etre)   |  |  |  |  |  |  |
| Conditional tense of regular ER, IR and RE verbs   verbs   |  |  |  |  |  |  |
| Irregular verbs in the conditional tense (eg. Aller, Avoir, Etre)  |  |  |  |  |  |  |
| Pluperfect tense (I had + past participle)  |  |  |  |  |  |  |
| Future perfect tense (I will have + past participle)  |  |  |  |  |  |  |
| Conditional perfect tense (I would have + past participle)  |  |  |  |  |  |  |
| Present subjunctive  |  |  |  |  |  |  |
| Irregular verbs in the present subjunctive (eg. Faire, Aller, Avoir, Etre)  |  |  |  |  |  |  |
| Past historic  |  |  |  |  |  |  |

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| **Teachers should understand the following aspects of French grammar and feel confident explaining them:**  | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| Definite and indefinite articles |  |  |  |  |  |  |
| Adjective agreements  |  |  |  |  |  |  |
| Singular and plural nouns |  |  |  |  |  |  |
| Word order  |  |  |  |  |  |  |
| Subject pronouns |  |  |  |  |  |  |
| Possessive pronouns and adjectives  |  |  |  |  |  |  |
| Direct and indirect object pronouns  |  |  |  |  |  |  |
| Reflexive pronouns |  |  |  |  |  |  |
| Relative pronouns |  |  |  |  |  |  |
| Adverbs |  |  |  |  |  |  |
| The gerund  |  |  |  |  |  |  |
| The imperative (formal and informal)  |  |  |  |  |  |  |
| The difference between Avoir and Etre  |  |  |  |  |  |  |
| Negatives  |  |  |  |  |  |  |
| Infinitive expressions  |  |  |  |  |  |  |
| Question words |  |  |  |  |  |  |
| Comparatives (of equality and inequality)  |  |  |  |  |  |  |
| Superlatives  |  |  |  |  |  |  |
| Demonstratives  |  |  |  |  |  |  |

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| **Teachers should be confident in the key vocabulary for the following topic areas in French:** | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
|  |  |  |  |  |  |  |
| Family members, physical appearance and personality  |  |  |  |  |  |  |
| Relationships with friends and family |  |  |  |  |  |  |
| Marriage, partnership and friendship  |  |  |  |  |  |  |
| Uses of technology and social media  |  |  |  |  |  |  |
| Sport and exercise  |  |  |  |  |  |  |
| TV and cinema |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |
| Making plans and arrangements  |  |  |  |  |  |  |
| Ordering food in a restaurant  |  |  |  |  |  |  |
| Festivals and celebrations |  |  |  |  |  |  |
| House and home (rooms in the house, types of housing)  |  |  |  |  |  |  |
| Places in town / city  |  |  |  |  |  |  |
| Giving (and asking for) directions |  |  |  |  |  |  |
| Food and drink items |  |  |  |  |  |  |
| Body parts, ailments and illnesses  |  |  |  |  |  |  |
| Social issues (homelessness, unemployment)  |  |  |  |  |  |  |
| Environmental issues (global warming, natural disasters)  |  |  |  |  |  |  |
| Holidays and travel  |  |  |  |  |  |  |
| School life (subjects, facilities)  |  |  |  |  |  |  |
| Jobs and careers |  |  |  |  |  |  |
| Shopping (types of shops, items of clothing etc.)  |  |  |  |  |  |  |
| Telling the time  |  |  |  |  |  |  |