

Personalised Learning Checklist

Subject: French AUG-OCT

Year group: Y13



Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

Objective	My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident)			Teacher RAG rating
<u>Vocabulary</u>	RED	AMBER	GREEN	
Disadvantage (marginalisation, discrimination, poverty, refugee, etc)	RED	AMBER	GREEN	
Crime (condemned, victim, delinquency, sanction, prejudice, sentence, etc)	RED	AMBER	GREEN	
<u>Grammar</u>	RED	AMBER	GREEN	
Pronouns (Object: Direct + indirect/ Reflexive/ Relative/ etc)	RED	AMBER	GREEN	
Verbs (Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs)	RED	AMBER	GREEN	
Infinitives construction (Impersonal expression + à/de / Verbs followed à/de / After prepositions/ Avoir + noun + de / etc)	RED	AMBER	GREEN	
Basic tenses (Present / perfect + agreement of PPal / Imperfect/ Future)	RED	AMBER	GREEN	
Complex tenses (Past Historic/ Conditional/ Conditional Perfect/ Subjunctive)	RED	AMBER	GREEN	
Form tenses for regular and irregular verbs	RED	AMBER	GREEN	
<u>Skills</u>	RED	AMBER	GREEN	
I can understand what is a marginalised person (social background aspects of individuals in France)	RED	AMBER	GREEN	
I can consider the different types of people being marginalised (ex: homeless, deprived/ poor people/ people with impairment , youth with social issues, etc)	RED	AMBER	GREEN	
I can consider the support of people being marginalised (help provided, organisations in charge to support them, etc)	RED	AMBER	GREEN	
I can understand and give details about different cultures, their effect on the French society in general	RED	AMBER	GREEN	

I can review the use of adjective agreement when describing people or objects	RED	AMBER	GREEN	
I can express opinion and justify opinions (stock phrases to express positive or negative opinions; ex D'après moi/ Ce qui me plait/ ... ne me plait guère/ etc)	RED	AMBER	GREEN	
I can review and understand the concept of 'the pluperfect 'and use them accurately	RED	AMBER	GREEN	
I can review grammar structures of the present, future and condition tenses and use them accurately	RED	AMBER	GREEN	
I can understand the concept and grammar point of using reflexive pronouns	RED	AMBER	GREEN	
I can develop my understanding of the French language and its structure leaning more complex grammar (e.g: agreement, forming tenses)	RED	AMBER	GREEN	
I can use strategies to broaden vocabulary and avoid repetition (increase range of language using synonyms/ variables/ rephrasing)	RED	AMBER	GREEN	
I can respond to stimulus	RED	AMBER	GREEN	
I can summarise a text or interview (Identifying key info / Practise shortening sentences/ sing own words/ etc)	RED	AMBER	GREEN	
I can translate into English (Read whole paragraphs looking for clues / Get gist of paragraph then sentences...)	RED	AMBER	GREEN	
I can translate into French (Using a bilingual dictionary)	RED	AMBER	GREEN	
I can interpret, reuse and explain figures and statistics	RED	AMBER	GREEN	
I can use strategies for gist comprehension of texts (or recordings)	RED	AMBER	GREEN	
I can listen for details (Establishing gist f what is said/ Going back to what is said/ Listening to other words around those identified/ practising transcript)	RED	AMBER	GREEN	
I can use persuasive speaking (Supporting points made with examples/ Justifying point of view...)	RED	AMBER	GREEN	
I can write with a purpose (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method)	RED	AMBER	GREEN	
<p>I can :</p> <p>For the theme 1 gathering main aspect learnt I will:</p> <ul style="list-style-type: none"> • answer question in French (Locate info from recording and text, and re-express info to suit the question) (Listening + Reading) • summarise a text (or interview) (Identifying key info / Practise shortening sentences/ sing own words/ etc) (Reading) • develop extended answers (Follow the pattern SDOR: Statement, Details, 	RED	AMBER	GREEN	

Opinions & Reasons) (Writing + Reading)				
<ul style="list-style-type: none"> write with a purpose (Planning/ Structure of essay/ Being relevant to theme or topic/ Use the EEE method) (Writing) 				
Book Study Skills				
I can think analytically, logically and critically about a book	RED	AMBER	GREEN	
I can conduct research in a variety of modes/ for a variety of themes	RED	AMBER	GREEN	
I can communicate and have the ability to articulate opinion about situations depicted in a book	RED	AMBER	GREEN	
I can work to a set brief independently (or collaboratively)	RED	AMBER	GREEN	
I can read to understand by making a detailed study of a chapter, passage (or article) in order to get all the important facts and ideas of a book.	RED	AMBER	GREEN	
I can summarise the main theme of an article/chapter	RED	AMBER	GREEN	
I can highlight the key ideas and arguments used	RED	AMBER	GREEN	