

Name.....Teacher..... Target.....

AQA Personalised Learning Checklist

PiXL

Indicate your level of knowledge with Green (secure), Amber (nearly there), Red (insecure)

Topic specific vocabulary and skills

Identity and Culture		School trips	
Family		Events	
Friends		Future study	
Marriage/partnership		Working abroad	
Interests		Working with children	
Activities		Jobs	
Social Media		Career Choices	
Internet		Ambitions	
Socialising			
Celebrations		Speaking skills	
Customs and Festivals in French-speaking countries		Interact effectively	
Mobile Technology		Ask and answer questions	
Reading		Narrate events	
Music		Speak spontaneously	
Sport		Use a wide range of language	
Film		Accurate pronunciation	
Television		Effective use of repair strategies	
Food and eating out			
Local, national, international and global areas of interest		Listening skills	
House and home		Understand different types of language	
Town		Identify key points	
Region		Recognise past, present and future	
Volunteering		Deduce meaning	
Charity work			
Healthy/unhealthy living		Reading skills	
Poverty/homelessness		Understand different types of language	
Environment		Identify key points	
Holidays		Recognise past, present and future	
Eating out		Deduce meaning	
Transport		Understand authentic material	
Weather		Scan for particular information	
Eating out		Translate from target language into English	
Sports events			
Music events		Writing skills	
Shopping for food		Communicate effectively	
Shopping for clothes		Write short texts	
Current and future study and employment		Write extended texts	
School description		Write spontaneously	
Subjects		Use a wide range of vocabulary	
Differences between English and international schools		Use a wide range of tenses and structures	
Rules		Translate sentences into the target language	
Pressures		Translate short texts into the target language	
Transport			
Exchange visits			

Name..... Teacher..... Target.....

AQA Personalised Learning Checklist for Grammar

Indicate your level of knowledge with Green (secure), Amber (nearly there), Red (insecure)

Grammar	Start of Year	Tracking 1	Tracking 2	Tracking 3	End of Year
Foundation					
Genders and articles (definite/indefinite)					
Present tense					
Conditional tense – vouloir, aimer					
Perfect tense					
Future tense (near)					
Future tense (simple)					
Imperfect tense avoir, être, faire					
Imperative tense					
Pluperfect (receptive knowledge)					
Reflexive verbs					
Using negatives (ne...pas, ne...jamais)					
Using depuis with present tense					
Adjectives (position, agreement)					
Adverbs – including superlative and comparative					
Adverbs – time and places					
Applying grammar rules with à/de					
Using prepositions (in, on, near etc)					
Using connectives					
Giving a variety of opinions					
Using il faut + infinitive					
Question words					
Quantifiers and intensifiers (très, beaucoup etc)					
Prepositions					
Possessives (mon, ton, notre etc)					
Number, quantity, dates, time					
Use of ça/cela					
Higher (as above plus:)					
Conditional					
Imperfect					
Pluperfect					
Passive voice					
Perfect infinitive					
Subjunctive					
Use of y / en					
Use of que/qui					
Use of present participle					
Comparative and superlative (mieux/le mieux)					
Using pour + infinitive					
Using negatives (ne...rien, ne...guère, ne...personne)					
Time (including depuis)					