

Milestone 3 (Year 5)

Languages (French)

By the end of Year 5 pupils should have a 'Basic' understanding, whilst some will have an 'Expected' understanding.

By the end of Year 6 pupils should have an 'Expected' understanding of this content, whilst some will have a 'Deep' understanding.

| | Basic: | Expected: | Deep: |
|---|--------|-----------|-------|
| Oracy | | | |
| Pick out some of the detail from short spoken passages. | | | |
| Enjoy interacting even when they hear unfamiliar language. | | | |
| Join in a short conversation. | | | |
| Make a short presentation using a model. | | | |
| Literacy | | | |
| Read and understand some of the main points from a text. | | | |
| Understand how a simple sentence is written. | | | |
| Write words, phrases and a few sentences using a model. | | | |
| Intercultural understanding | | | |
| Look at further aspects of their everyday lives from the perspective of someone from another country. | | | |
| Recognise similarities and differences between places. | | | |
| Compare symbols, objects or products which represent their own culture with those of another country. | | | |
| Knowledge about language | | | |
| Recognise patterns in simple sentences. | | | |
| Manipulate language by changing an element in a sentence. | | | |
| Apply knowledge of rules when building sentences. | | | |
| Develop accuracy in pronunciation and intonation. | | | |
| Appreciate that different languages use different writing conventions. | | | |
| Recognise the typical conventions of word order in the foreign language. | | | |
| Understand and use negatives. | | | |
| Understand that words will not always have a direct equivalent in the language. | | | |
| Notice different text types and deal with authentic texts. | | | |
| Language and learning strategies | | | |
| Plan and prepare – analyse what needs to be done to carry out a task. | | | |
| Integrate new languages into previously learnt language. | | | |
| Apply grammatical knowledge to make sentences. | | | |
| Use actions and rhymes to aid memorisation. | | | |
| Ask for repetition and clarification. Use context and previous knowledge to help understanding. | | | |
| Practise new language with a friend and outside the classroom. | | | |
| Look and listen for visual and aural clues. | | | |



| | Basic: | Expected: | Deep: |
|-------------------------------------|--------|-----------|-------|
| Use a dictionary or a word list. | | | |
| Pronounce/read aloud unknown words. | | | |