

## Languages

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
To read fluently	<p>Milestone 1 (optional)</p> <ul style="list-style-type: none"> <li>• Read out loud everyday words and phrases.</li> <li>• Use phonic (or logographic in Mandarin) knowledge to read words.</li> <li>• Read and understand short written phrases.</li> <li>• Read out loud familiar words and phrases.</li> <li>• Use books or glossaries to find out the meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>

Other support materials	<p>Language angels  <a href="http://www.languageangels.com/">http://www.languageangels.com/</a></p> <p>Core vocabulary – Colour, Christmas, Classroom commands, Days of the week, Months of the year, Numbers, Phonetics</p>	<p>Year 3</p> <p>J'Apprends Le Français (I'm Learning French)</p> <p>Les Animaux (Animals)</p> <p>Les Instruments (Musical Instruments)</p> <p>Petit Chaperon Rouge (Little Red Riding Hood)</p> <p>Je Peux... (I Can...)</p>	<p>Year 5</p> <p>Quelle Est La Date Aujourd'hui? (What Is The Date?)</p> <p>Quel Temps Fait-Il? (The Weather)</p> <p>Les Vêtements (Clothes)</p> <p>Les Jeux Olympiques (The Olympics)</p> <p>Les Romains (The Romans)</p> <p>Les Habitats (Habitats)</p>
To write imaginatively	<ul style="list-style-type: none"> <li>• Write or copy everyday words correctly.</li> <li>• Label items and choose appropriate words to complete short sentences.</li> <li>• Write one or two short sentences.</li> <li>• Write short phrases used in everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin)</li> </ul> <p>to enhance or change</p>

	<p>conversations correctly.</p>	<ul style="list-style-type: none"> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<p>the meaning of phrases.</p> <ul style="list-style-type: none"> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>
	<p>Core vocabulary – Colour, Christmas, Classroom commands, Days of the week, Months of the year, Numbers,</p>	<p>Year 4 Je Me Présente</p>	<p>Year 6</p>

	Phonetics	(Presenting Myself)  En Famille (The Family)  La Maison Tudor (The Tudors)  Au Café (At The Cafe)  En Classe (In The Classroom)  As-Tu Un Animal? (Do You Have A Pet?)  Boucle d'Or Et Les Trois Ours (Goldilocks & The Three Bears)	A L'École (At School)  Au Week-end (The Weekend)  La Deuxième Guerre Mondiale (World War II)  Manger Et Bouger (Healthy Lifestyle)  Les Planètes (The Planets)  Les Jeux Olympiques (The Olympics)  Les Habitats (Les Habitats)
To speak confidently	<ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>• Answer simple questions and give</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in</li> </ul>

	<p>basic information.</p> <ul style="list-style-type: none"> <li>• Give responses to questions about everyday events.</li> <li>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</li> </ul>	<p>simple questions and talk about interests.</p> <ul style="list-style-type: none"> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	<p>conversations to seek and give information.</p> <ul style="list-style-type: none"> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>
	<p>Core vocabulary – Colour, Christmas, Classroom commands, Days of the week, Months of the year, Numbers, Phonetics</p>		
<p>To understand the culture of the countries in which the language is spoken</p>	<ul style="list-style-type: none"> <li>• Identify countries and communities where the language is spoken.</li> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>• Show awareness of the social conventions when speaking to</li> </ul>	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or</li> </ul>	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and</li> </ul>

	someone.	communities where the language is spoken and this country.	differences between countries and communities where the language is spoken and this country.
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# Support

## Generic language skills

<b>P4</b> <ul style="list-style-type: none"><li>• Attempt to repeat, copy or imitate some sounds heard in the target language.</li><li>• Perform familiar or simple actions on request using repetition, sign or gesture as prompts.</li><li>• Listen and sometimes respond to familiar rhymes and songs in a foreign language.</li></ul>	<b>P5</b> <ul style="list-style-type: none"><li>• Attempt one or two words in the target language in response to cues in a song or familiar phrase.</li><li>• Respond to simple questions, requests or instructions about familiar events or experiences.</li></ul>	<b>P6</b> <ul style="list-style-type: none"><li>• Respond to others in a group.</li><li>• Attempt to communicate in the target language (may rely heavily upon repetition and gesture, and facial expression and/or intonation to enhance meaning).</li><li>• Communicate positives and negatives in the target language in response to simple questions.</li><li>• Match and select symbols for familiar words, actions or objects presented in the target language.</li></ul>	<b>P7</b> <ul style="list-style-type: none"><li>• Introduce themselves by name in response to a question in the target language.</li><li>• Contribute to using the target language for a purpose.</li><li>• Listen, attend to and follow familiar interactions in the target language.</li></ul>	<b>P8</b> <ul style="list-style-type: none"><li>• Listen attentively and know that the target language conveys meaning.</li><li>• Understand one or two simple classroom commands in the target language.</li><li>• Respond briefly using single words, signs or symbols.</li><li>• Copy out a few words with support.</li><li>• Label one or two objects.</li><li>• With some support, use the target language for a purpose.</li></ul>	<b>Early Years</b> <ul style="list-style-type: none"><li>• Languages are not part of the Early Years curriculum.</li></ul>
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## Challenge

### Years 7, 8 and 9

#### Language opportunities

- Choose any modern foreign language.
- Develop breadth and competence in listening, speaking, reading and writing based on the sound foundation of core grammar and vocabulary.
- Communicate personal and factual information that goes beyond immediate needs and interests.
- Develop and justify points of view in speech and writing.

#### Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past and future.
- Use a variety of key grammatical structures and patterns, including voices and moods.
- Develop and use a wide-ranging and deepening vocabulary.
- Use accurate grammar, spelling and punctuation.

#### Linguistic competence

- Listen to a variety of forms of spoken language.
- Transcribe words and short sentences.
- Initiate and develop conversations.
- Use important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with accurate pronunciation.
- Read and show comprehension of written materials.
- Read literary texts.
- Write prose using an increasingly wide range of grammar and vocabulary.
- Write creatively to express ideas and opinions.
- Translate short written texts accurately into the foreign language.