



Two Mile Ash School

FRENCH



INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

At Two Mile Ash School we recognise the significance of learning a foreign language and learning about other cultures. Our pupils come from a diverse range of cultural backgrounds, speaking a variety of languages, so learning a foreign language is an important part of being a member of a multi-cultural society.

Two Mile Ash pupils have the opportunity to learn a language throughout their time at the school to enrich their learning journey with us and open up their curiosity of diverse cultures in the world that they live.

At Two Mile Ash we teach French, with our curriculum offering the opportunity to learn how to listen, read, speak and write in French, as well as the chance for our children to develop their awareness of worldwide cultural similarities and differences.

Children have a French lesson weekly, which is in line with the national curriculum objectives for language learners. We have also strengthened the children's opportunity to succeed by introducing French phonics learning in upper key stage 2, which is primarily to enhance French reading skills, but also helps to progress the children's French speaking and writing skills. Across the year groups topics covered in lessons include: numbers, colours, months, days of week, greetings, family, house and home, in town, food and drink, the classroom, clothes and hobbies. Children's progress is monitored so they can be challenged and supported as appropriate.

We are always looking to broaden children's opportunities with their language learning and offer an extra-curricular club in French to promote further engagement in the subject. It is intended that when children leave Two Mile Ash, they will have a natural curiosity and confidence to explore, other countries, cultures and languages. We are confident they will be engaged and prepared to continue language learning at Secondary School.

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Confident Individuals

Responsible Citizens

Successful Learners

Languages

To read fluently

To write imaginatively

To speak confidently

To understand the culture of the countries in which the
language is spoken

Long Term Plan (What's taught when)



French Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Getting to know you/family and friends</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> Understand a range of spoken phrases Answer simple questions and give basic information Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write or copy everyday words correctly Label items and chose appropriate words to complete short sentences Write one or two short sentences Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read out loud everyday words and phrases Use phonic knowledge to read words Read and understand short written phrases Read out loud familiar words and phrases 	<p><u>Year 3 All about me/food</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> Understand a range of spoken phrases Answer simple questions and give basic information Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write or copy everyday words correctly Label items and chose appropriate words to complete short sentences Write one or two short sentences Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read out loud everyday words and phrases Use phonic knowledge to read words Read and understand short written phrases Read out loud familiar words and phrases <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p>	<p><u>Year 3 School/time – days of week/months</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> Understand a range of spoken phrases Answer simple questions and give basic information Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write or copy everyday words correctly Label items and chose appropriate words to complete short sentences Write one or two short sentences <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read out loud everyday words and phrases Use phonic knowledge to read words Read and understand short written phrases Read out loud familiar words and phrases

<p><u>Year 4 All around town/moving about</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> • Understand a range of spoken phrases • Answer simple questions and give basic information • Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> • Write or copy everyday words correctly • Label items and chose appropriate words to complete short sentences • Write one or two short sentences • Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases • Use phonic knowledge to read words • Read and understand short written phrases • Read out loud familiar words and phrases <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> • Identify countries and communities where the language is spoken • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken 	<ul style="list-style-type: none"> • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken <p><u>Year 4 Shopping/around the world</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> • Understand a range of spoken phrases • Answer simple questions and give basic information • Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> • Write or copy everyday words correctly • Label items and chose appropriate words to complete short sentences • Write one or two short sentences • Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases • Use phonic knowledge to read words • Read and understand short written phrases • Read out loud familiar words and phrases <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken 	<p><u>Year 4 Hobbies and holidays/telling time</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"> • Understand a range of spoken phrases • Answer simple questions and give basic information • Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> • Write or copy everyday words correctly • Label items and chose appropriate words to complete short sentences • Write one or two short sentences • Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases • Use phonic knowledge to read words • Read and understand short written phrases • Read out loud familiar words and phrases <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> • Identify countries and communities where the language is spoken • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken • Show awareness of the social conventions when speaking to someone
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FRENCH

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 – Getting to know you/about ourselves</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none">Understand main points from spoken passagesAsk others to repeat words or phrases if necessaryAsk and answer simple questions and talk about interestsDemonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">Write a few short sentences about personal experiences and responses using familiar expressions	<p><u>Year 5 – Tasty food/friends and family</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none">Understand main points from spoken passagesAsk others to repeat words or phrases if necessaryAsk and answer simple questions and talk about interestsDemonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">Write a few short sentences about personal experiences and responses using familiar expressionsWrite short phrases from memory with spelling that is readily understandable	<p><u>Year 5 – Shopping/around town</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none">Understand main points from spoken passagesAsk others to repeat words or phrases if necessaryAsk and answer simple questions and talk about interestsDemonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">Write a few short sentences about personal experiences and responses using familiar expressionsWrite short phrases from memory with spelling that is readily understandable <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p>

<p><u>Year 6 – Basic questions/Colours</u></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable 	<p><u>Year 6 – This is France/Lets visit a French town</u></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> Describe, with some interesting detail, some aspects of countries or communities where language is spoken Make comparisons between life in countries or communities where the language is spoken and this country 	<ul style="list-style-type: none"> Describe, with some interesting detail, some aspects of countries or communities where language is spoken Make comparisons between life in countries or communities where the language is spoken and this country <p><u>Year 6 – The school day</u></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable
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Progression of Knowledge and Skills

Essential Objective: To read fluently			
		MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skill		<ul style="list-style-type: none"> • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Read out loud everyday words and phrases.</p> <ul style="list-style-type: none"> • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Show confidence in reading aloud, and in using reference materials.
Knowledge		<p>Understand the main points in short written texts.</p> <ul style="list-style-type: none"> • Use phonic (or logographic in Mandarin) knowledge to read words. • Understand short written phrases. 	<ul style="list-style-type: none"> • Understand the main points and some of the detail in short written texts. • Understand the main points and opinions in written texts from various contexts, including present, past or future events.

	Essential Objective: To write imaginatively		
		MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills		<ul style="list-style-type: none"> Express personal experiences and responses. 	<ul style="list-style-type: none"> Use dictionaries or glossaries to check words. Use dictionaries or glossaries to check words.
Knowledge		<ul style="list-style-type: none"> Know how to write a few short sentences using familiar expressions. Write short phrases from memory with spelling that is readily understandable. <p>Write or copy everyday words correctly.</p> <ul style="list-style-type: none"> Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> Write short texts on familiar topics. Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. <p>Include imaginative and adventurous word choices.</p> <ul style="list-style-type: none"> Refer to recent experiences or future plans, as well as to everyday activities. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

Essential Objective: To speak confidently

		MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills		<ul style="list-style-type: none"> • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Actively communicate in discussions and tasks. 	<ul style="list-style-type: none"> • Actively communicate in conversations to seek and give information. • Be understood with little or no difficulty.
Knowledge		<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Demonstrate a growing vocabulary. <p>Understand a range of spoken phrases.</p> <ul style="list-style-type: none"> • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses.

Essential Objective: To understand the culture of the countries in which the language is spoken.

		MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills		Show awareness of the social conventions when speaking to someone.	
Knowledge		<ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. <p>Identify countries and communities where the language is spoken.</p> <ul style="list-style-type: none"> Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. 	<ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.



Yr3 Autumn Term French Knowledge organiser



French Essential Objectives:

- To speak confidently
- To read fluently
- To write imaginatively
- To understand the culture of the countries in which the language is spoken

FRENCH KNOWLEDGE

Understand the French words for basic greetings and translate them into English.

Understand the words for mum, dad, brother, sister, grandma, grandpa, cousin, aunt, uncle, niece, nephew and use these words in simple sentences.

Describe rooms in my house using French vocabulary.

Understand the numbers 0 - 10 (and for some, 11 - 20) in French and begin to translate them from French to English.

FRENCH SKILLS

Speaking and listening

Writing - spelling accurately (using graphemes knowledge)

Writing - using the accents accurately

Writing - changing the agreements to masculine and feminine

Reading - translation

Reading - recognising similarities between French and English spellings

Quel âge as-tu ?



cinq six sept huit neuf

Key words and phrases -

Et = and

Aussi = also

Quel âge as-tu?

Articles that can go before the noun

	Masculine	Feminine	Plural
A	un	une	des
The	Le	La	Les
My	Mon	Ma	Mes
Your	Ton	Ta	Tes
His/ her	Son	Sa	Ses

French Numbers 1-10

- | | |
|----------|--------|
| 1 Un | 6 Six |
| 2 Deux | 7 Sept |
| 3 Trois | 8 Huit |
| 4 Quatre | 9 Neuf |
| 5 Cinq | 10 Dix |

Link To

This French knowledge will be revisited, consolidated and embedded in every year group.



Ma Famille





Languages



	MILESTONE 1 - End of Year 2		MILESTONE 2 - End of Year 4				MILESTONE 3 - End of Year 6			
Topic Vocabulary			Bonjour	Grandmere	Epaules	Chaussures	Enervé	Bouteille	A la Montagne	Demi-frere
			Salut	Grandpere	Genoux	Chaussettes	Heureux	Verre	Ville	Demi-soeur
			Bonsoir	Grandparents	Pieds	Pull	Fatigué	Sucette	Village	Jumelles
			Bonne Nuit	Oncle	Yeux	Fraises	Fier	Gateau	Compagne	Beau-pere
			Un	Tante	Oreilles	Oranges	Impatient	Frites	Pelouche	Belle-mere
			Deux	Niece	Bouche	Prunes	Étonné	Chocolat	Grand	Fille-unique
			Trois	Neveu	nez	Poires	Content	Crepes	Petit	Fils-unique
			Quatre	Maison	Rouge	Ecole	Faché	délicieux	Mitoyenne	
			Cinq	Appartement	Blue	Boulangerie	Triste	Amer	Appartement	
			Six	La salle a manger	Jaune	Musee	Gene	Sucré	Bungalow	
			Sept	Le salon	Vert	Piscine	Effrayé	Sale	A la mer	
			Huit	Entrée	Violet	Gare	Sport	Chaud	cheveux	
			Neuf	Sous-sol	Orange	Pâtisserie	Golf	Froid	yeux	
			Dix	Cuisine	Noir	Supermarché	Tennis	Croquant	Livre	
			Famille	Grenier	Blanc	Cinema	Natation	Mou	Crayon	
			Mere	Chambre	Pantalon	Café	Café	Savoureux	Stylo	
			Pere	Salle de bains	Jupe	Theatre	Chocolat chaud	Collant	Crayon	
			Soeur	Jardin	Robe	marché	Eau	crémeux	Gomme	
			Parents	tete	Tshirt	voiture	Thé	Bureau	Regle	
			moto	Train	Chou-fleur	Pommes de terre	Coca	Tapis	Chaise	
			Avion	Trottinette	Banane	Carottes	Jus d'orange	murs	Trousse	
			Car	A pied	brocoli	Days of week	Lait	poster	Calculatrice	
			velo	chou	Numbers up to 100	Months of year	Limonade	armoire	Sac	
							tasse	lit	portable	
Grammar Vocabulary			Un/Une				pouvoir		Puis	
			Le/La/Les				aimer		Qui	

			Mon/Ma/Mes			Etre	Parce que
			Je			Avoir	Quand
			appeler			manger	Puis
			Vouloir			Avec	
			Ton/ta/Tes			Aussi	
			Aller			Dans	
			Acheter			Bien que	
			Habiter			Mais	
			Et			Ou	
Questions/phrases			Comment ca va?	Ca va bien, ca ne vas pas bien, mauvais		C'est de quelle couleur?	Je peux
			Comment tu t'appelle?	Je m'appelle		As-tu un animal?	J'aime
			Quel age as-tu?	J'ai.....ans		J'ai soif	Je deteste
			Chez moi				J'adore
			Qu'est ce que c'est			J'aime manger....	Je pense que
			Qu'est ce que tu portes?	Je porte.....		Je trouve que	A mon avis
			Qu'est ce que vous voulez?	Je voudrais.....		Quelle type de maison habites tu?	
			Ou habites-tu?	J'habite a....		Qui est dans ta famille?	
			Comment tu vas a l'ecole?	Je vais a l'ecole....		Qu'est qu'il y a dans ton sac?	
			J'ai faim	Mais il a encore faim			

Assessment Criteria



Languages Milestone 2



LANGUAGES - MILESTONE 2 Essential Objective: To read fluently			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Read out loud everyday words and phrases.	With support of a teacher, some everyday words and phrases are read out loud.	Generally, familiar words and phrases are read out loud.	A growing range of familiar words and phrases are read out loud with confidence.
Use phonic (or logographic in Mandarin) knowledge to read words.	With the support of a teacher, there are some attempts to use phonic (or logographic) knowledge to read words.	Generally, phonic (or logographic) knowledge is applied when reading words.	Most words can be read because of fluent phonic (or logographic) knowledge.
Read and understand short written phrases.	With support of a teacher, short written phrases are read with some understanding.	Generally, short written phrases with familiar language can be read and understood.	Short written phrases that include some familiar words are understood.
Read out loud familiar words and phrases.	With encouragement, there is some attempt to read out loud familiar words and phrases.	There is a growing confidence in reading out loud familiar words and phrases.	Familiar and unfamiliar phrases are read out loud with confidence.

LANGUAGES - MILESTONE 2 Essential Objective: To write imaginatively			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Write or copy everyday words correctly.	With support of a teacher, there are some good attempts to write or copy everyday words.	There is increasing confidence in deciding how to write everyday words correctly.	Most familiar words are recalled rapidly and written correctly.
Label items and choose appropriate words to complete short sentences.	With support of a teacher, appropriate words are selected from a list to label items and complete short sentences.	Generally, appropriate word choices are selected from a list to label items and complete short sentences.	Carefully chosen words are used to label items and complete short sentences.

Write one or two short sentences.	With support of a teacher, one or two short sentences are written.	There is increasing confidence in deciding how to write short sentences about familiar topics.	Thoughtful, short sentences are written confidently in a wide range of situations.
Write short phrases used in everyday conversations correctly.	With support of a teacher, short phrases used in everyday conversations are written.	There is increasing confidence in deciding how to write short phrases used in everyday conversations.	Short phrases used in everyday conversations are written confidently in a wide range of situations.

LANGUAGES - MILESTONE 2 Essential Objective: To speak confidently			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Understand a range of spoken phrases.	With support of a teacher, some spoken phrases are understood.	There is increasing confidence in deciding what some spoken phrases mean.	Many spoken phrases about familiar topics are quickly understood.
Answer simple questions and give basic information.	With encouragement, responses and basic information about everyday events are given.	There is increasing confidence in deciding how to provide responses to questions about everyday events.	Well-considered responses to questions about everyday events are given.
Pronounce words showing a knowledge of sound (or pitch in mandarin) patterns.	With encouragement, some words are pronounced correctly.	There is a growing knowledge of and confidence in word pronunciation.	Most familiar words are pronounced accurately and confidently.

LANGUAGES - MILESTONE 2 Essential Objective: To understand the culture of the countries in which the language is spoken			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Identify countries and communities where the language is spoken.	During structured activities, countries where the language is spoken are explored.	There is a growing awareness of some of the countries in which the language is spoken.	There is a good awareness of many of the countries in which the language is spoken.
Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.	During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored.	There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is spoken.	There is a well-developed knowledge and understanding of the customs and features of the areas where the language is spoken.
Show awareness of the social conventions when speaking to someone.	There is some awareness that there are conventions to follow when speaking.	There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.	Social conventions are generally understood well, resulting in well-considered language choices.



Languages

Milestone 3



LANGUAGES – MILESTONE 3

Essential Objective: To read fluently

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Read and understand the main points in short written texts.	There are some good examples of reading and understanding the main points in written texts.	There is a growing confidence in and ability to understand the main points in written texts.	Most short, written texts are quickly understood and explained.

LANGUAGES – MILESTONE 3

Essential Objective: To write imaginatively

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Write a few short sentences about personal experiences and responses using familiar expressions.	There are some good examples of short sentences about personal experiences and responses written using familiar expressions.	Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses.	Well-chosen language is chosen to write short sentences about personal experiences and responses.
Write short phrases from memory with spelling that is readily understandable.	There are some good examples of accurate spelling when writing from memory.	Generally, spelling is mostly accurate when writing from memory.	Spelling is accurate when writing from memory.

LANGUAGES – MILESTONE 3
Essential Objective: To speak confidently

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Understand the main points from spoken passages.	There are some good examples of understanding the main points from spoken passages.	Generally, the main points from spoken passages are understood.	Careful listening means that the main points from spoken passages are understood well.
Ask others to repeat words or phrases if necessary.	There are some good examples of asking others to repeat words or phrases.	Generally, there is little hesitation in asking others to repeat words or phrases if necessary.	Confident requests for others to repeat words if necessary, lead to a good understanding of what is being said.
Ask and answer simple questions and talk about interests.	There are some good examples of talking about interests and asking and answering questions.	Generally, confidence is growing in making decisions about how to talk about interests, asking and answering questions.	Well-chosen language is used to describe interests and to ask and answer questions.
Demonstrate a growing vocabulary.	Basic vocabulary is generally used well.	A growing vocabulary, beyond a basic level, is developing.	A wide vocabulary is developing and used in a wide range of contexts.

LANGUAGES – MILESTONE 3
Essential Objective: To understand the culture of the countries in which the language is spoken

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Describe, with some interesting detail, some aspects of countries or communities where the language is spoken.	There are some good examples of interesting details being used to describe some areas in which the language is spoken.	Interesting details are selected and expanded upon to describe some areas in which the language is spoken.	Many well-chosen and interesting details are used to describe some areas in which the language is spoken.
Make comparisons between life in countries or communities where the language is spoken and this country.	During structured activities, comparisons between life in different areas in which the language is spoken are made.	Generally, some good comparisons between life in different areas in which the language is spoken are made.	Thoughtful comparisons that show similarities and differences in life in different areas in which the language is spoken are made.