



French (MFL) Curriculum Milestones



Be **Courageous!** Live and Learn in **Faith, Hope** and **Love**

| | Early Learning Goals | End of KS1 | End of Lower KS2 | End of Upper KS2 |
|-------------------------------|----------------------|------------|--|--|
| To read fluently | | | <ul style="list-style-type: none"> Read and understand the main points in short written texts. Use dictionary or glossary to look up new words. | <ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials. |
| To write imaginatively | | | <ul style="list-style-type: none"> Write a few short sentences using familiar vocabulary. Express personal preferences. Write short phrases from memory with spelling that is readily understandable. | <ul style="list-style-type: none"> Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases e.g. noun adjective agreement and adjective position. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). |

| | | | | |
|--|---|---|---|--|
| <p>To speak confidently</p> | | | <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary | <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. |
| <p>To explore culture differences</p> | <p>Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <ul style="list-style-type: none"> • Make comparisons between life in countries where a different language is spoken and this country. | <ul style="list-style-type: none"> • Describe with some details aspects of countries or communities where French and other languages are spoken. • Make comparisons between life in countries or communities where French and other language are spoken and this country. | <ul style="list-style-type: none"> • Describe with some details aspects of countries or communities where French and other languages are spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where French and other languages are spoken and this country. |