



### Introduction

Milestones are designed to provide focus for progression points throughout a child's journey through the school. French is currently only taught to children in Key Stage 2. For Years 3 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

### Milestones overview: Years 1 to 6 (National Curriculum)

We follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Lower Key Stage 2 (LKS2) and Upper Key Stage 2 (UKS2) based on our own curriculum needs, desired assessment outcomes and research from a range of sources.

<b>Phonics</b>	
<b>LKS2</b>	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul> <p><b>Children can, by the end of Year 4, meet the following statements in this concept area:</b></p> <ol style="list-style-type: none"> <li>a) Become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</li> <li>b) Identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</li> <li>c) Recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à, â</li> <li>d) Know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</li> <li>e) Know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand. To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</li> <li>f) Recognise and begin to predict key word patterns and spellings.</li> <li>g) Know that 'h' at the start of a word in French is not pronounced.</li> </ol>
<b>UKS2</b>	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul> <p><b>Children can, by the end of Year 6, meet the following statements in this concept area:</b></p> <ol style="list-style-type: none"> <li>a) To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</li> <li>b) Recall, use and build upon the phonic knowledge learnt in previous year groups.</li> </ol>

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# Polehampton CE Infant and Junior Schools

## Curriculum Milestones: French



Vocabulary	
LKS2	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>• Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul> <p><b>Children can, by the end of Year 4, meet the following statements in this concept area:</b></p> <p>a) Know and use vocabulary identified in the progression document, appropriate for the year group. (This is all laid out in progressive tables within Kapow)</p>
UKS2	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>• Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul> <p><b>Children can, by the end of Year 6, meet the following statements in this concept area:</b></p> <p>a) Know and use vocabulary identified in the progression document, appropriate for the year group. (This is all laid out in progressive tables within Kapow)</p>
Grammar	
LKS2	<p><b>KS2 National Curriculum: Languages</b></p> <ol style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ol> <p><b>Children can, by the end of Year 4, meet the following statements in this concept area:</b></p>

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## Curriculum Milestones: French



	<p>a) Understanding French nouns and articles: Recognise that all French nouns have a gender, affecting article choice (un/une, le/la/l'/les), and understand common noun patterns, including pluralisation and irregular forms.</p> <p>b) Applying adjectives accurately: Know that most adjectives follow the noun but some (e.g. size) come before, and understand how adjectives, including possessive ones, must agree with the gender and number of the noun.</p> <p>c) Using key verbs and sentence structures: Recognise high-frequency verbs (s'appeler, avoir, être, aller), understand subject pronouns, and know that verb endings change depending on the subject. Use affirmative and negative structures correctly (c'est, ne...pas).</p> <p>d) Building and extending sentences: Use conjunctions (et, mais, puis) to link ideas, apply aimer to express opinions, and understand how to structure simple and compound sentences in French.</p> <p>e) Recognising language patterns and vocabulary connections – Identify cognates, understand basic sentence structure similarities between French and English, and use a dictionary to determine noun gender and meaning.</p>
UKS2	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>• Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Children can, by the end of Year 6, meet the following statements in this concept area:</b></p> <p>a) Understanding sentence structure and grammar: Recognise subject pronouns and compound nouns, and understand how French expresses possession using 'de' rather than a possessive apostrophe.</p> <p>b) Applying correct noun, adjective, and article usage: Ensure agreement between nouns, adjectives, and articles, including partitive forms (du, de la, des), and use prepositions with increasing accuracy to describe object placement and gender agreement.</p> <p>c) Using verbs and conjugation correctly: Understand verb conjugation patterns (-er, -ir, -re), apply irregular verbs (avoir, être, aller), and use key verbs appropriately in context, such as jouer and faire with sports.</p> <p>d) Building and extending sentences: Use conjunctions (et, mais) and extend sentences with parce que to provide reasons and justifications.</p> <p>e) Recognising language patterns and differences: Identify key similarities and differences between French and English, including vocabulary (cognates and near cognates), sentence structure, and the way certain expressions are formed.</p>

Language comprehension (listening and reading)	
LKS2	<p><b>KS2 National Curriculum: Languages</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>• Discover and develop an appreciation of a range of writing in the language studied.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> </ul>

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## Curriculum Milestones: French



- Appreciate stories, songs, poems and rhymes in the language.

**Children can, by the end of Year 4, meet the following statements in this concept area:**

- Listen and respond to full sentences.
- Listen and notice rhyming words when joining in with songs.
- Begin to notice common spelling patterns.
- Read and understand some words from simple songs, stories and rhymes.
- Recognise some familiar French words in written form.
- Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Use contextual clues and cues to gist and make predictions about meanings.

UKS2

**KS2 National Curriculum: Languages**

- Understand and respond to spoken and written language from a variety of authentic sources.
- Discover and develop an appreciation of a range of writing in the language studied.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.

**Children can, by the end of Year 6, meet the following statements in this concept area:**

- Listening and inferring information from an extended audio passage using language detective skills.
- Independently identifying rhyming words when joining in with songs or reading poems.
- Beginning to predict spelling patterns.
- Reading and responding to a range of authentic texts.
- Identifying and extracting key information from a range of authentic texts.
- Reading and using language detective skills to assess meaning including sentence structure.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

### Language production (speaking and writing)

**KS2 National Curriculum: Languages**

- Enable pupils to express their ideas and thoughts in another language.
- Understand and respond to its speakers, both in speech and in writing.
- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.

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## Curriculum Milestones: French



	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul>
LKS2	<p><b>Children can, by the end of Year 4, meet the following statements in this concept area:</b></p> <ol style="list-style-type: none"> <li>Recognise and answer simple questions which involve giving personal information.</li> <li>Begin to form opinion phrases.</li> <li>Use a variety of conversational phrases, including the negative.</li> <li>Recognise and repeat phrases from familiar rhymes and songs.</li> <li>Listen and repeat key phonemes</li> <li>Recognise how intonation and gesture are used to differentiate between statements and questions.</li> <li>Introduce self to a partner with simple phrases.</li> <li>Recall and write simple words from memory.</li> <li>Experiment with simple writing, copying with accuracy.</li> <li>Recognise and use adjectives of colour and size.</li> <li>Rehearse and perform a short role-play or song.</li> <li>Select and write short words and phrases.</li> <li>Make short phrases or sentences using word cards and knowledge organisers.</li> <li>Use different adjectives with a singular noun.</li> <li>Choose appropriate adjectives from a wider range of adjectives, with correct positioning and agreement.</li> </ol>
UKS2	<p><b>Children can, by the end of Year 6, meet the following statements in this concept area:</b></p> <ol style="list-style-type: none"> <li>Plan, ask and answer extended questions.</li> <li>Develop extended sentences to justify a fact or opinion.</li> <li>Engage in conversation and transactional language.</li> <li>Speak in full sentences using known vocabulary.</li> <li>Recognise key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>Use intonation and gesture to differentiate between statements and questions.</li> <li>Create and presenting a dialogue or role-play.</li> <li>Give a presentation drawing upon learning from a number of previous topics.</li> <li>Use existing knowledge of vocabulary and phrases to create new sentences.</li> <li>Use the correct form of an adjective that agrees with the singular or plural noun it is describing.</li> <li>Use a wide range of descriptive phrases.</li> </ol>

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