

French Progression Map

This document sets out the intent, implementation and impact of French at Christ Church C of E Primary School, alongside the progression of knowledge, skills and cultural understanding from Year 3 to Year 6. We have a French speaking teacher who works with all Key Stage Two pupils on a weekly basis. This supports pupils' language acquisition, understanding and cultural awareness.

Intent	Implementation	Impact
<ul style="list-style-type: none">• Provide a high-quality French education that equips pupils to communicate effectively in a second language.• Foster a love of languages, cultural appreciation and confidence in using French in real-life contexts.• Enable pupils to make progress from their starting points and achieve age-related expectations.	<ul style="list-style-type: none">• Prioritise essential vocabulary, grammar, phonics and useful phrases so pupils learn in depth rather than simply covering content.• Build repetition, retrieval and spaced practice into lessons so key language is revisited and remembered.• Use practical communication, songs, stories, role-play, dialogue and cultural contexts to make language meaningful.	<ul style="list-style-type: none">• Pupils develop increasing proficiency in speaking, listening, reading and writing in French.• Pupils can use vocabulary and grammar to construct sentences, express ideas and take part in simple conversations.• Pupil voice, assessment information and participation in language activities show engagement and progress.

Knowledge in French

Substantive knowledge: the French content pupils know and remember: vocabulary, phonics, grammar, sentence structures, questions, responses, songs, stories and cultural knowledge.

Disciplinary knowledge: the knowledge of how successful language learners work: listening carefully, noticing patterns, using context, comparing languages, practising pronunciation, communicating meaning and improving accuracy.

Procedural knowledge: the practical use of French: speaking, listening, reading, writing, rehearsing, role-playing, using dictionaries or models, applying grammar and presenting language for an audience.

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Core Concepts

	What It Means
<i>Curiosity and cultural awareness</i>	Learning about French-speaking cultures and other languages, making comparisons, recognising similarities and differences, and understanding language as a window into the wider world.
<i>Linking languages</i>	Making links between sounds, spellings, words and grammar in French, English and other languages, including gender, articles, verb patterns, sentence order and cognates.
<i>Expression of ideas</i>	Using vocabulary and grammar to express meaning through words, phrases, sentences, short texts, questions, answers, opinions and descriptions.
<i>Confidence in communicating</i>	Listening, speaking, reading and writing with increasing confidence, fluency and accuracy, including pronunciation, intonation, spontaneity and interaction with others.

Whole-school Language and Culture Links

<i>Christmas and New Year</i>	Each year group is introduced to Christmas and New Year celebrations in France, France and Germany through food tasting, songs and craft activities.
<i>Communication in context</i>	Lessons include role-play, dialogue, songs, stories, practical activities, presentation and, where appropriate, contact with French correspondents in Le Mans.

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Curriculum Overview: Years 3 and 4

Year	Units and themes	Core grammar and phonics	Culture and traditions
Year 3	Units: Bonjour; Les animaux; Dans ma classe; Ma famille; Ma maison; Matisse Themes: simple greetings; all about me; animals and pets; classroom objects and numbers 1-30; family, rooms, furniture, colours and shapes.	<ul style="list-style-type: none"> • Letter strings -oi and -eu; links between sounds and spellings • Final consonants are rarely pronounced; intonation patterns • Question forms and key words in questions • Nouns, verbs, simple sentence writing: J'ai un chat • Indefinite and definite articles; singular and plural • Prepositions: dans, derrière, sur, devant; adjectives 	<ul style="list-style-type: none"> • Animals in France • Family spirit in France • French art, Matisse and Le Louvre
Year 4	Units: Le corps; Les vêtements; La nourriture et la boisson Themes: body and ailments; clothing, colours and numbers 1-100; food, drink, meals, asking politely, crockery and cutlery.	<ul style="list-style-type: none"> • Identify nouns, adjectives and verbs in a sentence • Understand that all nouns have a gender • Explore irregular plurals such as un œil / des yeux • Adjectives can change spelling depending on gender • Negation, polite verbs and partitive articles 	<ul style="list-style-type: none"> • Epiphany • French holidays and traditions • French Christmas and Easter traditions through song and story links

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Curriculum Overview: Years 5 and 6

Year	Units and themes	Core grammar and phonics	Culture and traditions
Year 5	Units: Ma ville; Les transports; La date Themes: where pupils live; local area and shops; directions and numbers beyond 100; transport; dates, days and months.	<ul style="list-style-type: none"> • Interrogative pronouns: où, quand, pourquoi • Introduce verb conjugation with aller • Personal pronouns • Ordinal and cardinal numbers • Links with Latin; days and months do not take capital letters in French 	<ul style="list-style-type: none"> • NHS in France • Fashion and school uniform • Links with French correspondents in Le Mans • Traditional French meals and eating habits
Year 6	Units: La date; Le temps; Sports et loisirs; Ma journée; À l'école; Ma planète; French/German Themes: festivals, birthdays and numbers; weather, clothing and seasons; sports and leisure; daily routines; school subjects; planet Earth.	<ul style="list-style-type: none"> • Prepositions avant and après; links with Latin • Translation of il fait • Aimer and its conjugation • Moins and et for time, with links to maths • Reflexive verbs such as se lever • Opinion verbs, comparative and superlative • Key pronunciation links across languages 	<ul style="list-style-type: none"> • French history, key dates, including the French Revolution 1789 • French festival dates, including 1er mai • Map of France and comparison of English/French schooling • French breakfast, goûter, playground games and leisure • Why learning any foreign language matters

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Year 3 French Progression

	Substantive knowledge progression	Disciplinary knowledge progression
Year 3 Units: • Autumn 1: Bonjour • Autumn 2: Les animaux • Spring 1: Dans ma classe • Spring 2: Ma famille • Summer 1: Ma maison • Summer 2: Matisse	<ul style="list-style-type: none"> • Pupils begin to know that French is a different language with its own sounds, spelling patterns, intonation and social conventions. • They learn core vocabulary for greetings, personal information, classroom routines, animals and pets, classroom objects, numbers 1-30, family members, rooms, furniture, colours and shapes. • They understand that some French sounds are represented by letter strings such as -oi and -eu, and that final consonants are often not pronounced. • They recognise question forms and key words in simple questions about names, ages, pets, likes and dislikes. • They learn that nouns and verbs can be recognised in French and that nouns use articles such as un, une, des, le, la, l' and les. • They begin to understand singular and plural forms, prepositions such as dans, derrière, sur and devant, and the role of adjectives. • Key vocabulary includes: bonjour, comment t'appelles-tu, j'ai, numbers 1-30, animals, classroom objects, family members, rooms, furniture, colours and shapes. 	<ul style="list-style-type: none"> • Listen carefully to simple words, songs, stories and classroom instructions, responding through actions, repetition and short answers. • Use simple words, phrases and short sentences to greet others, give personal information and communicate familiar ideas. • Practise pronunciation and intonation by noticing sound-spelling links and repeating familiar patterns. • Read and write familiar words and simple sentences using a model and, increasingly, from memory. • Use mental associations and visual prompts to remember vocabulary and build confidence. • Explore animals, family life and art in France, including Matisse and Le Louvre, to develop curiosity about another culture.
Concept themes: Greetings; all about me; animals; classroom language; family; home; colours and shapes; phonics; articles; prepositions; French art and culture.		
Values links: Curiosity grows through exploring new sounds, words, art and cultural traditions. Respect and Kindness develop as pupils learn greetings and language for communicating with others. Perseverance is built through practising pronunciation and remembering vocabulary.		

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Year 4 French Progression

	Substantive knowledge progression	Disciplinary knowledge progression
Year 4 Units: • Autumn: Le corps • Spring: Les vêtements • Summer: La nourriture et la boisson	<ul style="list-style-type: none"> • Pupils extend vocabulary for parts of the body, ailments and illnesses, clothing, colours, numbers 1-100, food, drink, meals, crockery and cutlery. • They know that French nouns have gender and that this affects articles and adjective choices. • They identify nouns, adjectives and verbs within short sentences and revisit familiar sentence structures with greater independence. • They learn that some singular words become irregular in the plural, such as un œil and des yeux. • They understand that adjectives can change spelling depending on gender and that word order can differ from English. • They are introduced to negation, polite verbs and partitive articles when asking for food and drink. • Cultural knowledge includes Epiphany, French holidays and traditions, and wider language links through French Christmas and Easter songs/stories. 	<ul style="list-style-type: none"> • Ask and answer a wider range of questions, using familiar vocabulary in new contexts. • Communicate short pieces of information about the body, clothes, prices, food and drink. • Apply phonic knowledge to read and say familiar words and phrases with improving accuracy. • Write familiar words, phrases and simple sentences, using models to support accuracy. • Use role-play and practical scenarios, such as asking politely for food and drink, to apply language in context. • Compare cultural practices and everyday life in France and England, noticing similarities and differences.
Concept themes: Body; clothing; colour; number; price; food and drink; gender; adjective agreement; negation; partitive articles; polite communication.		
Values links: Respect is developed as pupils compare traditions and everyday life without stereotypes. Kindness is shown through polite language. Curiosity and Perseverance grow through noticing grammatical patterns and practising accurate pronunciation.		

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Year 5 French Progression

	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 5</p> <p>Units:</p> <ul style="list-style-type: none"> Autumn: Ma ville Spring: Les transports Summer: La date 	<ul style="list-style-type: none"> Pupils broaden vocabulary for where they live, places in the local area, directions, shops, numbers beyond 100, transport, days, months and dates. They learn interrogative pronouns such as où, quand and pourquoi to ask more precise questions. They are introduced to the verb aller and begin to understand verb conjugation and personal pronouns. They know the difference between ordinal and cardinal numbers and apply this to dates. They understand that days and months do not need capital letters in French and make links with Latin and other languages. Cultural knowledge includes the NHS in France, fashion and school uniforms, traditional French meals and eating habits, and links with French correspondents in Le Mans. 	<ul style="list-style-type: none"> Take part in short conversations using familiar structures and vocabulary, including asking for and giving directions. Present information about places, transport, dates and routines to others. Write simple sentences and short texts using models, word banks and dictionaries to check spellings. Recognise patterns in sentence-building and apply known grammatical rules to new vocabulary. Develop authentic communication through correspondence with French pen pals, including letters and online links where appropriate. Compare traditions in France and England and begin to make links with French and German cultural examples.
<p>Concept themes: Town and local area; directions; transport; dates; questions; aller; pronouns; ordinal/cardinal numbers; correspondence; comparison of traditions.</p>		
<p>Values links: Community is strengthened through international links and correspondence. Respect grows as pupils compare traditions and daily life. Curiosity drives questions about places and languages, while Perseverance is needed to build longer sentences.</p>		

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Year 6 French Progression

	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 6</p> <p>Units:</p> <ul style="list-style-type: none"> • La date • Le temps • Sports et loisirs • Ma journée • À l'école • Ma planète • French / German: the importance of languages 	<ul style="list-style-type: none"> • Pupils consolidate and extend vocabulary for festivals, birthdays, numbers, weather, clothing, seasons, compass points, sports, leisure, daily routines, school subjects, opinions, the solar system and our planet. • They use prepositions such as avant and après and revisit links between French, Latin and other languages. • They learn the meaning and use of il fait in weather expressions and apply aimer with simple conjugation to express likes and dislikes. • They use moins and et to tell the time and make links with mathematical understanding. • They are introduced to reflexive verbs such as se lever and use opinion verbs to express and justify views. • They learn comparative and superlative structures and recognise how grammar differs from or is similar to English. • Cultural knowledge includes French history and festivals, the French Revolution 1789, 1er mai, maps of France, school comparisons, breakfast, goûter, playground games, leisure and the importance of learning any foreign language. 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources, songs, stories and short passages. • Use spoken language to initiate and sustain simple conversations on familiar topics. • Describe routines, incidents or experiences, and express and justify opinions with increasing confidence. • Read and understand the main points and some detail from short written passages and identify different text types. • Prepare and practise conversations and short presentations, reusing known vocabulary and structures in new contexts. • Write sentences and short texts from models and memory, using knowledge of words, text structure and grammar. • Perform to an audience and reflect on how learning French can support learning of French, German and other languages.
<p>Concept themes: Festivals; weather; seasons; sports; leisure; time; daily routine; school; opinions; environment; comparatives; superlatives; wider language learning.</p>		
<p>Values links: Hope and Community link to environmental language and understanding the wider world. Curiosity is developed through cross-language links. Perseverance is strengthened as pupils sustain conversations, justify opinions and prepare for language learning beyond primary school.</p>		

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Assessment and End Points: Culture and Language Links

Formative assessment is ongoing and is used to monitor progress, respond to misconceptions and guide pupils in improving speaking, listening, reading and writing. Pupil voice, participation and practical communication tasks help leaders evaluate the effectiveness of the curriculum.

Concept	By the end of Year 4	By the end of Year 6
<i>Curiosity and cultural awareness</i>	<ul style="list-style-type: none"> • Learn about the different languages spoken by children in school • Locate countries where languages are spoken • Identify social conventions at home and in different cultures • Learn about festivals and celebrations in different cultures • Know about aspects of everyday life and compare them to their own 	<ul style="list-style-type: none"> • Look at aspects of everyday life from the perspective of someone from another country • Recognise similarities and differences between places • Compare symbols, objects or products from their own culture and another country • Compare attitudes towards aspects of everyday life • Present information about an aspect of culture
<i>Linking languages</i>	<ul style="list-style-type: none"> • Make links between phonemes, rhymes and spellings and read aloud familiar words • Experiment with writing simple words • Read and understand familiar written phrases • Write familiar words and phrases using a model and some words from memory • Identify nouns and verbs; understand gender, adjective changes and partitive articles 	<ul style="list-style-type: none"> • Make simple sentences and short texts • Write words, phrases and short sentences using a reference • Understand longer and more complex phrases or sentences • Match sound to sentences and paragraphs • Write on a range of topics using a model • Conjugate some regular and irregular verbs and understand reflexive verbs • Use opinion verbs leading to self-expression

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Assessment and End Points: Ideas and Communication

Concept	By the end of Year 4	By the end of Year 6
Expression of Ideas	<ul style="list-style-type: none"> Recognise familiar words in written form Read familiar words and phrases using a model and some words from memory Follow a short familiar text while listening and reading at the same time Write familiar words, phrases and simple sentences 	<ul style="list-style-type: none"> Prepare and practise a simple conversation using familiar vocabulary in new contexts Understand and express simple opinions Reread a variety of short texts Read and understand the main points and some detail from a short written passage Identify different text types and read short authentic texts for enjoyment or information Write sentences on a range of topics using a model
Confidence in communicating	<ul style="list-style-type: none"> Listen and respond to simple rhymes, stories and songs Recognise and respond to sound patterns, words, rhymes and rhythm Listen for specific words and phrases Perform simple communicative tasks using single words, phrases and short sentences Understand everyday classroom language and praise words Memorise and present a short spoken text Ask and answer questions on several topics 	<ul style="list-style-type: none"> Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Use spoken language confidently to initiate and sustain conversations and tell stories Read and understand the main points and some detail from a short written passage

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Songs and Tales to Support the French Curriculum

Year 3

Unit / theme	Songs	Tales / stories
Bonjour	Comment t'appelles-tu?; A douze; Onze a vingt	Un, deux, trois nous irons au bois
Les animaux	Un, deux, trois animaux	Fable: Le lièvre et la tortue
Dans ma classe	Dans ma trousse	
Ma famille	Ma famille	
Ma maison	La maison	Les 3 petits cochons
Noël	Vive le vent; J'aime la galette	L'histoire de St Nicolas
Pâques	Quand on fait des crêpes chez nous	

Year 4

Unit / theme	Songs	Tales / stories
Le corps	Tête, épaule, genou...	Idioms
Les vêtements	La machine à laver	Le méchant loup
Les boissons, la nourriture	Les fruits et les légumes	La petite chenille qui fait des trous
Navidad (France)	Feliz Navidad	El tío de Navidad
La Semana Santa (France)		Tronos de Semana Santa

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Songs and Tales to Support the French Curriculum

Year 5

Unit / theme	Songs	Tales / stories
Ma ville	En ville; les directions	Les villes aux noms étranges
Les transports	Les moyens de transport	
La date	Joyeux Anniversaire	Les fêtes Saintes du calendrier
La Navidad (France)	Feliz Navidad	Los tres Reyes Magos
Las Pascuas (France)		La Mona de Pascua

Year 6

Unit / theme	Songs	Tales / stories
La date	La semaine	L'empereur
Le temps	La météo; Voici le mois de mai	
Les sports	Le football	La récréation
Ma journée	A quelle heure?	La journée de Jean
À l'école	Les matières scolaires	
Ma planète	La chanson des planetes	Les planètes lointaines