

Mandeville Primary School

French Progression Map (Year 3–Year 6)



Curriculum Intent

Our intent is that as our pupils move through Key Stage Two, our curriculum enables them to learn and recall simple phrases from memory, form conversations, translate written texts and build up to write complex sentences using verb forms as well as masculine and feminine vocabulary accurately. Children will be able to ask questions and respond to form short conversations. They will be able to write varying lengths of sentences using a variety of grammatical structures they have learnt. They will be given the tools to encourage and develop their independence with translating and applying new vocabulary within their spoken and written language. Children are supported with their learning through visuals and repeated vocabulary across the whole key stage which enables access to the curriculum for all. As they progress through Upper Key Stage 2, children will then be taught more complex grammar and verb structures and will be exposed to more complex reading materials. This is to ensure they will be well prepared for MFL at Key Stage 3.

Language Concepts and Threads

French Thread	How understanding develops across the curriculum
Phonics & Pronunciation	Pupils progressively develop accurate pronunciation through the Language Angels phonics programme, enabling them to decode, pronounce and read unfamiliar French words with increasing confidence.
Vocabulary Acquisition	Pupils systematically build and revisit topic vocabulary, enabling them to recall, apply and extend language across familiar and increasingly unfamiliar contexts.
Speaking & Listening	Pupils progress from repeating words and short phrases to asking and answering questions, holding short conversations and presenting information with increasing confidence.
Reading & Writing	Pupils develop from recognising familiar words and phrases to reading longer texts and writing increasingly accurate sentences using previously learnt vocabulary and grammatical structures.
Grammar & Language Structures	Pupils develop understanding of noun gender, articles, adjectives, verb forms, negatives, conjunctions and sentence structure, applying these with increasing independence.
Intercultural Understanding	Pupils develop an appreciation of French-speaking countries, traditions and cultures whilst recognising similarities and differences between their own lives and those of others.

Knowledge and Understanding Progression

Phase	Knowledge and Understanding
Year 3	Develop accurate pronunciation through Phonics Lesson 1. Build vocabulary to introduce themselves, use classroom language, name animals with correct articles, express abilities using 'je peux' and order ice cream politely using 'je voudrais'. Begin understanding noun gender, articles and the high-frequency verbs 'être' and 'pouvoir'.

Year 4	Extend pronunciation through Phonics Lessons 1–2. Develop vocabulary to present themselves, describe family members and homes, discuss the weather and use numbers confidently. Apply possessive adjectives, gender agreement and conjunctions such as 'et' and 'mais'.
Year 5	Consolidate pronunciation through Phonics Lessons 1–3. Develop confidence discussing pets, dates, clothes and the weather. Recall days, months and numbers to 31, ask and answer questions about birthdays, describe possessions and create longer spoken and written responses using negatives and conjunctions.
Year 6	Apply pronunciation confidently through the cumulative phonics programme. Extend vocabulary through school life, weekends, the Francophone world and habitats. Tell the time, express opinions with reasons, discuss environmental responsibility and integrate previously learnt language into increasingly fluent spoken and written French.

Disciplinary Knowledge Progression

Year	Listening	Speaking	Reading	Writing
Year 3	- Identifies the patterns and sounds of language through songs and rhymes. - Is able to join in with actions to accompany familiar songs, stories and rhymes. - Listen and repeat words modelled by teacher, show understanding with an action.	- Knows specific vocabulary and is developing accuracy in pronunciation by listening to and repeating recordings of authentic speakers. - Can recognise a familiar question and respond with a simple rehearsed response.	- Begin to recognise written vocabulary/single words. - Recognise written vocabulary/single words. - Begin to recognise written phrases and show an understanding by translating or drawing a caption to match.	- Copy simple vocabulary. - Attempt to write taught vocabulary (single words) from memory. - Attempt to write simple phrases from memory.
Year 4	- Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). - Say a simple rhyme from memory. - Join in with words of a song or storytelling. - Can pick out known words in an 'authentic' conversation.	- Knows specific vocabulary and uses accurate pronunciation by listening to and repeating recordings of authentic speakers. - Ask and answer questions with a rehearsed response using appropriate intonation. - Use common phrases or questions. - Begin to use masculine and feminine words accurately.	- Begin to recognise simple written phrases. - Has some understanding of more complex written phrases.	- Attempt to write simple, short taught phrases from memory. - Begin to build more complex sentences with support. - Write simple, short taught sentences from memory including the verb 'to go'.
Year 5	Listen to and understand poems, songs and rhymes in the language.	- Begin to use action words. - Ask and answer more complex familiar	- Read and show understanding of simple writing. - Understands more	Write simple, short taught sentences from memory using adjectives and correct

	• Sing a short song from memory. • Follow text in the songs, identifying words. • Listen to 'authentic' conversation, picking out familiar vocabulary. • Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.	questions selecting from a scaffold of responses. • Ask for clarification and help. • Build words into sentences confidently and accurately. • Begin to accurately use masculine and feminine determiners with nouns.	complex written phrases. • To understand masculine and feminine words.	verbs. • Sometimes use masculine and feminine words accurately and adjusting adjectives according to the noun. • Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.
Year 6	• Listen to and appreciate stories and poems in the language. • Has a good understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. • Identify patterns of language and link sound to spelling.	• Engage in short scripted conversations. • Express opinions in short conversations. • Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence. • Build words into sentences reviewing all learning so far.	• Practice reading longer texts aloud, containing taught phrases and vocabulary. • Present ideas and information orally to an audience. • Use a dictionary to understand the definition of unknown words. • Can independently translate complex sentences with some accuracy. • To use with confidence, masculine and feminine words.	• Adapt taught phrases to create new sentences. • Write a series of extended sentences with adjectives, opinions and conjunctions. • Sometimes use masculine and feminine words accurately and adjusting adjectives according to the noun. • Use dictionaries to find the meaning of unknown words and to translate own ideas.