



	Autumn	Spring	Summer
Year 3/4 Year A	A new start Calendar and celebrations	Animals Carnival and numbers	The Hungry Giant Going on a picnic/Where I live
Year 3/4 Year B	Welcome to school My town, your town	Alien faces and family Moving our bodies	At doctors/Jungle animals Summertime
Year 5/6 Year A	Me and my friends at school Time in the city	At the market Clothes	Out of this world Going to the seaside
Year 5/6 Year B	This is me! Homes and houses	Sports My best day ever	Café culture Let's celebrate!

Skills progression - French

September 2026

Pupils are taught the knowledge, understanding and skills needed to engage in the process of listening, speaking, reading and writing in French. Below are the skills and end points for each phase.

	Year1/2	Year 3/4	Year 5/6
Listening	I can listen to a song, rhyme or story. I can understand some simple words. I can understand some simple words and phrases. I can understand some simple instructions and follow them. (Ongoing throughout Spring/ Summer term to build on basic vocabulary)	I can understand a few simple words and phrases. I can identify phonemes which are the same as, or different from, English phonemes. I can recognise a question. I can understand simple questions and respond to them. I can recognise whether nouns are singular or plural, based on the article le, la, l' or les. I can recognise some basic French adjectives. I can recognise a range of familiar words and phrases. I can understand and respond to simple instructions. I can identify the gender of the noun from its article in spoken French. I can recognise that the structure of some French sentences differs from English.	I can understand the main points from a short spoken passage, story or poem that contains some unfamiliar language. I can understand the main points and some of the detail from a short spoken passage, story or poem, including more complex phrases and sentences.
Speaking	I can repeat simple words. I can respond with a correct word. I can repeat simple words and phrases.	I can repeat simple words and phrases. I can answer questions to give basic information using simple words and phrases.	I can join in with a short, continuous conversation, including giving simple opinions. I can adapt familiar sentences by changing a few words.



We all love, learn and grow together.
Mark 12:31 'Love your neighbour as yourself.'

	I can respond with a correct word or phrase. I can respond to a simple instruction. I can join in with a song, rhyme or story. (Ongoing throughout Spring/Summer term to build on basic vocabulary)	I can ask and answer simple questions using short sentences. I can say simple words, phrases and sentences from memory with accurate pronunciation. I can give a spoken response to a simple written question. I can introduce myself, giving my name and age, using short sentences. I can use some numbers, colours and simple describing words in spoken sentences. <i>I can pronounce familiar words and some new words accurately.</i> <i>I can ask and answer several questions about myself.</i> <i>I can take part in simple role play.</i> <i>I can ask for simple opinions and give my own, e.g. likes and dislikes.</i> <i>I can prepare and present a set of simple instructions to a group for them to follow.</i> <i>I can give short descriptions.</i> <i>I can use the correct article, most of the time, to match the gender of the noun.</i> <i>I can describe things using simple adjectives.</i> <i>I can use simple sentences where the structure or word order differs from English.</i> <i>I can use the first-person singular of the verbs to have and to be.</i>	I can take part in brief pre-prepared tasks such as short presentations and role plays. I can engage in simple dialogues. I can use first and third person singular form of the present tense to describe myself and others. I can use what I have learnt about the structure of French sentences to build new ones using the model. <i>I can join in with a longer continuous conversation including longer sentences and more complex opinions.</i> <i>I can use familiar words and sentence structures to construct new sentences.</i> <i>I can use a range of spoken language confidently, using correct pronunciation and intonation.</i> <i>I can develop a simple sketch or role play and perform it to my class.</i> <i>I can use French articles accurately.</i>
Reading	I can read a single word. I can find words I recognise. I know the meaning of words I recognise. I can read single words/ a short phrase. I can find words and phrases I recognise. I know the meaning of the words/phrases I recognise. (Ongoing throughout Spring/Summer term to build on basic vocabulary)	I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words and phrases accurately, using my knowledge of French phonics. I can understand familiar written phrases and simple sentences and respond to them. I can recognise whether nouns are singular or plural. <i>I can follow and understand a simple written text.</i> <i>I can follow and read a simple story aloud.</i> <i>I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</i>	I can read and pronounce unfamiliar written words and phrases accurately using my knowledge of French phonics. I can understand the main points from a short written text which contains some unfamiliar language. I can read aloud a short story containing familiar language clearly and with expression. I can recognise that adjectives' endings often change to match the noun they are describing. <i>I can understand the main points and some of the detail from a short written text which contains some unfamiliar language.</i>



		<i>I can use a bilingual dictionary to find the French translation of English words.</i>	<i>I can recognise the vous/ils/ells/nous forms of some common verbs in the present tense.</i>
Writing	I can copy a single word. I can copy short phrases. (No formal recording – focus on building basic vocabulary)	I can write short, simple responses to spoken language using familiar words. I can give a written response to a simple written question. I can write some familiar words from memory. I can write some nouns with the correct article. I can write responses to spoken language using short phrases and simple sentences. I can express my opinions using short sentences. I can write some phrases and simple sentences from memory. I can use the correct article, most of the time, to match the gender to the noun. I can use a model to write sentences in the first person. I can write a few simple sentences using first person, present tense about myself. I can write a few simple sentences about a family member.	I can express my opinions using more complex sentences. I can adapt familiar written sentences by changing a few words. I can write two or three short sentences as a personal response, using reference materials/support. I can use the correct article to match the gender of the noun. I can write sentences using the correct verb form for each of the personal pronouns (Je, Tu, Il, Elle) I can use some simple sentence structures that differ from English in my writing. I can use familiar words and sentence structures to write new sentences. I can write a short passage, including longer or more complex sentences. I can construct a short text attempting to accurately use nouns, adjectives and some commonly used and regular verbs. I can use French articles accurately. I can write some regular French nouns in the singular and plural forms. I can use the rules I know about building sentences in French to create new sentences using different vocabulary.
Global Understanding	I understand that other languages are spoken in this country and around the world. I know a country where French is spoken. I can name other languages. I know that people can speak more than one language.	I understand where a language is spoken across the world. I know reasons why people may speak more than one language. I am starting to compare cultures. I am beginning to explore the reasons for a multilingual society. I know why there are cultural differences. I have explored some similarities and differences in the daily life of other cultures.	I understand why different languages are spoken in Britain. I can compare and contrast aspects of life with my own. I question what a global citizen is. I can explain what a multilingual society is and why it exists. I can express opinions on aspects of my own and others' cultures. I know why I am a global citizen.

Phonics (Key sounds for each term)		Year A Autumn 1 – oi (au revoir, noir, trois) Autumn 2 – di (dimanche, jeudi) é (décembre, février) Spring 1 - ch (chien, chat, cheval) Spring 2 – qu (quatorze, quinze) Summer 1 – on (melon, concombre) Summer 2 – on (montagne, Clermont) an (orange, passant) Year B Autumn 1 – eau (ciseaux) Autumn 2 – ez (regardez, montrez) ou (boulangerie, trouvez) Spring 1 – ll (famille, oreilles) eux (cheveux, yeux) Spring 2 – ou (bouche, genou, bougez) Summer 1 – g (singe, girafe) Summer 2 – ll (brouillard, vanille) ai/ei (fait, voudrais, neige)	Year A Autumn 1 – ais (anglais, français) ile (utile, difficile, facile) Autumn 2 – é (musée, métro, cinéma, porte-cié) Spring 1 – qu (quel, cinquante) ante (soixante, quarante) Spring 2 – j (jupe, jaune) u (pull, jupe) Summer 1 – é (prénom, Vénus, étoiles) Summer 2 – ette (casquette, serviette, raquettes) er (nager, jouer, sauter) Year B Autumn 1 – eur (auteur, professeur, docteur) Autumn 2 – on (maison, salon) Spring 1 – an (danse, amusant, handball) tion (natation) Spring 2 – eu (heure, ennuyeux) Summer 1 – an (croissant, sandwich) ais/ait (voudrais, plaît) Summer 2 – ez (ajoutez, mélangez) j (j'ai, j'habite)
---	--	--	--