

# French Progression of Skills (2025-26)

	KNOWLEDGE TAUGHT	SKILLS TAUGHT Oracy and literacy	Language Learning Strategies, Grammar and Knowledge about Language this year
<b>YEAR 3</b>	<p>Introduction to <b>Physical French Phonics</b> scheme <u>stage 1</u> (Sue Cave)</p> <p>Personal information Greetings Colours Numbers Understanding some grammatical terminology in French Question words Pencil case items Verbs: je/tu forms</p> <p><b>**Culture/ language related work throughout year:</b> (focus on reusing already known grammar vocabulary in a creative context – adapted to each Year group)</p> <p>1) Christmas 2) Epiphany 3) Eurovision Song Contest 4) Easter 5) Work around culture day in May (TBC)</p>	<p>Recognising and responding to single words and short phrases. Accurate copying of new vocabulary including accents. Accurate copying of spoken language. Using knowledge about letter sounds and blends to aid pronunciation. Asking and answering simple questions. Introduction to the bilingual dictionary Understanding that French is taught in many countries around the world other than France <b>Introduction to strategies to memorise new vocabulary.</b></p>	<p>Key sounds to identify and recognize: a/au/e + 2 cons./e in 1 syllable/eu/g/j/g before e/i/ou/r/u Silent letter rules Recognising subject pronouns je/tu combined with some verbs Introduction to gender of nouns Recognizing and understanding some verbs in the imperative. Recognising the formal and informal forms of “you” Construction of simple sentence with voici / et Cognates Accents – their function Stories – rhymes-songs to aid learning and memorization (examples : <i>Toutes les couleurs, Bonjour ca va, Silence Pere Noel, Roule Galette, 2 petits oiseaux, Je veux manger, Dans ma trousse j’ai... Meunier, tu dors...</i>)  Finger Rhymes – Monsieur Pouce, Voici ma main, Menuier Tu dors...</p>

<p><b>YEAR 4</b></p>	<p><b>Continuation of Physical French Phonics</b> scheme <u>stage 1</u> (Sue Cave)</p> <p>Pencil case items Gender and noun concepts Sentence building Clothes Numbers 11-20 Days of the week Asking and answering questions about ourselves Positive and negative expressions Position of adjectives in a sentence</p> <p><b>**Culture/ language related work throughout year:</b> (focus on reusing already known grammar vocabulary in a creative context – adapted to each Year group)</p> <p>1) Christmas 2) Epiphany 3) Eurovision Song Contest 4) Easter 5) Work around culture day in May (TBC)</p>	<p>Developing understanding of gender of nouns and plural nouns Using key language more independently Connecting sentences more confidently Developing confidence in applying silent letter rules to writing Understanding how to form short positive and negative sentences Developing confidence and understanding in reading French accurately with good pronunciation and accent</p> <p>Developing skills for using bilingual dictionary <i>Using simple strategies to say and write some words from memory.</i></p>	<p>Gender of nouns <b>Plural nouns</b> 1<sup>st</sup> and 2<sup>nd</sup> person - <b>avoir</b> 1<sup>st</sup> and 2<sup>nd</sup> person – <b>mettre</b> Short positive and negative expressions</p> <p>Silent letter rules</p> <p>Block 1: a/<b>c before e</b>/c before i/ch/e + 2 cons./ e in 1 syllable/ <b>è/ eau/ -es</b>/eu/j/g/in/<b>o not at end/oi/on/r/u/y</b></p> <p>Block 2: a/an/c before e/ch/<b>e + 1 cons./e + 2 cons./ei/en/</b> eu/j/i/in/o not at end/ on/ou/qu/r/u/un/z</p> <p>Block 3: a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/<b>s between vowels</b>/un/</p> <p><b>*Items in red indicate new vocabulary, grammatical knowledge or graphemes</b> <i>Story : Silence Père Noel, Dans ma trousse j'ai, Je m'habille et Je te croque, Par une sombre nuit de tempete</i> <i>Songs / Rhymes : Vive le vent, Il est ne (Xmas), 11 à 20</i> <i>Days of the week</i> <i>1,2,3 je m'en vais au bois</i></p>
<p><b>YEAR 5</b></p>	<p><b>Stage 2 of Physical French Phonics Course</b> <i>Exploring the present tense further. Negative forms and exploring changes in the silent letter rules Masculine and feminine nouns (animals) Colour adjective agreements, with singular and plural nouns and word order</i></p>	<p>Positive and negative expressions. Expanding sentences effectively with conjunctions Writing creatively Developing accuracy in written work Asking questions and responding appropriately Continuing to develop accurate reading aloud</p>	<p><b>Gender of nouns</b> <b>Position of colour adjectives</b> <b>Agreement of adjectives in singular</b> <b>More colours</b> 3<sup>rd</sup> person singular – être 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person singular and 3<sup>rd</sup> person plural – être</p>

(continuing to consolidate grammatical knowledge gained from Y3 and Y4).

**\*\*Culture/ language related work throughout year:** (focus on reusing already known grammar vocabulary in a creative context – adapted to each Year group)

- 1) Christmas
- 2) Epiphany
- 3) Eurovision Song Contest
- 4) Easter
- 5) Work around culture day in May (TBC)

Applying strategies to speak and write from memory.

Reflect upon strategies that they find most useful and effective.

Plural nouns

Position of adjectives of size

Agreement of adjectives in singular and plural with nouns and pronouns

Possessive adjective

Definite article

Imperative – er verbs – vous form

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural – er verbs

Definite article

1<sup>st</sup> 2<sup>nd</sup> person singular – avoir

Negative – **ne..pas + de**

Pronouns – 1<sup>st</sup> and 2<sup>nd</sup> person singular, 3<sup>rd</sup> person singular and plural

Silent letter rules

a/ai/an/au/ch/e in 1 syllable/e + 1

cons./è/é/ -es/**er**/-ez/g before e/i/ien/ill/in//j/o not at end/

**oeu**/oi/on/qu/r/s/u/un/

**\*Items in red indicate new vocabulary, grammatical knowledge or graphemes**

Songs : De quelle couleur est-ce?

Une souris verte

Savez-vous planter les choux?

Mon Ane

Une souris verte

Léon le caméléon

Des amies sages

Alouette

Petit ballon


Il court le furet

Trois petits chats

Valentine's poem

			<b>Stories</b> <i>Va t'en grand monstre vert</i> <i>Bon appétit Monsieur Lapin</i> <i>Qui conduit?</i> <i>Pourquoi?</i>
<b>YEAR 6</b>	<p><b>1.L'Espace - Space</b> unit including a series of lessons talking about yourself (personal details and personality descriptions)</p> <p><b>2. Où j'habite - Where I live</b> (town and local area). Including some lessons on: <b>On va en France (we are going to France)</b> - Transactional vocabulary relevant to trip to France (March)</p> <p><b>3. WW2</b> - understanding and adapting a longer text</p> <p>Transition Project TBC (preparation for secondary school)</p> <p><i>(continuing to consolidate grammatical knowledge gained from Y3, 4 and 5).</i>  <b>**Culture/ language related work throughout year:</b> (focus on reusing already known grammar vocabulary in a creative context – adapted to each Year group)  1) Christmas  2) Epiphany  3) Eurovision Song Contest  4) Easter  5) Work around culture day in May (TBC)</p>	<p>Gaining accuracy and confidence in applying different grammatical rules in written and spoken work.</p> <p>Understanding information in long spoken and written texts (developing listening and reading skills)</p> <p>Applying a different historical and geographical context to a known topic.</p> <p>Spontaneous group speaking activities using a range of learned expressions; listening attentively and responding appropriately (focus – trip to France)</p> <p>Avoir, être, aimer, habiter.</p> <p>Adapting and performing a song/short text for an audience from memory.</p> <p>Writing independently on a topic using a writing frame as a prompt.</p> <p><b>Applying successful strategies to speak and write from memory including dictation.</b></p>	<p>Nouns and adjective agreements</p> <p>Developing a bank of <b>fronted adverbials</b> to use at the start of sentences</p> <p><b>Je pense que</b></p> <p>Recognising and using commonly used verbs in 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p>Learn how to <b>conjugate common verbs</b></p> <p>Recognising cognates, using prior knowledge and using context to decode longer texts.</p> <p>Cognates and faux amis</p> <p>Using <b>il y a</b></p> <p>Negative expressions ne...pas + de</p> <p>Recognising patterns in words from different languages.</p> <p>Expressing positive and negative agreements and preferences</p> <p><b>Songs:</b> Quand je vais à l'école  <b>Stories :</b> Children's accounts around WW2 topic (l'évacuation)</p>

**Notes: Physical French Phonics:** Year 3, 4 and 5 currently working through this phonics based scheme of learning. In Year 6, learning is theme based with reference to PFP made where appropriate.



Where language / a grammar point is NEW to a year group, after this year it will be written in red (to emphasize what is new content and what is being revisited). Green font writing indicates song/ rhymes and cultural input.

