

# French Progression Map



**“Apprendre une langue, c'est s'ouvrir au monde.”**

*“Learning a language is opening yourself to the world.”*

### **Our Curriculum Intent:**

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

## **At Ladybridge, we encourage our pupils to, 'Think like Linguists.'**

### **Intent:**

At Ladybridge, we provide a carefully sequenced and ambitious French curriculum that progressively builds pupils' substantive knowledge and disciplinary language skills over time. The substantive knowledge in French sets out the core content that pupils are expected to learn. This includes developing knowledge of vocabulary, phonics and grammar, as well as understanding how to listen, speak, read, and write in the French language. Pupils are taught how French sounds, works, and is structured, enabling them to recognise patterns and build secure foundations in the language. The disciplinary knowledge enables pupils to use language creatively, purposefully, and independently. Children learn how to apply their knowledge to communicate meaning, ask and answer questions, express opinions, and adapt language for different contexts and purposes. They are encouraged to experiment with language, make choices about how to express themselves, and develop confidence as young linguists. Our French curriculum is thoughtfully designed. Pupils listen attentively to spoken French, join in with songs, rhymes, and simple conversations, and gradually build fluency and confidence in speaking. Reading and writing are introduced progressively, allowing pupils to recognise familiar words and phrases before constructing their own sentences. Throughout the curriculum, pupils are exposed to aspects of French culture, including traditions, stories, and everyday life, helping them to understand the wider world and appreciate cultural similarities and differences. This cultural knowledge supports pupils in making meaningful connections and deepening their understanding of language in context. By progressively strengthening their knowledge of vocabulary, grammar, and phonics, and their ability to apply language skills effectively, Ladybridge pupils develop a secure foundation in French. This equips them for future language learning, builds confidence in communication, and fosters a positive attitude towards languages and global citizenship.

### **Implementation:**

At Ladybridge, we have a clear French progression framework, which outlines the development of pupils' substantive knowledge, including vocabulary, phonics, grammar, alongside disciplinary knowledge, such as listening attentively and speaking with increasing confidence. This ensures that pupils regularly revisit prior learning and build upon it year on year. We use the Grammarsaurus French scheme to deliver our curriculum. This provides a carefully sequenced, fully resourced programme that supports consistent language development across the school. Although the teaching of a foreign language is not compulsory in Key Stage 1, we choose to introduce French from Key Stage 1 in response to the needs of our school community. Introducing French at an early stage helps pupils make connections between languages, develop positive attitudes towards language learning, and build strong foundations for future learning in Key Stage 2. Throughout the curriculum, pupils are introduced to a range of topics and contexts that reflect everyday life and aspects of French culture. Learning is delivered through a variety of engaging activities, including songs, games, repetition, questioning, role-play, and short written tasks. These approaches enable pupils to actively listen, practise pronunciation, rehearse language structures, and apply their knowledge in meaningful ways. Our French curriculum builds experience and deepens understanding of key language concepts, including phonics, grammar, sentence structure, and meaning. Each unit focuses on a particular language skill or grammatical feature while ensuring that learning is embedded and revisited across listening, speaking, reading, and writing. Through this structured, engaging, and inclusive approach, pupils leave Ladybridge with a secure foundation in French. They develop the skills, understanding, and enthusiasm needed for future language learning and a positive attitude towards languages and cultural awareness.

### **Impact:**

At Ladybridge, the impact of our French curriculum is seen in pupils who think and communicate like linguists. They listen attentively, speak with increasing confidence, read for meaning, and write using taught vocabulary and structures. Pupils are curious, resilient, and motivated language learners who are well prepared for the next stage of their language education and for engaging with the wider world. Children present their learning to a high standard, demonstrating their understanding through accurate pronunciation, purposeful spoken responses, and increasingly independent reading and writing. Their work reflects growing confidence, developing grammatical understanding, and the ability to apply language creatively in different contexts. Consistent teaching, strong staff collaboration, and the use of a clear progression framework ensure sustained progression across all year groups. Our French curriculum creates lasting memories through engaging lessons, songs, games, role-play, and exposure to authentic French language and culture. These experiences bring language learning to life and help pupils develop an appreciation of other cultures and ways of life. Above all, we want every child to enjoy learning French, feel confident communicating in another language, and be inspired to continue learning languages beyond primary school. Our curriculum fosters curiosity, cultural awareness, and a lifelong interest in languages and global citizenship.



|        |   |  |   |
|--------|---|--|---|
| Year 1 | France and its Culture<br><br>French Alphabet                       | Numbers 1-10<br><br>At the farm                                      | Classroom instructions                      |
| Year 2 | Colours-Introduction 6 colours<br><br>Food- The hungry caterpillar. | The fruits<br><br>In my classroom                                    | Say what foods I eat<br><br>Going to school |
| Year 3 | Greetings<br><br>My family  | Numbers 0-20 and age   | Numbers 20-50<br><br>Colours                |
| Year 4 | Review year 3<br><br>Pets<br><br>At home                            | Sports and hobbies<br><br>The weather and Seasons                    | Play an instrument<br><br>School subjects   |
| Year 5 | Review y3-4<br><br>French speaking countries<br><br>Numbers 50-100  | Countries and cities<br><br>Nationalities and languages<br><br>Euros | The time<br><br>Daily routine               |
| Year 6 | Year 3-5 review<br><br>Snacks and drinks at the café                | Clothes and colours<br><br>Personality                               | In the city and directions                  |

## Knowledge:

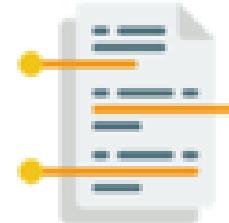
| <u>Substantive Knowledge</u>  | <u>Disciplinary Knowledge</u>   |
|---|---|
| <p>Sets out the content that is to be learned. In French, it is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.</p>  | <p>Disciplinary knowledge enables the children to adapt and use language creatively and purposefully.</p> |
| <p>Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously. The MFL curriculum reflects careful thinking as to what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. As a result, pupils know more, remember more and can do more.</p> |   |



Phonics



Vocabulary



Grammar

These are the building blocks of the subject; they enable the progress that is necessary to achieve the goals of language learning. It is these three things that will enable pupils to learn the language, so they can converse fluently.

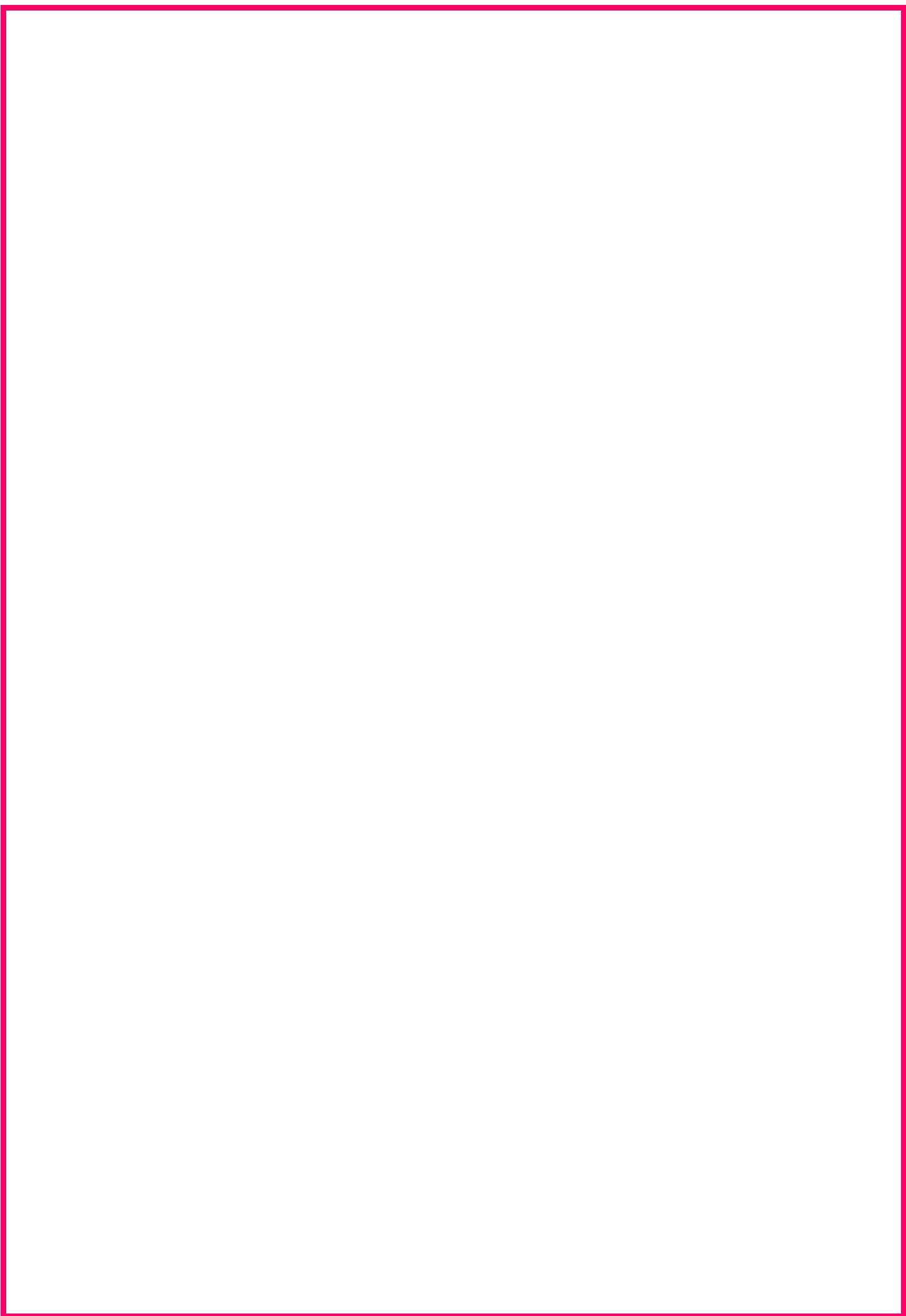
## **Themes:**

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

| <b><u>Key Concepts:</u></b> | <b>Speaking</b>   | <b>Listening</b>   | <b>Reading</b>  | <b>Writing</b>  |
|-----------------------------|---|--|---|---|
|                             |  |  |  |  |

|        |  |  |   |
|--------|--|--|---|
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| Year 3 | Greetings<br><br>My family   | Numbers 0-20 and age   | Numbers 20-50<br><br>Colours                |
| Year 4 | Review year 3<br><br>Pets<br><br>At home                             | Sports and hobbies<br><br>The weather and Seasons                    | Play an instrument<br><br>School subjects   |
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| Year 6 | Year 3-5 review<br><br>Snacks and drinks at the café                 | Clothes and colours<br><br>Personality                               | In the city and directions                  |

|         |         |      |        |         |             |
|---------|---------|------|--------|---------|-------------|
| Numbers | Colours | Food | School | Animals | Nationality |
|---------|---------|------|--------|---------|-------------|



Speaking

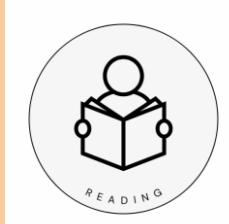


Listening



Think Like a Linguist ....

Reading



Writing







|   | <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>   |
|---|---|---|--|---|--|---|
| <u>Listening</u><br> | Understand where France is and some facts about its culture<br><br>Numbers to 10<br><br>Recognise letters of the alphabet<br><br>Names of farm animals<br><br>Understand simple classroom instructions. | Understand a few familiar spoken words- colours- names of food- objects in classroom<br><br>Foods<br><br>Name 6 colours<br><br>Modes of transport   | Understand a few familiar spoken words and phrases<br><br>Greetings<br><br>Classroom instructions<br><br>Numbers 0-50<br><br>Months and days<br><br>Family members<br><br>A range of colours<br><br>A few words and phrases in a song or a rhyme | Understand a range of familiar spoken phrases<br><br>Name some pets<br><br>Weather forecast<br><br>where people are in the house<br><br>Someone's hobbies<br><br>subjects learned at school<br><br>types of musical instruments.<br><br>A short rhyme or song | Understand the main points from a short spoken passage made up of familiar language<br><br>Explore French speaking countries in the world<br><br>Understand sentences describing people's nationality<br><br>Numbers 50-100<br><br>Counting euros and buying things<br><br>Understanding numbers to tell the time and daily routine. | Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences<br><br>Children talking about their likes and dislikes (including personality traits)<br><br>Descriptions of people and what they are wearing<br><br>The time<br><br>Directions<br><br>Dialogue in a shop/café |
| <u>National Curriculum,</u>   | <u>Listening</u>  | <p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> |  |   |  |   |

| <b>Disciplinary Knowledge</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
|--|---|---|---|--|---|---|
| <b>Speaking</b><br> | Say and repeat single words<br>e.g., <b>un, deux, trois-dix</b><br>Say simple classroom instructions<br>Letters of the alphabet | Say and repeat single words<br>e.g., naming 6 colours: <b>rouge, bleu, vert, rose, jaune, orange</b><br>Foods (including fruit)<br>Names of transport | Say and repeat single words and short simple phrases<br>e.g. greeting someone - saying: <b>oui, non, s'il vous plaît, merci, ça va?</b><br>Days of the week<br>Names of transport | Answer simple questions and give basic information<br>e.g.- saying what my name is<br>saying if I have any pets<br><b>Tu as des animaux?</b><br><b>Oui, j'ai- Non, je n'ai pas d'animaux</b> | Take part in a simple conversation and express opinions<br>Say my nationality and where I live<br><b>J'habite + à/ en/ au/ aux + cities/countries</b>   | Take part in a simple conversation and express opinions, ask and answer simple questions about life-short dialogue.<br>Describing myself and what I wear<br><b>Que portes-tu?</b> (What are you wearing?)<br><b>Que porte-t-elle?</b> (What is she wearing?)<br><b>Que porte-t-il?</b> (What is he wearing?)<br><b>Je porte... (I am wearing...)</b><br><b>Elle porte... (She is wearing...)</b><br><b>Il porte... (He is wearing...)</b> |
| <b>National Curriculum</b>   |   |   |   |  | <b>Speaking</b><br>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.<br>Speak in sentences, using familiar vocabulary, phrases and basic language structures.<br>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>Present ideas and information orally to a range of audiences. |   |

|   | <u>Year 3</u>   | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>   |
|---|---|---|--|---|
| <u>Reading</u><br><br> | <p>Can recognise and read out a few familiar words and phrases:<br/><b>oui, non, s'il vous plait, merci, ca-va?</b></p> <p>e.g., Personal information: name, age, birthday, brothers and sisters, favourite colour.<br/><b>I like: J'aime</b><br/><b>I dislike: je n'aime pas-</b></p> <p>Greetings</p> <p>Numbers</p> <p>Days of the week</p> <p>Colours days of the week</p> <p>Numbers</p> <p>Months</p> <p>Colours:<br/><b>rouge, bleu, vert, rose, jaune, orange-blanc, gris, marron, noir, violet</b></p> <p>Identify family members (recognising different family dynamics)<br/><b>ma famille</b></p> <p>Count to 50</p> <p>Read my age- <b>jai_ ans</b></p> | <p>Can understand and read out familiar written phrases<br/>e.g. - simple phrases - questions –<br/>someone writing about their pets and hobbies<br/><b>Tu as des animaux?</b><br/><b>Oui, j'ai</b><br/><b>Non, je n'ai pas d'animaux-</b></p> <p>The date</p> <p>Talk about my favourite hobbies, instruments and school subjects<br/><b>j'aime, J'adore</b></p> <p>Talk about your home</p> <p>Talk about my home and where I live<br/><b>Où habites-tu?</b><br/><b>J'habite- la maison</b> (the house)<br/><b>le jardin</b> (the garden)</p> | <p>Understand the questions and main point(s) from a short written passage in clear printed script</p> <p>Simple part of a dialogue</p> <p>Two to three sentences of information about someone.<br/><b>J'habite + à/ en/ au/ aux + cities/countries- Je suis + nationality (with correct gender)-</b></p> <p>Directions to go somewhere</p> <p>Price of things in euros<br/><b>J'ai + number + euros</b></p> <p>Daily routine including time</p> | <p>Understand the main points and some of the detail from short written texts in familiar contexts –<br/>e.g-<br/>A description of someone and what they are wearing<br/><b>Que portes-tu?</b> (What are you wearing?)<br/><b>Que porte-t-elle?</b> (What is she wearing?)<br/><b>Que porte-t-il?</b> (What is he wearing?)<br/><b>Je porte...</b> (I am wearing...)<br/><b>Elle porte...</b> (She is wearing...)<br/><b>Il porte...</b> (He is wearing...)</p> <p>A description of the way to go somewhere</p> <p>A dialogue in a shop/café<br/><b>. J'achète + un/une/du/des + food</b><br/><b>J'aime / J'adore/ Je n'aime pas/</b><br/><b>Je déteste + le/les + food</b></p> |
| <u>National Curriculum</u>  | <u>Reading</u>  | <p>Read carefully and show understanding of words, phrases and simple writing.<br/>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>   |  |   |

|   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
|---|--|--|---|---|
| <b>Writing</b><br> | <p>Write one short sentence (at a time) to a model and fill in the words on a simple form- e.g.</p> <p>personal information: name, age, birthday, brothers and sisters, favourite colour -greetings</p> <p>oui, non, s'il vous plait, merci, ca-va?</p> <p>Numbers 0-50</p> <p>Days of the week</p> <p>Months</p> <p>Colours:</p> <p>rouge, bleu, vert, rose, jaune, orange-<br/>blanc, gris, marron, noir, violet-</p> <p>I like: J'aime<br/>I dislike: je n'aime pas</p> <p>Identify family members (recognising different family dynamics)<br/>ma famille</p> <p>Write my age- jai_ ans</p> | <p>Write some short sentences to a model and fill in the words on a simple form.</p> <p>e.g Tu as des animaux?<br/>Oui, j'ai- Non<br/>je n'ai pas d'animaux</p> <p>Write about my favourite hobbies, instruments and school subjects.</p> <p>J'aime, J'adore .</p> <p>Talk about your home</p> <p>Talk about my home and where I live-</p> <p>Où habites-tu?<br/>J'habite- la maison (the house)<br/>le jardin (the garden)</p>  | <p>Write a few short sentences with support using expressions which they have already learnt</p> <p>J'habite + à/ en/ au/ aux +<br/>cities/countries</p> <p>Je suis + nationality (with correct gender)<br/>J'ai + number + euros</p> | <p>Write a short text on a familiar topic, adapting language which they have already learnt.</p> <p>e.g., two to three sentences describing myself and my personality-a dialogue in a shop/café</p> <p>A description of someone and what they are wearing</p> <p>Que portes-tu? (What are you wearing?)<br/>Que porte-t-elle? (What is she wearing?)<br/>Que porte-t-il? (What is he wearing?)<br/>Je porte... (I am wearing...)<br/>Elle porte... (She is wearing...)<br/>Il porte... (He is wearing...)</p> |
| <u>National Curriculum</u>  | Writing  | <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing.</p> <p>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.</p> |   |   |

### **SEND Adaptations for French**

“Like their non-SEN peers, students with SEN will only reach their full potential if they are given the opportunity to move outside their comfort zone and to learn new skills.” (David Wilson) – This is what MFL does.

| <b><u>Cognition and Learning</u></b>   | <b><u>Communication and Interaction</u></b><br><u>Social</u>   | <b><u>Emotional and Mental Health</u></b>   | <b><u>Sensory and/or Physical</u></b>  |
|--|--|---|--|
| <p>Embed a structured phonetic instruction to these lessons.</p> <p>Recap the vocabulary previously learnt.</p> <p>Break the content down into small steps and allow time to step by step build up conceptual understanding.</p> <p>Modelling processes and keep referring to the vocabulary throughout. Adults modelling skills, breaking down activities is key and supporting through over-learning and repetition will help embed skills.</p> <p>Use a multi-sensory approach to French and use learning through songs, actions with words and pictures/videos. Use real life resources such as food, Euros, French children speaking.</p> | <p>Find out the interests of the children and incorporate these into reading and spoken tasks linked to their interests.</p> <p>Use children’s names in the class within written or verbal examples to engage them more.</p> <p>Clear and precise names for processes or technology will be supportive.</p> <p>During discussions, listen to answers given and rephrase key vocabulary or content to add understanding.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> | <p>Ensure that the learning environment is calm and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Showing a video or demonstration may support children’s understanding.</p> <p>Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening during modelling sessions.</p> <p>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</p> | <p>Ensure all images are large enough and accessible.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</p> <p>Think about whether visual or auditory stimuli needs to be altered for the child.</p> |

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| <p>Use visuals which reduce demands on working memory for those who find this hard.</p> <p>Gradually reduce the amount of support given once a child becomes more confident.</p> <p>Allow extra processing time when needed.</p> | <p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement – introduce new terms slowly and rehearse them – then try them out in talking partners, writing, questioning etc so that children become very familiar with the words.</p> <p>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</p> <p>Simple, step by step instructions verbally and then in a visual prompt sheet if needed.</p> <p>Use of appropriate modelling to support understanding.</p> <p>Use of competition/games to encourage the speaking of French.</p> | <p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child's needs.</p> <p>Allow sensory/brain breaks as a break from learning.</p> <p>Think about cognitive overload and the child's ability to cope with this.</p> | <p>Some children may prefer group learning but for some children this may be too much and practising/playing in pairs may be easier.</p> <p>Adult or IT support may be needed.</p> <p>Through pre-exposure, prior to the French lesson, children can gain in confidence and become the 'expert' before the lesson even begins.</p> <p>Modelling/demonstrating any concepts.</p> |
|--|--|--|---|