



French Progression of Skills, Knowledge and Vocabulary Map 2025-2026

Communication and Language	Foundation Stage					
	EYFS Statutory Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Foundation Stage 1 Structures, Significance, Appreciation			Foundation Stage 2 Structures, Significance, Appreciation		
	Listen to the French spoken language. Listen to songs and rhymes in French. Begin to respond to simple greetings such as hello and goodbye.			Listen to the French spoken language. Begin to join in with familiar French songs and rhymes. Listen to music that was written by French composers. Begin to recall basic French vocabulary in the everyday environment, for example, greetings, colours and numbers.		
Key Vocabulary	French, France, country, language, music, composer, greetings, bonjour, au revoir, merci, s’il vous plait..., number names to ten un-dix..., colours rouge, vert...					
Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	Listen and join in with basic French vocabulary in the everyday environment e.g. Numbers 1-10, Greetings. Explore patterns and sounds of language through songs and rhymes. Use everyday greetings in context. Begin to join in and respond to spoken language through songs and rhymes. <i>Know and join in with familiar French songs and rhymes.</i>	Listen and show understanding through songs and rhymes using everyday language and greetings. Recognise and recall vocabulary in the everyday environment including: - Numbers 1-10 Colours Greetings Days of the week <i>Know and join in with familiar French songs and rhymes.</i> <i>Use everyday greetings in context.</i> <i>Begin to recognise some numbers and colours when they hear them.</i> <i>Respond to simple greetings.</i>	Listen and respond to simple conversations. Say and repeat single words and short simple phrases. Understand and respond to a few familiar spoken words and phrases including instructions and simple questions. E.g. How are you? Ca va? Voici un chat. Here is a cat. <i>Know the nouns, (first: singular masculine beginning with consonant, then feminine singular).</i> <i>Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir,</i> <i>Know numbers in and out of sequence up to 20.</i>	Understand a range of familiar spoken phrases. Ask and answer simple questions and give basic information by speaking in sentences. Have a short conversation, saying 3 to 4 things. <i>Know the nouns, (first: singular masculine beginning with consonant, then feminine singular).</i> <i>Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir, gris, blanc, brun,</i> <i>Know numbers in and out of sequence to 30.</i> <i>Recognise familiar words in sentences.</i> <i>Know and be able to repeat familiar words, phrases and rhymes with</i>	Tell and understand the time on the hour, the half hour, the quarter hour; Understand and use numbers 0-60. Understand and use a range of questions; be able to use tone of voice, inversion and question words. Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a coordinating conjunction. Understand and use a wider range of verbs. <i>Know, understand and respond to language with increased accuracy and</i>	Comprehend and respond to spoken language with increased accuracy and confidence using more complex phrases or sentences. Understand the main points from a short spoken passage made up of familiar language in simple sentences. Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt. Engage in extended conversations, express opinions, and describe people, places, and things using a wider range of vocabulary and grammatical structures.



			<p>Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.</p> <p>Know how to say short sentences using known conjunction 'et'</p>	<p>accurate pronunciation and intonation.</p> <p>Know how to say short sentences using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)</p>	<p>confidence using more complex phrases and sentences to describe people, places and things.</p> <p>Show understanding of known verbs and adverbs.</p> <p>Know and identify known adjectives in feminine and masculine form.</p> <p>Know and identify days of the week, numbers up to 60 and a wider range of nouns.</p> <p>Demonstrate improved pronunciation and intonation.</p>	<p>Create compound spoken sentences using a relative pronoun</p> <p>Know, understand and respond to a range of familiar spoken words and phrases.</p> <p>Know and use relative pronouns.</p> <p>Know and identify days and months, numbers up to 100, wider range of nouns</p> <p>Know that there is a formal and informal/familiar register of speech in French and recognise examples of each.</p> <p>Demonstrate improved pronunciation and intonation.</p>
Assessment and Indicators for Speaking and Listening	Listen and respond to simple French songs	<p>Know some simple French songs by engaging and singing along.</p> <p>Recognise and say a few French words e.g. numbers and simple greetings.</p>	<p>Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.</p> <p>Can ask and answer simple pre-learned questions from memory: e.g. How are you? What's your name?</p> <p>Can use words for 'a/an/one' accurately (eg un stylo/ une gomme).</p> <p>Can say a short sentence using known nouns e.g. Voici un chat et un cadeau.</p>	<p>Understand and respond to a growing range of familiar spoken words and phrases e.g. numbers to 60, chez moi, dans le jardin</p> <p>Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. J'ai un crayon vert et une règle rouge, Il y a une baleine bleue dans le sac.</p> <p>Ask and answer questions from memory. Où est la baleine? Qu'est-ce qu'il fait? Qu'est-ce que c'est?</p> <p>Develop accurate pronunciation and intonation of known phonemes and silent 's' at end of words e.g. dans</p> <p>Know that single masculine nouns use "un" for</p>	<p>Understand and respond to a growing range of familiar spoken words and phrases e.g. names of places in a town.</p> <p>Make longer sentences including subordinate clauses e.g. Quand il est deux heures à Londres, à Paris, il est trois heures.</p> <p>Understand and use the conjugation of the verb aller – to go</p> <p>Understand and use pronouns moi, toi, lui, elle. Use infinitive verbs for leisure activities e.g. jouer au football.</p> <p>Ask and answer questions about telling the time e.g. Quelle heure est-il ? Il est une heure.</p> <p>Know how nouns and adjectives agree by gender and number.</p>	<p>Understand and respond to more complex phrases including expressing opinions e.g. Je n'aime pas les maths parce que c'est difficile.</p> <p>Take part in a short conversation using a range of familiar questions and responses, including describing family members.</p> <p>Supported by a speaking frame, create complex sentences including a relative pronoun, 'qui' (who) eg Ma soeur, qui a les yeux bleus, s'appelle Sophie.</p> <p>Use the conjunction 'parce-que' to give reasons for our opinions eg J'aime le français, parce-que c'est util.</p> <p>Pronounce known words confidently; apply known</p>



				a/an/one and "le" for the, while feminine nouns use une and la.	Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun.	rules and GPCs to unknown words.
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Reading			<p>Can recognise and read out a few familiar words and phrases.</p> <p>Understand the gist of stories and songs, using visual cues and context to support.</p> <p>Understand some familiar written words and short phrases.</p> <p>Know and apply known sound /spelling patterns in reading.</p>	<p>Read and understand some familiar written words and phrases.</p> <p>Follow a short familiar text, listening and reading at the same time.</p> <p>Show an understanding of what has been read by asking questions.</p> <p>Read some familiar words and phrases aloud and pronounce them accurately</p> <p>Know and apply known sound /spelling patterns in reading.</p>	<p>Read complex written sentences including coordinating and subordinating conjunctions, e.g. mais, quand.</p> <p>Read complex written sentences including negative verb forms e.g. il n'y a pas</p> <p>Understand the main points and some of the detail from short written texts or passages in clear printed script.</p> <p>Know that some adjectives precede the noun, and that others follow it.</p> <p>Know how nouns and adjectives agree by gender.</p> <p>Know that accurate pronunciation and intonation is needed so that others can understand when they are reading aloud or using familiar words and phrases.</p>	<p>Read out loud and understand the main points and opinions in written texts from various contexts.</p> <p>Read and understand complex sentences including the subordinating conjunction parce que (because) e.g. J'aime les sciences parce que c'est util.</p> <p>Read and understand compound written sentences using a relative pronoun (qui-who) e.g. Ma mère, qui s'appelle Sue, a les yeux bleus.</p> <p>Read and understand the conjugated form of simple verbs e.g. aller – to go.</p> <p>Know how nouns and adjectives agree by gender and number and know some exceptions that do not agree.</p> <p>Know that accurate pronunciation and intonation is needed so that others can understand when they are reading aloud or using familiar words and phrases.</p>



Assessment and Indicators for Reading			<p>Read and understand some familiar written words and short phrases e.g. Voici un stylo et une gomme.</p> <p>Apply known sound/spelling patterns in reading.</p>	<p>Read and understand short descriptions and phrases e.g. La baleine est grande et verte; J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac.</p> <p>Know that single masculine nouns use "un" for a/an/one and "le" for the, while feminine nouns use une and la.</p> <p>Apply known sound/spelling patterns in reading.</p>	<p>Read compound sentences including a coordinating conjunction 'mais' and a negative verb form e.g. À Cheadle, il y a un grand parc et un petit restaurant mais il n'y a pas de cinema.</p> <p>Read complex sentences using the subordinating conjunction 'quand' (when) e.g. Quand il est deux heures à Londres, à Paris, il est trois heures.</p> <p>Read purpose sentences e.g. Lundi, je vais à la piscine pour nager. Jeudi, je vais au cinema pour voir un film.</p> <p>Apply known sound/spelling patterns in reading.</p>	<p>Supported by a speaking frame, read complex sentences including a relative pronoun, 'qui' (who) eg Ma soeur, qui a les yeux bleus, s'appelle Sophie.</p> <p>Answer specific questions about a short text made up of short sentences containing familiar language on a familiar topic e.g. a French child's day at school.</p> <p>Read and understand conjugated common forms of high frequency verbs e.g. aller – to go</p> <p>Apply known sound/spelling patterns in reading.</p>
Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
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Writing			<p>Can write or copy simple words, symbols or sentences correctly.</p> <p>With scaffolds, write some familiar written words and short phrases e.g. Voici un stylo et une gomme.</p> <p>Apply known sound/spelling patterns in writing.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Know how to substitute one noun with another and apply the correct indefinite article (un, une)</p> <p>Know that sentences begin with a capital letter and end with a full stop in French as in English.</p>	<p>Write short sentences to a model/ writing frame and some words from memory, e.g. J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac La baleine est grande et verte;</p> <p>Write "un" and "le" for single masculine nouns and 'une' and 'la' for feminine nouns.</p> <p>Apply known sound/spelling patterns in writing.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Write known nouns and apply the correct indefinite article.</p>	<p>With scaffolds, write complex sentences including coordinating and subordinating conjunctions, e.g. mais, quand.</p> <p>With scaffolds, write complex written sentences including negative verb forms e.g. il n'y a pas</p> <p>Understand the main points and some of the detail from short written texts or passages in clear printed script.</p> <p>Write purpose sentences e.g. Lundi, je vais à la piscine pour nager. Jeudi, je vais au cinéma pour voir un film.</p> <p>Know that some adjectives precede the noun, and</p>	<p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Write complex sentences including the subordinating conjunction parce que (because) e.g. J'aime les sciences parce que c'est.</p> <p>Write compound written sentences using a relative pronoun (qui-who) e.g. Ma mère, qui s'appelle Sue, a les yeux bleus.</p> <p>Know how nouns and adjectives agree by gender and number and know some exceptions that do not agree.</p>



				Know that days and months do not need a capital letter unless at start of sentence / on calendar.	that others follow it. Know how nouns and adjectives agree by gender.	Know how to write the date, including details of syntax, capital letters and punctuation.
Assessment and Indicators for Writing			Write a sentence from memory using visual prompts or mime from partner e.g. Voici une gomme et un stylo. Can use words for 'a/an/one' accurately (eg un stylo/ une gomme).	Write some phrases from memory, including sentence starters, with plausible spelling and correct word order e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.	Write compound sentences including a coordinating conjunction 'mais', a negative verb form and opposite adjectives e.g. À Cheadle, il y a un grand parc et un petit restaurant mais il n'y a pas de cinema. Write French phonemes, then words containing the phonemes, short phrases and sentences. Write complex sentences using the subordinating conjunction 'quand' (when) e.g. Quand il est deux heures à Londres, à Paris, il est trois heures. Write purpose sentences e.g. Lundi, je vais à la piscine pour nager. Jeudi, je vais au cinema pour voir un film.	Write a short, simple text from memory based on one familiar topic with reasonable spelling. e.g Write about the school week – favourite days, subjects etc Write using some conjunctions and relative pronouns. Adapt a model to write new sentences using the same structure but changing the noun, adjective or verb. e.g. Ma mère, qui a les cheveux noirs, s'appelle Marie. (given structure) Write the days and months of the year in the correct format.
Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intercultural Understanding	Listen to French music. Watch dances from different cultures. Talk about some celebrations that are special for me.	Look at French paintings (e.g. Matisse) and listen to French music (e.g. Debussy) or a French singer. Listen to welcomes in different languages. Talk about some celebrations that are special for me and for other people – make community links where possible.	Learn and perform a French dance and song e.g. Jean petit qui danse. Recognise some paintings by Monet and Renoir and music composed by Debussy. Learn about other cultures and languages spoken by children in school. Locate country/countries where the language is spoken.	Listen to a variety of French music. Observe and discuss a range of paintings by French artists. Learn about festivals and celebrations in different cultures. Learn about ways of travelling to France and other French speaking countries Know about some aspects of everyday life in France	Listen to French pop music whilst performing a dance routine. Recognise and discuss some of the differences between people across different cultures. Learn about traditional French recipes, sample French food in a social setting. Prepare a short sketch or presentation/letter on a familiar topic.	Speak with knowledge about the history of France and know about the French national day, Bastille Day. Participate in a cultural celebration, and reflect on how learning languages can help to improve understanding across cultures. Present written and spoken information about many aspects of culture.



		Talk about celebrations that are special for me and begin to look at a French festival e.g. compare Easter celebrations	Compare traditions and cultures from traditional British festivals with other cultures.	and compare them to their own by listening and responding to French-speaking children.		Make direct contact with the country/countries where French is spoken- PENPAL links with school in Montpellier.
Key Vocabulary	<p>Numbers to 5 zéro, un, deux, trois, quatre, cinq.</p> <p>Greetings Bonjour. Au revoir</p> <p>Colours rouge, bleu, jaune</p>	<p>Numbers to 10 six, sept, huit, neuf, dix.</p> <p>Colours Vert, purple, orange.</p> <p>Greetings Salut, merci</p>	<p>Numbers to 30 e.g. onze, douze, dix-sept... vingt, vingt et un... trente, trente et un.</p> <p>Greetings Bonjour! Bonjour. Salut. Au revoir Comment t'appelles-tu?</p> <p>Classroom phrases e.g. asseyez-vous, regardez Adjectives (colours) e.g. bleu, gris, jaune, rouge, vert.</p> <p>Vocabulary for sentence building Voici, et, un, une Qu'est-ce que c'est? Je mets.</p> <p>Verbs e.g. Courez, marchez, marchez sur la pointe des pieds, sautez.</p> <p>Adverbs e.g. Lentement, vite.</p> <p>Masculine and feminine nouns e.g. bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin un pinceau, un feutre, un crayon, un stylo, une gomme, une règle, un tee-shirt, un pantalon, un pull, un chapeau.</p> <p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera...</p>	<p>Numbers to 30 e.g. zéro, un, deux, trois, quatre, cinq, six...onze, douze, dix-sept, vingt, vingt et un, trente.</p> <p>Questions, answers and sentence building e.g. Qui est-ce? C'est + name, Ce n'est pas + name, Dans le sac, il y a... et... Combien de cochons y a-t-il? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date. Qui + verb</p> <p>Further adjectives e.g. blanc, brun, noir, orange, rose.</p> <p>Adjectives that precede the noun e.g. Petit, grand.</p> <p>Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p> <p>Verbs e.g. danser, sauter, voler, nager.</p> <p>Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois. prochain, ce sera...</p>	<p>Numbers to 60 e.g. quarante, quarante et un, cinquante, cinquante et un.</p> <p>Masculine nouns e.g. un café, un theatre, un hotel, un château, un hôpital</p> <p>Feminine nouns e.g. une piscine une gare une banque une mairie une poste</p> <p>Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux.</p> <p>Adverbs of place/ sentence starters e.g. chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.</p> <p>Verbs e.g. aller Simple negatives ne...pas, ne...jamais Immediate future tense aller + infinitive.</p> <p>Asking questions, e.g. Où est la baleine? Que fait la coccinelle? Qu'est-ce qu'il fait? Est-ce que le canard tricote? Où va le lion? Le chat, qu'est-ce qu'il va faire?</p> <p>Subject pronouns, e.g. je, tu, il, elle, ils, eux.</p> <p>Disjunctive pronouns, e.g. moi, toi, lui, elle.</p> <p>Telling the time Quelle heure est-il ? Il est une</p>	<p>Numbers to 100 e.g. soixante et un, soixante-deux -soixante-dix. quatre-vingt-dix-neuf, cent.</p> <p>Masculine nouns e.g. un manteaux,</p> <p>Feminine nouns e.g. une tortue. une robe</p> <p>Verbs in the infinitive form : siffler ronfler se cacher se promener lire dormir.</p> <p>Conjugated forms in the présent (present tense): il/elle siffle ; ils/elles sifflent</p> <p>Conjugated forms in the imparfait (imperfect tense) e.g. il/elle sifflait; ils/elles sifflaient.</p> <p>Conjugated forms in the passé composé (perfect tense): j'ai/ tu as/ il a/ elle a entendu j'ai/ tu as/ il a/ elle a vu.</p> <p>Conjugated forms of aller as part of le futur proche (near future tense): je vais/ il va/ elle va + infinitive.</p> <p>Adverbs of place/ sentence starters e.g. dans la rue dans les bois dans la forêt derrière un buisson.</p> <p>Adverbs of time Aujourd'hui Hier Ce matin Cet après-midi Ce soir Le week-end dernier La semaine dernière À (+ clock time) Il y a une demi-</p>



				<p>Definite article <i>le, la, l', les</i></p> <p>Sentence starters e.g. <i>Chez moi, Dans ma chambre, Dans mon placard.</i></p> <p>Towns in France e.g., <i>Paris, Calais, Lyon, Montpellier.</i></p>	<p><i>heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures... et demie. Il est midi, il est minuit... et demi.</i></p> <p>Relative pronoun <i>qui</i></p> <p>Conjunction <i>mais</i></p> <p>Letter Writing e.g. <i>Cher ami/ Chère amie</i> <i>Dear friend</i></p>	<p><i>heure Le week-end prochain La semaine prochaine Dans une demi-heure Negative adverbs ne...pas, ne...jamais.</i></p> <p>Asking and answering questions, e.g. <i>Ca va? Et toi ? Oui, ca va Ca va bien, merci, Qu'est-ce que tu aimes faire dans la classe de français ?</i></p> <p>Telling the time - analogue clock <i>Quelle heure est-il? Il est une heure, deux heures, et quart, ... vingt, ... vingt-cinq, ... et demie,... moins vingt, ... moins le quart, ... moins cinq. Il est midi, il est minuit... et demi.</i></p> <p>Relative pronoun <i>qui</i> (e.g. <i>un cochon qui chante</i>)</p>
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