



Dorney School Progression Map

Modern Foreign Languages - French

Intent: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. (National Curriculum Purpose of Study.)

Autumn 1	EYFS	Key Stage 1		Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary (Skills)					Apply phonic knowledge of the language to support reading and writing Reinforce and extend recognition of word classes and understand their function Use context and previous knowledge to determine meaning and pronunciation Read and memorise words	Recognise patterns in simple sentences Manipulate language by changing an element in a sentence Understand and use negatives Pronounce/read aloud unknown words Apply knowledge of rules when building sentences	Recognise patterns in the foreign language Devise questions for authentic use Use language known in one context or topic in another context or topic Use context and previous knowledge to help understanding and reading skills



					<p>Use question forms</p> <p>Recognise and apply simple agreements, singular and plural</p> <p>Ask for repetition and clarification</p>	<p>Apply grammatical knowledge to make sentences</p> <p>Use a dictionary or word list</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Integrate new language into previously learnt language</p>	<p>Make predictions based on existing knowledge</p> <p>Use a dictionary</p> <p>Notice and match agreements</p> <p>Use knowledge of words, text and structure to build simple spoken and written passages</p>
<p>Substantive – Key vocabulary/structures</p>					<p><u>Parts of the body</u></p> <p>Listen to and follow a short story</p> <p>Understand and give the names of seven parts of the body</p> <p>Understand the meaning of five adjectives and recognise that</p>	<p><u>The high street</u></p> <p>Recite a short text with accurate pronunciation</p> <p>Say what buildings can be found on the high street</p> <p>Recognise similarities and differences in the</p>	<p><u>Classroom routines</u></p> <p>Be familiar with classroom routines, giving information appropriately in French:</p> <p>– answering the register; stating the date; describing the weather; asking for classroom objects</p>



					<p>adjectives can change spelling</p> <p>Understand that all nouns have a gender in French</p> <p>Be able to ask how to say something in French</p> <p>Listen for and identify a key sound as it occurs in a rhyme</p> <p><i>La tête, le nez, les dents, les cheveux, les yeux, la bouche, les oreilles, la jambe, le pied, le ventre, la main, le bras, l'épaule, le genou</i></p> <p>★ Noun gender</p> <p><u>Adjectives</u> <i>Grand/e, petit/e, gros/se, long/ue,</i></p>	<p>high street at home and in France</p> <p><i>La rue principale</i></p> <p><i>Un marché, un supermarché, un magasin, une poste, une banque, un café, la mairie, un magasin des vêtements, une boulangerie</i></p> <p>★ <i>Il y a + noun</i> ★ <i>Il n'y a pas + noun</i></p> <p><u>Places to visit</u> <i>Le cinéma, le château, la plage, la patinoire</i></p> <p><u>Prepositions</u></p> <p>Understand key information from a short exchange</p>	<p>Be able to follow instructions</p> <p>Days/ months/ numbers to 31</p> <p>Answering the register – <i>Bonjour Madame, ici, il/elle est absent(e)</i></p> <p><i>Un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, une règle, un sac</i></p> <p><i>Asseyez-vous, levez-vous, levez la main, silence, regardez, écoutez, à deux</i></p> <p><u>Clothes</u></p> <p>Be aware of some cultural differences relating to school uniform and school life</p>
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					<p><i>pointu/e, gentil/le, rigolo, féroce</i> <i>Quantifiers – assez/très</i></p> <ul style="list-style-type: none"> ★ Identify adjectives and know that their spelling can change ★ Verb être (to be) 	<p>Be able to ask for a place in French</p> <p>Be able to give basic directions in French</p> <p>Take part in a simple conversation <i>à gauche, à droite, tout droit, au coin</i></p> <p>Connectives – <i>et/aussi</i></p> <p><u>Adjectives</u></p> <p>Identify the position of adjectives in a sentence</p> <p>Understand the function of words in a sentence</p> <p>Present two or three sentences describing the high street</p>	<p>Understand details including opinions from several short spoken passages</p> <p><i>Un pantalon, un pull, une chemise, une jupe, des chaussures, des chaussettes, un sweat, une cravate</i></p> <p><i>J'aime / je n'aime pas</i></p> <p><u>Adjectives (1)</u></p> <p>Construct a short paragraph by adapting a model</p> <p><i>Laid(e), moche, super, joli(e)</i></p>
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						<i>Grand/e, petit/e</i> ★ Identify the position of adjectives in a sentence	
Autumn 2							
Disciplinary (Skills)					Reinforce and extend recognition of word classes and understand their function Apply phonic knowledge of the foreign language to support reading and writing Use context and previous knowledge to determine meaning and pronunciation Read and memorise words Sort words into categories	Recognise patterns in simple sentences Manipulate language by changing an element in a sentence Apply grammatical knowledge to make sentences Integrate new language into previously learnt language Develop accuracy in pronunciation and intonation	Notice and match agreements Recognise patterns in the foreign language Use knowledge of word order and sentence construction to support the understanding of the written text Use context and previous knowledge to help understanding and reading skills



					<p>Apply knowledge about letters and simple grammatical knowledge to experiment with writing</p> <p>Recognise and apply simple agreements, singular and plural</p>	<p>Understand and use negatives</p> <p>Pronounce/read aloud unknown words</p>	<p>Listen for clues to meaning e.g. tone of voice, key words</p>
<p>Substantive – Key vocabulary/structures</p>					<p><u>Zoo animals</u></p> <p>Be able to say the names of six zoo animals from memory with accurate pronunciation</p> <p>Follow a story using visual clues</p> <p>Recognise some letters of the alphabet in French</p> <p>Say and write a short simple sentence in</p>	<p><u>Time: days of the week</u></p> <p>Appreciate how activity on the high street changes at different times, and be able to express this in French</p> <p>Substitute adjectives and quantifiers into a sentence</p> <p><i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p>	<p><u>Family</u></p> <p>Know the names of members of the family in French</p> <p>Demonstrate understanding of a short written text by responding to true/false questions</p> <p><i>Mon père, ma mère, ma sœur, mon frère, mon grand-père, ma grand-mère</i></p>



					<p>French using noun, verb and adjective</p> <p><i>Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin</i></p> <p><u>Christmas – Building a snowman</u></p> <p>Say two weather conditions and four items of clothing with accurate pronunciation</p> <p>Make a display, writing individual words and short sentences in French</p> <p><i>Il fait froid, il neige</i></p> <p><i>Un bonhomme de neige</i></p> <p><i>Un chapeau, une écharpe, des gants,</i></p>	<p>★ Days of the week are not capitalised in French</p> <p><i>Matin, après-midi, soir, à 10 heures, à 4 heures et demie</i></p> <p>Quantifiers – <i>très/assez</i></p> <p><u>Adjectives</u></p> <p><i>Pollue, anime, calme, propre, sale, très, assez</i></p> <p>Understand a short story containing familiar vocabulary</p> <p>Match text and pictures from a story</p>	<p><i>Il/elle s'appelle, il/elle a X ans, il/elle est, il/elle habite à</i></p> <p><u>Adjectives (2)</u></p> <p>Follow a story as it is read aloud demonstrating understanding of main points and opinions expressed in the story</p> <p><i>Sympa, intelligent(e), amusant(e), sportif/sportive, beau/belle</i></p>
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					<i>un manteau, des boutons</i>	Write short phrases to accompany display work <u>Christmas traditions</u> Recite a short text with accurate pronunciation Follow the transcript of a short story <i>Le foret, il neige, un sapin, une bougie, une boule de Noël</i>	
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Dorney School Progression Map							
Modern Foreign Languages - French							
Spring 1	EYFS	Key Stage 1		Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary (skills)					Recognise and apply simple agreements Use question forms	Recognise patterns and simple sentences	Recognise patterns in the foreign language



					<p>Apply phonic knowledge of the language to support reading and writing</p> <p>Read and memorise words</p> <p>Reinforce and extend recognition of word classes and understand their function</p> <p>Recognise that texts in different languages will often have the same conventions of style and layout</p> <p>Discuss language learning and share ideas and experiences</p> <p>Use context and previous knowledge to determine meaning and pronunciation</p>	<p>Manipulate language by changing an element in a sentence</p> <p>Understand that words will not always have a direct equivalent in the target language</p> <p>Integrate new language into previously learnt language</p> <p>Use a dictionary or word list</p> <p>Pronounce/read aloud unknown words</p> <p>Apply knowledge of rules when building sentences</p>	<p>Notice and match agreement</p> <p>Listen for clues to meaning e.g. tone of voice, key words</p> <p>Use a dictionary</p> <p>Use language known in one context or topic in another context or topic</p> <p>Use knowledge of words, text and structure to build simple spoken and written passages</p> <p>Apply a range of linguistic knowledge to create a simple, written production</p>
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					Sort words into categories		
Substantive – Key vocabulary/structures					<p><u>Members of the family</u></p> <p>Be able to say the French for family members</p> <p>Be able to say the names of members of the family, knowing when to use ‘il’ and ‘elle’</p> <p>Be able to ask for and give information about brothers and sisters</p> <p>Recognise plural forms</p> <p>Acquire cultural knowledge about family life in France</p> <p>Understand that the final consonant is not pronounced in French</p>	<p><u>Time: months of the year</u> <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i></p> <ul style="list-style-type: none"> ★ Months are not capitalised in French ★ Simple future tense, <i>je vais</i> + verb <p><u>Numbers 0-50</u></p> <p>Be able to find words in a dictionary and check spelling</p> <p>Know how to say numbers 1 – 50 in French</p> <p><u>Sports (1)</u></p>	<p><u>Occupations</u></p> <p>Know the names of five occupations in French</p> <p>Understand that word order/sentence structure may be different in a foreign language</p> <p>Understand that some nouns for occupations change their spellings in relation to gender</p> <p>Understand key details from a short spoken passage</p> <p><i>Il/elle est</i></p>



					<p><i>Le père, la mère, le beau-père, la belle-mère, le frère, la sœur, le demi-frère, la demi-sœur, le grand-père, la grand-mère, l'oncle, la tante</i></p> <ul style="list-style-type: none"> ★ Possessive adjectives <i>mon/ma</i> ★ Form questions <p><u>Pets (1)</u></p> <p>Recognise the similarities between traditional stories in French and English</p> <p>Recognise word classes: nouns and verbs</p> <p>Know the names of 8 pets in French and be able to pronounce them accurately</p>	<p>Be able to understand comparative statements in French</p> <p>Contribute to a classroom display in French</p> <p><i>Le foot, le rugby, le cyclisme, le tennis, le ski, la natation, la gymnastique, le patin à glace</i></p>	<p><i>Médecin, vendeur/ vendeuse, policier/ policière, serveur/ serveuse, professeur</i></p> <p><u>Rooms in the house</u></p> <p>Be aware of cultural differences in housing abroad and at home</p> <p>Be able to match sound to individual words in a list of unfamiliar vocabulary</p> <p>Identify the sounds of some letters of the alphabet</p>
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					<p>Be able to say a sentence in French using 'J'ai' and 'Je n'ai pas de' to talk about pets</p> <p>Understand simple rules for converting singular nouns into a plural form</p> <p>Know some details about the kind of pets that are popular in France</p> <p><i>Le chien, le chat, le hamster, le lapin, le poisson, le cochon d'Inde, l'oiseau</i></p> <ul style="list-style-type: none">★ Verb <i>avoir</i> (to have)★ Negative <i>avoir</i>		<p>Recognise the meaning of eight rooms of the house in French (receptive use only)</p> <p><i>Voici, il y a, j'habite dans</i></p> <p><i>Une maison, un appartement</i></p> <p><i>Un salon, une salle à manger, une cuisine, une salle de bains, un garage, un balcon, un jardin, une chambre</i></p> <p><u>Adjectives (3)</u></p> <p>Contribute to a shared writing task describing an ideal home</p>
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							<p>Produce own piece of writing, adapting a model</p> <p><i>Petit(e), grand(e), joli(e), superbe, magnifique, immense, de luxe, en haut, en bas</i></p>
Spring 2							
Disciplinary (skills)					<p>Apply phonic knowledge of the language to support reading and writing</p> <p>Use context and previous knowledge to determine meaning and pronunciation</p> <p>Recognise that texts in different languages will often have the same conventions of style and layout</p> <p>Use a dictionary to look up spellings</p>	<p>Manipulate language by changing an element in a sentence</p> <p>Apply knowledge of rules when building sentences</p> <p>Integrate new language into previously learnt language</p> <p>Use a dictionary or word list</p> <p>Understand and use negatives</p>	<p>Use knowledge of word order and sentence construction to support the understanding of the written text</p> <p>Use context and previous knowledge to help understanding and reading skills</p> <p>Make predictions based on existing knowledge</p> <p>Use a dictionary</p>



						Develop accuracy in pronunciation and intonation	Recognise patterns in the foreign language Use knowledge of word and text conventions to build sentences and short texts Ask for repetition and clarification
Substantive – Key vocabulary/structures					<p><u>Pets (2)</u></p> <p>Follow a short text as it is read aloud</p> <p>Write simple sentences for display work</p> <p><i>Le chien, le chat, le hamster, le lapin, le poisson, le cochon d'Inde, l'oiseau</i></p> <p>Connectives – <i>et/aussi</i></p>	<p><u>Sports (2)</u></p> <p><i>Le foot, le rugby, le cyclisme, le tennis, le ski, la natation, la gymnastique, le patin à glace</i></p> <p><i>Je joue au/je fait de la/je fait du</i></p> <p><u>Food and drink (1)</u></p> <p>Be able to say ten food items in French with accurate pronunciation</p>	<p><u>Prepositions</u></p> <p>Identify nouns and adjectives contained in a text</p> <p>Be familiar with the abbreviations used in a dictionary to identify noun, verb, adjective, adverb</p> <p>Recognise potential hazards</p>



					<ul style="list-style-type: none"> ★ Recognise nouns and verbs ★ Simple rules for converting singular to plural <p style="text-align: center;"><u>Easter</u></p> <p>Know about some French traditions relating to Easter</p> <p>Identify specific items of vocabulary in a longer text</p> <p>Produce a sentence in oral and written form to describe a painted egg</p>	<p>Demonstrate understanding of others expressing their likes/dislikes</p> <p>Locate words in a bilingual dictionary</p> <p>Take part in a conversation expressing likes/dislikes of different foods</p> <p>Understand the importance of healthy eating and design a balanced meal, with food items labelled in French</p> <p style="text-align: center;">Y3 food vocabulary</p> <p><i>Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la</i></p>	<p>when using dictionaries and understand how abbreviations can help</p> <p>Read phrases with appropriate intonation and expression</p> <p style="text-align: center;"><i>Sur, sous, dans, au coin, à gauche, à droite</i></p> <p style="text-align: center;"><u>Furniture</u></p> <p>Be able to ask for repetition/clarification in French</p> <p style="text-align: center;"><i>Une chaise, un divan, une table, un frigo, une douche, un micro-ondes, un tapis, une lampe</i></p>
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						<i>glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petit-pois</i> Connectives – <i>mais/et/aussi</i> ★ Negatives, <i>je n'aime pas/je déteste</i>	<i>Répète s'il te plait, répétez s'il vous plait, qu'est-ce que c'est... en Français ?</i>
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Dorney School Progression Map

Modern Foreign Languages - French

Summer 1	EYFS	Key Stage 1		Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary (skills)					Apply phonic knowledge of the language to support reading and writing Reinforce and extend recognition of word classes and understand their function	Develop accuracy in pronunciation and intonation Integrate new language into previously learnt language Use context and previous knowledge	Recognise patterns in the foreign language Use knowledge of words and text conventions to build sentences and short texts



					<p>Use context and previous knowledge to determine meaning and pronunciation</p> <p>Read and memorise words</p> <p>Apply knowledge about letters and simple grammatical knowledge to experiment with writing</p> <p>Use a dictionary to look up spellings</p> <p>Use question forms</p>	<p>to help understanding</p> <p>Use a dictionary or a word list</p> <p>Pronounce/read aloud unknown words</p>	<p>Make predictions based on existing knowledge</p> <p>Use a dictionary</p>
<p>Substantive – Key vocabulary/structures</p>					<p><u>Hobbies</u></p> <p>Identify common sounds in a list of verbs</p> <p>Identify strategies for learning new vocabulary</p>	<p><u>Food and drink (2)</u></p> <p>Know what is eaten a breakfast time in France</p> <p>Be able to say the name of six breakfast</p>	<p><u>Days and months</u></p> <p>Days, months</p> <p><i>On va, aller, partir, en vacances</i></p> <p>Holiday accommodation (1)</p>



					<p>Attempt a short dictation activity</p> <p>Understand a paragraph detailing likes/dislikes of leisure pursuits</p> <p>Express likes/dislikes of leisure activities in oral and written form</p> <p>Recognise positive/negative statements</p> <p><i>Danser, nager, jouer au foot, manger au restaurant, lire, regarder la télé, aller au parc</i></p> <p>Opinion phrases – <i>j'adore/j'aime/je n'aime pas/je déteste</i></p> <p><u>Numbers 12-31</u></p>	<p>food/drink items in French</p> <p>Take part in a breakfast role-play in French</p> <p><i>Le petit déjeuner – un croissant, un pain au chocolat, un pain au raisin, une tartine, un chocolat chaud, un jus d'orange, un café, un thé, la brioche</i></p> <p><i>Les ingrédients – le beurre, le sucre, des œufs, le sel</i></p> <p>Be able to follow a demonstration in French of the method for making a dessert</p> <p>Recreate the method with sentence cards</p>	<p>Choose a type of accommodation and write a letter to book accommodation</p> <p><i>On va, rester, dans</i></p> <p><i>Un hôtel, un appartement, un gîte, un camping, une chambre dans l'hôtel</i></p>
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					<p>Understand and follow an interview between two native French speakers talking about hobbies</p> <p>Ask and answer questions on leisure activities</p> <p>Understand and say numbers 12-31 ★ Form questions</p> <p><u>Weather</u> <i>Il fait froid, il fait chaud</i></p> <p>Quantifiers – <i>très, un peu</i></p>	<p>Write a simple shopping list of ingredients</p>	
Summer 2							
Disciplinary (skills)					<p>Use question forms</p> <p>Read and memorise words</p> <p>Recognise and apply simple agreements</p>	<p>Manipulate language by changing an element in a sentence</p>	<p>Use knowledge of word and text conventions to build sentences and short texts</p>



					<p>Use a dictionary to look up spellings</p> <p>Use context and previous knowledge to determine meaning and pronunciation</p>	<p>Develop accuracy in pronunciation and intonation</p> <p>Integrate new language into previously learnt language</p> <p>Look and listen for visual and aural clues</p> <p>Pronounce/read aloud unknown words</p> <p>Recognise patterns in simple sentences</p> <p>Use a dictionary or word list</p>	<p>Recognise patterns in the foreign language</p> <p>Use context and previous knowledge to help understanding and reading skills</p> <p>Use a dictionary</p> <p>Use language known in one context or topic in another context or topic</p> <p>Apply a range of linguistic knowledge to create simple, written production</p>
Substantive – Key vocabulary/structures					<p><u>Holidays</u></p> <p>Understand that typical leisure activities can vary between regions and countries</p>	<p><u>Weather</u></p> <p>Be able to give the date in French</p> <p>Be able to identify the date from an audio recording</p>	<p><u>Holiday Transport</u></p> <p>Research and decide upon travel arrangements and note plans in French</p>



					<p>Know the names of 5 means of transport</p> <p>Know the names and locations of some major ports and airports in France</p> <p><u>Clothes</u></p> <p>Pack an imaginary suitcase for a weekend in the south of France and label the items within it</p> <p><i>Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un t-shirt</i></p>	<p>Be able to understand and say nine weather conditions with accurate pronunciation</p> <p>Be able to identify the type of material heard on audio recording</p> <p><i>Aujourd'hui</i></p> <p><i>Il fait froid, il fait chaud, il fait beau, il fait mauvais</i></p> <p><i>Il y a du soleil, il y a du vent, il y a du brouillard</i></p> <p><i>Il pleut, il neige</i></p> <p><i>L'automne, l'hiver, le printemps, l'été</i></p> <p><i>Normalement, en général</i></p>	<p>Use immediate future tense successfully to express intentions in written form</p> <p><i>On va, aller, prendre</i></p> <p><i>En bateau, en avion, en voiture, en train</i></p> <p><u>Holiday activities</u></p> <p>Find places of interest at a holiday destination</p> <p>Write a programme of activities for a week on holiday using the simple future tense</p> <p><i>On va, visiter, regarder</i></p> <p><i>D'abord, plus tard</i></p>
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						<p><i>J'habite a + [name of town]</i></p> <p><i>Le sud, le nord, l'ouest, l'est, de l'Angleterre</i></p> <p>Write two/three sentences describing the weather in each season in the UK</p>	<p><i>Le musée, le château, la plage, le zoo, le jardin public, la piscine, le centre commercial, le parc d'attractions, un match de...</i></p>
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