

French Curriculum Progression: Year 3–6

Language Learning Skills

Curriculum intent: Pupils revisit and build upon core language and skills each year at an increasingly challenging level. Progression moves from recognising and using familiar words and short phrases in Year 3 to independently manipulating familiar language and producing increasingly complex sentences by Year 6.

Skill	Year 3	Year 4	Year 5	Year 6
SPEAKING	☐ Recognise a familiar question and respond with a simple rehearsed response.	☐ Ask and answer several simple and familiar questions with a rehearsed response. ☐ Use familiar vocabulary to say simple sentences to give information using a language scaffold.	☐ Ask and answer more complex familiar questions with a scaffold of responses. ☐ Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	☐ Engage in a conversation using familiar questions and express opinions. ☐ Manipulate familiar language to present own ideas and information in more complex sentences.
LISTENING	☐ Listen and show understanding of single words. ☐ Listen and identify rhyming words and particular sounds in songs and rhymes.	☐ Listen and show understanding of short phrases.	☐ Listen and show understanding of more complex familiar phrases and sentences.	☐ Listen and show understanding of more complex sentences containing familiar and unfamiliar words.
READING	☐ Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. ☐ Read and show understanding of familiar single words. ☐ Read familiar short phrases.	☐ Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. ☐ Use a bi-lingual dictionary to find the meaning of a word or its translation.	☐ Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. ☐ Read and show understanding of a complex sentence using familiar language. ☐ Use a bi-lingual dictionary to broaden their vocabulary and understanding.	☐ Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. ☐ Read and show understanding of a series of complex sentences using familiar language. ☐ Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
WRITING	☐ Write familiar words and short phrases using a model. ☐ Write single, familiar words from memory with understandable accuracy.	☐ Write a simple phrase using a language scaffold. ☐ Write familiar short phrases from memory with understandable accuracy.	☐ Write familiar complex sentences from memory with understandable accuracy.	☐ Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
GRAMMAR	☐ Use the 1st and 2nd person pronouns with a regular verb. ☐ Start to understand the concept of noun gender and use of articles.	☐ Use the correct form of the definite / indefinite article according to the gender of the noun, in the singular and plural. ☐ Understand simple adjectival agreement.	☐ Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.	☐ Apply all prior knowledge of grammar to build complex sentences.

How progression is demonstrated:

Recognise / repeat / use a model → ask and answer / construct simple sentences → understand and produce more complex language → manipulate / apply / decode / converse independently.

Assessment and evidence:

Language Learning Skills records show the curriculum skills taught across Speaking, Listening, Reading, Writing and Grammar.

Achievement Records assess pupils against Emerging, Expected and Exceeding descriptors, allowing progress, support needs and greater depth to be identified.

Spiral curriculum and retrieval:

Core vocabulary and structures are deliberately revisited and then used in more sophisticated contexts. Familiar language becomes the vehicle for new grammar and skills, supporting retention while increasing challenge.

Overall progression:

Progression in French is not simply about learning more vocabulary. It involves increasing complexity, grammatical understanding, accuracy, retrieval and independence.

End of Key Stage 2 expectations:

By the end of Year 6, pupils should be able to retrieve prior learning, manipulate familiar vocabulary and grammar, express opinions, participate in a short conversation, and understand and produce increasingly complex language with growing independence.