



Early Years Foundation stage Early Learning Goals	Key stage 1 National curriculum expectation	Lower Key stage 2 National curriculum expectation	Upper Key stage 2 National curriculum expectation
<p>N/A</p>	<p>Non –statutory. However pupils in KS1 will start to focus on the learning of languages in practical contexts e.g. United Nations Day.</p> <p>Where possible, teachers will introduce the learning of French through e.g. simple greeting activities and basic vocabulary games and songs.</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - 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 - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - 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 	

Progression of French Skills

Here at Forest, French is taught by our specialist languages teacher, Madame Tourigny. This allows for all our pupils to receive a more in-depth learning experience.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-------	------	--------	--------	--------	--------	--------	--------

Forest Preparatory School French Progression Map

Overview	<p>In EYFS, the progression plan for under 4-year-olds in Reception focuses on the early exposure to French through listening, recognising vocabulary, and interactive play.</p> <p>At this stage, the aim is to foster a natural curiosity for the language and culture through fun, sensory-based activities that feel organic and enjoyable.</p> <p>Over time, as children become more familiar with the sounds and rhythms of French, they will begin to develop an early foundation for language learning that will grow as they advance in their education.</p>	<p>In Year 1, pupils focus on listening and responding to simple greetings, repeating familiar phrases, and engaging in songs and rhymes. They begin to recognize and respond to key vocabulary like numbers, colours, and animals. Vocabulary themes in Year 1 include greetings, names, colours, numbers 1-10, classroom instructions, and animals. The grammar focus is on understanding basic articles (e.g., un/une, le/la) and becoming aware of noun gender. Phonics and pronunciation exercises include recognizing key sounds such as é, è, ch, ou, on, and repeating them through songs. Pupils also learn about French culture through topics like the Eiffel Tower and French food.</p>	<p>In Year 2, pupils build upon their Year 1 foundation by learning how to ask and answer simple questions, such as <i>Comment tu t'appelles ?</i> They start performing short role-plays and saying complete sentences aloud. Vocabulary topics in Year 2 include weather, days of the week, body parts, fruit and food, and family. The grammar focus shifts to using verbs like <i>j'ai</i> and <i>je suis</i>, and introducing plurals with words like <i>les</i> and <i>des</i>. Pronunciation continues to be important, with attention to tricky letters such as <i>r</i>, <i>u</i>, <i>e</i>. Students also explore more French culture, delving into festivals like <i>La Chandeleur</i> and <i>Noël</i>, and comparing aspects of daily life between France and their own culture.</p>	<p>In Year 3, the focus is on listening and speaking using simple vocabulary. Students will start by understanding basic greetings and classroom instructions, and will be able to respond to simple questions such as asking their name or age. They will also learn to say and respond to greetings and introduce themselves and others. By the end of the year, students should be able to say numbers 1–20, the days of the week, and basic colours. The emphasis will be on copying pronunciation and intonation accurately.</p> <p>In terms of reading, Year 3 students will recognize written forms of the words they've learned orally and will be able to match words to images, such as animals or colours. Writing activities will involve copying and labelling single words (e.g. animals, colours) and filling in gaps on simple worksheets. For grammar, students will be introduced to</p>	<p>In Year 4, students will extend their vocabulary and basic sentence structures. They will be able to understand short phrases and sentences on familiar topics and will begin to ask and answer simple questions, such as “<i>Quel âge as-tu ?</i>” (How old are you?). They will also start describing things using adjectives (e.g. colour and size).</p> <p>Reading skills will be further developed as students read and understand simple sentences. They may begin to read short texts or dialogues with familiar vocabulary. Writing tasks will involve writing short phrases and simple sentences from memory, and students will begin using dictionaries to check words.</p> <p>Grammar lessons will focus on definite and indefinite articles (<i>le</i>, <i>la</i>, <i>un</i>, <i>une</i>), as well as basic verb forms like <i>avoir</i>, <i>être</i>, and <i>aimer</i> in the first person. They will also learn simple adjective agreement, such as “<i>un chien noir</i>” (a black dog) and “<i>une voiture rouge</i>” (a red</p>	<p>In Year 5, students will become more independent in their use of the language. Listening activities will involve understanding longer spoken passages and responding appropriately. Speaking tasks will include taking part in simple role plays or conversations and using opinion phrases, such as <i>j'aime</i> (I like) and <i>je n'aime pas</i> (I don't like).</p> <p>Students will develop reading skills by reading and understanding short texts, including descriptions and dialogues. They will also develop strategies for decoding unfamiliar words using phonics. Writing activities will involve writing simple paragraphs using familiar sentence structures, and students will begin using conjunctions like <i>et</i> (and) and <i>mais</i> (but) to link ideas.</p> <p>Grammar in Year 5 will focus on verbs in the first and second person (e.g. <i>je</i> and <i>tu</i>), expanding adjective agreement, and using negative structures, such as <i>je n'aime</i></p>	<p>In Year 6, students will focus on becoming more confident, preparing for secondary French. Listening tasks will involve understanding passages that include time, opinions, and descriptions. Speaking tasks will involve giving short presentations, such as talking about themselves or describing a topic. Students will also practice asking and answering a wider range of questions with confidence.</p> <p>Students will be encouraged to use a bilingual dictionary more confidently.</p> <p>Grammar in Year 6 will focus on regular and irregular verb patterns like <i>aller</i> (to go) and <i>faire</i> (to do), as well as using all key pronouns (e.g. <i>je</i>, <i>tu</i>, <i>il/elle</i>, <i>nous</i>). Students will also work on improving their word order and sentence structure. For cultural</p>
----------	---	---	--	--	---	--	--

Forest Preparatory School French Progression Map

				<p>gender (le/la) and will recognize singular nouns and basic verb patterns, such as “je m'appelle” (I am called).</p> <p>Vocabulary themes will include greetings, numbers, colours, days of the week, classroom objects, and family. To support cultural understanding, students will explore French-speaking countries and learn about French traditions like food and festivals.</p>	<p>car).</p> <p>Vocabulary themes for Year 4 will include food and drink, animals, weather, hobbies, and parts of the body. As part of cultural understanding, students will explore differences in daily life in France (e.g. the school day and mealtimes) and may learn simple songs or rhymes in French.</p>	<p><i>pas...</i> (I don't like...). Vocabulary themes will cover clothing, daily routines, places in town, directions, and months or seasons. As part of cultural understanding, students will learn about major French landmarks and regions, and compare French and British festivals or customs.</p>	<p>understanding, students will explore the similarities and differences between UK and Francophone cultures, and gain an understanding of basic etiquette and customs in French-speaking countries.</p>
Focus	Exposure to French language through songs, rhymes, games, and simple phrases	Exposure to French language through songs, rhymes, games, and simple phrases	Exposure to French language through songs, rhymes, games, and simple phrases	Listening and speaking with simple vocabulary.	Extending vocabulary and basic sentence structure.	Begin expressing ideas with more independence.	Prepare for secondary French
Listening	Children will listen to and begin to recognize key phrases in French, such as greetings, polite expressions, and everyday classroom commands.	Recognise key words when heard. Respond to instructions (e.g. <i>regarde, écoute</i>).	Understand and respond to short stories, rhymes and songs. Follow 2-step instructions in French.	Understand basic greetings and classroom instructions. Respond to simple questions (e.g. name, age).	Understand short phrases and sentences on familiar topics.	Understand longer spoken passages and respond appropriately.	Understand passages including time, opinions, and descriptions.

Forest Preparatory School French Progression Map

Speaking	Encourage children to say basic greetings/simple phrases Polite phrases. Numbers/colours Animal sounds	Say basic words: colours, numbers, emotions Use gestures with speech Listen and respond to simple greetings. Repeat familiar phrases Join in with songs and rhymes.	Begin using short sentences (e.g. <i>J'aime le rouge, J'ai un chat</i>) Ask and answer simple questions (<i>Comment tu t'appelles ?</i>). Perform short role-plays. Say simple sentences aloud.	Say and respond to greetings. Introduce themselves and others. Say numbers 1–20, days of the week, and colours. Copy pronunciation and intonation accurately.	Ask and answer simple questions (e.g. “Quel âge as-tu ?”). Begin to describe things using adjectives (e.g. colour and size).	Take part in simple role plays or conversations. Use opinion phrases (e.g. j’aime, je n’aime pas).	Give short presentations (e.g. about themselves or a topic). Ask and answer a range of questions with confidence.
Reading	Recognizing words (like colours, animals, and numbers) Storybooks and visual aids Simple labeling	Recognise written forms of known words Match words to images	Begin reading short phrases and labels. Recognise and say simple sentences.	Recognise written forms of words they’ve learned orally. Match words to images (e.g. colours, numbers).	Read and understand simple sentences. Begin to read short texts or dialogues with familiar vocabulary.	Read and understand short texts, including descriptions and dialogues. Develop decoding strategies using phonics.	Read and understand short paragraphs or emails. Identify key information and infer meaning.
Writing				Copy and label single words (e.g. animals, colours). Fill in gaps on simple worksheets.	Write short phrases and simple sentences from memory. Begin to use dictionaries to check words.	Write simple paragraphs using familiar structures. Use conjunctions (e.g. et, mais) to link ideas.	Write a short text (e.g. about a holiday or a typical day). Use a bilingual dictionary with increasing confidence.
Grammar				Introduction to gender (le/la). Recognise singular nouns and basic verb patterns (e.g. “je m'appelle”)	Definite and indefinite articles (le, la, un, une). Basic verb forms: avoir, être, aimer in 1st person. Simple adjective agreement (e.g. un chien noir, une voiture rouge).	Use verbs in 1st and 2nd person (je, tu). Expand adjective agreement. Use negative structures (e.g. je n’aime pas...).	Regular and irregular verb patterns (aller, faire). Use all key pronouns (je, tu, il/elle, nous). Improve word order and sentence structure.
Vocabulary themes	Greetings Numbers 1–5. Colours Animals	Greetings & Names Colours Numbers 1–10 Classroom instructions Animals pictures	Weather Days of the week Body parts Fruit & food Family	Food and drink, animals, weather, hobbies, parts of the body.	Food and drink, animals, weather, hobbies, parts of the body.	Clothing, daily routine, places in town, directions, months/seasons.	Holidays, travel, school subjects, pastimes, healthy living.
Phonics &	Imitation of sounds:	Recognise key sounds	Practice pronunciation of	Practice pronunciation	Practice pronunciation of	Practice pronunciation	Practice

Forest Preparatory School French Progression Map

Pronunciation	Encourage children to imitate sounds through songs, repetition, and rhymes.	(e.g. é, è, ch, ou, on). Repeat sounds correctly through songs	tricky letters (<i>r, u, e</i>). Rhyming words and sound patterns.	of words by topic.	words by topic.	of words by topic. Incorporate reading/pronunciation of new words.	pronunciation of words by topic.Improv e reading/pronunciati on of new words in new contexes
Cultural Awareness	Shown through songs/food	Learn about France through maps, food, Eiffel Tower, flag.	Explore French festivals (e.g. <i>La Chandeleur</i> , <i>Noël</i>). Compare daily life.	Explore differences in French daily life (e.g. school day, mealtimes). Learn simple songs or rhymes in French.	Explore differences in French daily life (e.g. school day, mealtimes). Learn simple songs or rhymes in French.	Learn about major French landmarks and regions. Compare French and British festivals or customs.	Explore similarities and differences between UK and Francophone cultures. Understand basic etiquette and customs in French-speaking countries.