



French (Modern Foreign Languages) Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** in French from Year 3 through to the end of Key Stage 2. It ensures that learning is carefully sequenced, cumulative, and progressive, so that pupils build secure foundations in language learning and increasingly communicate with confidence, accuracy and independence.

At Ordsall, French is taught using the Language Angels scheme, which provides a structured approach to progression across listening, speaking, reading, writing, grammar and phonics. Components are selected and sequenced to ensure coverage, coherence and progression in line with national expectations.

At Ordsall, we define knowledge in French as follows:

Substantive knowledge: The vocabulary, phrases, grammar and cultural knowledge that pupils are taught and expected to remember, including words, sentence structures, verb forms and phonics patterns.

Disciplinary knowledge: An understanding of how languages work and how to listen, speak, read and write effectively in a foreign language. This includes developing strategies for decoding meaning, forming sentences, recognising patterns, applying grammar rules and communicating ideas with increasing independence – learning to think like a language learner.

Threads

In French, key threads run throughout the curriculum, providing continuity and coherence as pupils move through each year group. These recurring strands help pupils make connections between components of learning, revisit and embed prior learning, and deepen their understanding of how language works. We have identified the following core threads within our French curriculum:

Listening: Developing the ability to understand spoken French, from recognising familiar words and phrases to gist-listening to longer and less familiar spoken language.

Speaking: Developing confidence and accuracy in pronunciation, intonation and sentence formation, progressing from single words and short phrases to conversations and justified opinions.

Reading: Developing the ability to read and understand written French, using phonics knowledge, cognates, context and decoding strategies to access meaning.

Writing: Developing written communication, progressing from copying words and phrases to writing sentences and short texts using a range of grammatical structures.

Grammar: Developing understanding of key grammatical concepts, including noun gender, articles, adjectival agreement, verb conjugation and sentence structure.

Phonics & Pronunciation: Developing accurate pronunciation and reading skills through systematic teaching of French phonemes and letter strings.

Disciplinary Knowledge

Within our French curriculum, we have identified the following core disciplinary areas that shape how pupils learn to communicate and understand language effectively:

Listening for Meaning	Using taught vocabulary and contextual clues to understand spoken language, progressing from familiar content to unfamiliar language through gist-listening strategies.
Communicating Orally	Using vocabulary and grammatical structures to communicate ideas verbally, ask and answer questions, express preferences and give opinions.
Decoding and Reading	Applying phonics knowledge, cognates and context to decode unfamiliar written language and understand meaning.
Writing and Sentence Construction	Using models, scaffolds and grammatical knowledge to construct accurate written sentences and short texts.
Grammar Awareness	Recognising and applying grammatical patterns to manipulate language independently and accurately.



Progression Model (Language Angels)

French at Ordsall follows the Language Angels teaching types, ensuring clear progression across Key Stage 2:

- **Early Language Units** – building confidence through familiar vocabulary, songs, stories and short phrases.
- **Intermediate Units** – extending sentence length, introducing grammar concepts and encouraging more independent language use.
- **Progressive Units** – developing fluency, spontaneity and accuracy through extended listening, reading and writing tasks using increasingly authentic language.

Progression is built deliberately across **Year 3 to Year 6**, with expectations increasing in complexity, independence and accuracy as pupils revisit and extend prior learning.

Coverage Map



ACADEMIC TEACHING YEAR 2				
Suggested KS2 5 Unit Planner (SOME previous exposure to foreign language teaching and learning)				
	Year 3	Year 4	Year 5	Year 6
Slot 1	Phonetics 1 &	Phonetics 1-2 &	Phonetics 2-3 &	Phonetics 3-4 &
	I Am Learning Fr/Sp/It	Seasons	The Date	The Date
Slot 2	Animals	Vegetables	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It)	Do You Have a Pet?
Slot 3	Instruments	Presenting Myself	Do You Have a Pet?	Clothes
Slot 4	I Am Able ...(Fr) I Know How To...(It/Sp)	My Family	What is the Weather?	At School
Slot 5	Fruits or Vegetables	In the Classroom	My Home or In the Classroom	At the Weekend
Key	Key Stage 2 -> Early Language Teaching		Key Stage 2 -> Progressive Teaching	
	Key Stage 2 -> Intermediate Teaching		Key Stage 2 -> Supplementary Resources	

Progression in Knowledge

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: 'My name, where I live and my age'.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: 'My name, my age, where I live, a pet I have, a pet I don't have and my pet's name'.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'.	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'.	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...' 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.