



## Tatsfield Primary School French Curriculum Map

**At Key Stage 2, Modern Foreign Languages are taught to develop key linguistic skills.  
Learning languages also supports children's social development, as they learn about other countries and cultures.**

<b>Year 5</b>	<p><b>The Basics</b> (Hello, How are you, How old are you?, Family)</p> <p><b>The Basics 2</b> (Days of the week, colours, numbers to 20)</p> <p><b>The Basics 3</b> (Parts of the body, Numbers to 31, Clothes, Months)</p>	<p><b>Animals</b> (On the farm, pets, zoo)</p> <p><b>Holiday</b> (Where are you going/staying? At the Zoo, At the beach)</p> <p><b>Food</b> (Food, Drinks, Ice creams, Markets, Restaurants, I'll have...)</p>
<b>Year 6</b>	<p><b>Seasons</b> (The seasons, Spring &amp; Summer, Autumn &amp; Winter, The date)</p> <p><b>The Environment</b> (The weather, The pond, The garden, In the garden, Rubbish)</p> <p><b>Hobbies</b> (My hobbies, Music, Instruments, The weekend, Films)</p>	<p><b>In France</b> (Vern d'Anjou, Paris)</p> <p><b>Family</b> (My Family, Describe your family, Household tasks, A family weekend, My birthday party)</p> <p><b>The Future</b> (I'm going, This weekend, Tomorrow, Comparisons, I am...)</p>



## Tatsfield Primary School French Curriculum Progression Map

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### **Pupils will be taught how to:**

- 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, and seek clarification and help
- Speak in sentences, using familiar vocabulary and basic language/grammar structures
- Develop accurate pronunciation so that others understand when they are reading aloud or using familiar words
- 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 chosen language
- Broaden their vocabulary and develop their ability to understand new words, including through use of a dictionary
- Write phrases from memory, and adapt these to create new sentences.
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including feminine and masculine forms

Programme of Study statements	Listening (L)	Speaking (S)	Reading (R)	Writing (W)
a. listen attentively to spoken language and show understanding by joining in and responding	<p>L1a (i) I can understand some simple words and phrases.</p> <p>L1a (ii) I can understand some simple instructions and follow them.</p> <p>L2a I can pick out familiar words and phrases from spoken sentences</p> <p>L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language</p> <p>L4a. I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p>	S1a I can repeat simple words and phrases.		<p>W1a I can write short, simple responses to spoken language using familiar words.</p> <p>W2a I can write responses to spoken language using short phrases and sentences.</p>
b. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.</p> <p>L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.</p>	S1b I can join in with simple songs and rhymes.	<p>R1b(i) I can read and pronounce the most common letters and letter strings in French.</p> <p>R1b(ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</p> <p>R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.</p>	W2b I can use my knowledge of French phonics to help me spell familiar words (GD).
c. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<p>L1c (i) I can recognise a question.</p> <p>L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.</p> <p>L1c (iii) I can recognise negatives.</p>	<p>S1c (i) I can answer questions to give basic information using simple words and phrases.</p> <p>S1c (ii) I can say that I don't understand, or ask for a question to be repeated.</p> <p>S1c (iii) I can ask for help using polite language.</p> <p>S1c (iv) I can ask and answer simple questions using short sentences.</p> <p>S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.</p> <p>S3c I can join in with a short, continuous conversation, including giving simple opinions.</p> <p>S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.</p>		<p>W2c I can express my opinions using simple sentences.</p> <p>W3c I can express my opinions using more complex sentences.</p>
d. speak in sentences, using familiar vocabulary, phrases and basic language		<p>S1d I can repeat some simple sentences from memory</p> <p>S2d I can say several sentences from memory</p>		

structures		S3d I can adapt familiar sentences by changing a few words S4d I can use familiar words and sentence structures to construct new sentences.		
e. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me. S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
f. present ideas and information orally to a range of audiences		S1f I can prepare and recite a few familiar sentences to my teacher. S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. S3f I can prepare a short talk on a familiar subject and present it clearly and confidently S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.		
g. read carefully and show understanding of words, phrases and simple writing		S1g I can give a spoken response to a simple written question.	R1g(i) I can recognise and understand some individual written words and match them to pictures R1g(ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. R2g I can follow and understand a familiar written text, reading and listening at the same time. R3g I can understand the main points from a short written text, which contains some unfamiliar language. R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	W1g I can give a written response to a simple written question
h. appreciate stories, songs, poems and rhymes in the	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. L2h I can recognise familiar words and phrases in a spoken story or poem.	S2h I can recite a simple finger rhyme or song from memory. S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R1h I can read a simple rhyme or poem, in chorus. R2h I can read a simple rhyme, song or story aloud to my class.	W2h I can show understanding by writing sentences or phrases which summarise some of the

language	<p>L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.</p> <p>L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.</p>		<p>R3h I can read aloud a short story containing familiar language, clearly and with expression.</p> <p>R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p>	content of stories, songs and poems.
i. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			<p>R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</p> <p>R2i (ii) I can use a bilingual dictionary to find the French translation of English words.</p>	
j. write phrases from memory, and adapt these to create new sentences, to express ideas clearly				<p>W1j I can write some familiar words from memory.</p> <p>W2j (i) I can write some phrases and simple sentences from memory.</p> <p>W2j (ii) I can complete a written sentence by adding letters, words and phrases</p> <p>W3j (i) I can write several sentences from memory</p> <p>W3j (ii) I can adapt familiar written sentences by changing a few words.</p> <p>W4j (i) I can use familiar words and sentence structures to write new sentences.</p> <p>W4j (ii) I can write a short passage from memory, including longer or more complex sentences.</p>
k. describe people, places, things and actions orally and in writing		<p>S1k (i) I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences.</p> <p>S2k (i) I can say a few sentences to describe where I live.</p> <p>S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.</p> <p>S2k (iii) I can give short descriptions of</p>		<p>W2k(i) I can write a few simple sentences about myself, including my name and age, from memory.</p> <p>W2k(ii) I can write a few simple sentences to describe where I live, from memory.</p> <p>W2k(iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.</p>

		<p>other people, including my family and friends.</p> <p>S3k (i) I can describe what other people do, or like doing.</p> <p>S3k (ii) I can prepare and present a short talk about a place, person or thing.</p>		<p>W2k(iv) I can write a few simple sentences about other people, including my family and friends, from memory.</p> <p>W3k(i) I can write several sentences from memory to describe what other people do, or like doing.</p> <p>W3k (ii) I can write several sentences from memory to describe a place, person or thing.</p> <p>W4k I can construct a short text to describe a place, person or thing, using more complex sentences.</p>
<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>This Programme of Study statement has been broken down into the following areas:</p>				
l. feminine and masculine forms	<p>L2l I can identify the gender of a noun from its article in spoken French.</p> <p>L3l(i) I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.</p> <p>L3l(ii) I can recognise and understand the difference between 'mon'/'ma'/'mes'.</p>	<p>S1l I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p> <p>S2l I can use the correct article most of the time to match the gender of the noun.</p> <p>S3l I can use either 'le'/'la' or 'un'/'une' appropriately.</p> <p>S4l I can use French articles confidently and accurately.</p>	<p>R2l I can identify the gender of a French noun from its article.</p> <p>R3l (i) I can understand the difference between 'le'/'la' and 'un'/'une'.</p> <p>R3l (ii) I can recognise the meaning of 'mon'/'ma'/'mes'.</p>	<p>W1l I can write some singular nouns with the correct article.</p> <p>W2l I can use the correct article most of the time to match the gender of the noun.</p> <p>W3l I can use the correct article to match the gender of a noun.</p> <p>W4l I can use French articles confidently and accurately.</p>
m. singular and plural forms	<p>L1m I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.</p>	<p>S2m I can use either 'les' or 'des' with plural nouns.</p>	<p>R1m I can recognise whether nouns are singular or plural.</p> <p>R3m I can recognise that some nouns have irregular plurals</p>	<p>W4m I can write some regular French nouns in the singular and plural form.</p>
n. adjectives	<p>L1n I can recognise some basic French adjectives.</p>	<p>S2n I can describe things using simple adjectives.</p>	<p>R3n I can recognise that adjectives' endings often change to match the noun they're describing.</p>	<p>W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.</p>
o. pronouns and the conjugation of high frequency words	<p>L2o I can recognise who is being talked about in a sentence from the pronoun.</p>	<p>S1o I can talk about myself using some common verbs in the first person singular form.</p> <p>S3o (i) I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'</p> <p>S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'</p>	<p>R2o(i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.</p> <p>R2o(ii) I can recognise the first, second and third person singular forms of some common verbs in the present tense.</p> <p>R4o(i) I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.</p> <p>R4o(ii) I can recognise that some verbs</p>	<p>W2o(i) I can use a model to write sentences in the first person.</p> <p>W2o(ii) I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.</p> <p>W3o I can write the correct</p>

		<p>S4o (i) I can talk about what I am going to do, using the future tense.</p> <p>S4o (ii) I can talk about what I am going to do, using the future tense.</p> <p>S4o (iii) I can talk about what I have done, using the past tense.</p>	<p>are irregular</p> <p>R4o(iii). I can understand the basic meanings of 'on' in French</p> <p>R4o(iv). I can identify the future tense.</p> <p>R4o(v) I can recognise the past tense of some common verbs.</p>	<p>form of some common verbs in the third person singular, e.g. 'il/elle a'.</p> <p>W4o(i) I can write the correct form of some irregular verbs in the first and third person singular.</p> <p>W4o(ii) I can write simple sentences using the future tense, with help.</p> <p>W4o(iii) I can write simple sentences using the past tense, with help.</p>
<p>p. word order and patterns in the language</p>	<p>L2p I can recognise that the structure of some French sentences differs from English</p>	<p>S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives</p> <p>S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.</p>	<p>R2p I can recognise common sentence and word order patterns in French.</p>	<p>W3p I can use some simple sentence structures that differ from English in my writing.</p> <p>W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</p>