



CHJS French Progression 2025



Let your light shine (Matthew 5:16)

In French, children are encouraged to let their light shine by taking delight in learning another language to help them communicate in God's wonderful world. Children learn to appreciate, value and be accepting of other cultures, through a range of activities such as songs, rhymes and stories. By regularly practising their spoken French with peers, children are encouraged to share their preferences and what makes them unique. As confidence increases, peers regularly support each other when practising their conversations skills, allowing peers to show kindness and respect towards others. French written skills develop year on year and children take pride as they learn more words and phrases to help them communicate. Children enjoy being immersed in the French culture during our annual French Culture Days, sampling the cuisine, learning about French music and art as well as writing pen pal letters.

| Substantive Knowledge | Year 3 and 4 Cycle B | Year 3 and 4 Cycle A | Year 5 | Year 6 |
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| Cultural knowledge | <p>Learning about festivals (Christmas) Comparison with English festivals</p> <p>Appreciate stories, songs, poems and rhymes in the language (Poem)</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art (Matisse), famous French personalities.</p> | <p>Learning about festivals (Shrove Tuesday and Easter) Comparison with English festivals</p> <p>Appreciate stories, songs, poems and rhymes in the language (Ryhme)</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art (George Seurat), famous French personalities.</p> | <p>Appreciate stories, songs, poems and rhymes in the language (Song)</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art (Monet), famous French personalities.</p> | <p>Appreciate stories, songs, poems and rhymes in the language (Story)</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art (Van Gogh), famous French personalities.</p> |

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| Grammatical knowledge | <ul style="list-style-type: none"> ○ Nouns – masculine and feminine determiners | <ul style="list-style-type: none"> ○ Nouns – masculine and feminine determiners | <ul style="list-style-type: none"> ○ Nouns – masculine, feminine and plural determiners | <ul style="list-style-type: none"> ○ Nouns – masculine, feminine and plural determiners |
| | <ul style="list-style-type: none"> ○ Asking short questions and responding ○ Beginning to use sentences ○ Basic verbs within sentences | <ul style="list-style-type: none"> ○ Asking short questions and responding ○ Beginning to use sentences ○ Basic verbs within sentences | <ul style="list-style-type: none"> ○ Asking questions and responding in longer sentences using basic verbs ○ Placement of adjectives within a sentence, e.g. une jupe rouge ○ Formal and informal language (tu/vous) | <ul style="list-style-type: none"> ○ Asking questions and responding in longer sentences using basic verbs ○ Introduction to adverbs and prepositions. ○ Placement of adjectives within a sentence, e.g. une jupe rouge ○ Formal and informal language (tu/vous) |
| Disciplinary Knowledge | Year 3 and 4 Cycle B | Year 3 and 4 Cycle A | Year 5 | Year 6 |

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| Phonological skills | <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> | <p>Explore in increasing complexity the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop increasingly accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> |
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| Speaking | <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Describe people, places, things and actions orally.</p> | <p>Speak in sequences of sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in longer conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Describe people, places, things and actions orally, using adjectives.</p> |
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| Listening | Listen attentively to spoken language and show understanding by joining in and responding. | Listen attentively to more complex spoken language and show understanding by joining in and responding. |
| Reading | Read carefully and show understanding of words and phrases. Use a French/English Dictionary with support | Read carefully and show understanding of words, phrases and simple writing. Use a French/English Dictionary |
| Writing | Write words and (begin to) write phrases from memory. Describe people, places, things and actions in writing. | Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing. |

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| Vocabulary | <p><u>Term 1</u> Greetings and saying goodbye Asking how someone is and responding Saying your name and asking other theirs Christmas</p> <p>Core Vocabulary Bonjour Salut</p> | <p><u>Term 1</u> Family members Colours weather Naming classroom objects</p> <p>Core Vocabulary Mon pere Ma mere Mon frere Ma soeur Mon grandpere Ma grandmere</p> | <p><u>Term 1</u> Clothes Revision of colours linked to clothes Names of countries Revision of asking where you live linked to countries</p> <p>Core Vocabulary Un T-shirt Une chemise Un pantalon</p> | <p><u>Term 1</u> Days of the week, Months of the year written each day in English books</p> <p>Core Vocabulary Days and months</p> <p><u>Term 2</u> Telling the time</p> |
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| | <p>Au revoir Ca va Ca va bien/mal Comme ci comme ca Comment t'appelle tu? Je m'appelle Bonne fete Joyeux noel Bonne annee La fete des rois Other Christmas vocab</p> <p>Term 2 Count to 21 Asking age Asking where you live Days of the week</p> <p>Core Vocabulary Quelle age as tu? J'ai ___ ans Ou habites tu? J'habite ___ Days of week Lundi Mardi Mecredi Jeudi Vendredi Samedi Dimanche Numbers to 21</p> | <p>Colours Il fait beau Il fait mauvais Il fait chaud/froid Une table Une chaise Un livre Un sac Un crayon Un style Une gomme</p> <p>Term 2 Greetings and saying goodbye Asking how someone is and responding Saying your name and asking other theirs Easter</p> <p>Core Vocabulary Bonjour Salut Au revoir Ca va Ca va bien/mal Comme ci comme ca Comment t'appelle tu? Je m'appelle Mardi Gras Joyeuses Paques Les Oeuf</p> | <p>Une jupe Un chapeau Un pull Un jean Des chaussettes Des chaussures Colours L'Angleterre Le Pays de Galles L'Ecosse La France La Belgique L'Espagne A'Allemagne Ou habites-tu? J'habites</p> <p>Term 2 Asking for food and drinks Paying for food/drink Numbers up to 41</p> <p>Core Vocabulary Qu'est-ce que tu veux? Je voudrais _____ S'il vous/tu plait Merci Un jus d'orange Un coca Une limonade Un the Un café Un paquet de chips Un sandwich au fromage</p> | <p>School subjects linked to time of day Visual timetable in French Numbers up to 60</p> <p>Core Vocabulary Numbers up to 60 Quelle heure est-il? Il est __ heure(s) Et quart Et demi Moins le quart L'angalis Le francais Les maths La musique Les sciences Le sport Aujourd'hui Tous les jours Tous les lundis/mardis/ mecredis etc.</p> <p>Term 3 Revision of where you live – town and country Places in a town Giving directions</p> <p>Core Vocabulary La piscine La gare L'ecole</p> |
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| | <p>Term 3 Count 21 - 31 Asking and telling the time Days of the week Months and seasons</p> <p>Core Vocabulary Quelle heure est-il? Il est __ heure(s) Days of the week Months of the year Le printemps L'ete L'automne L'hiver Numbers to 31</p> | <p>Term 3 Places in a town Je vais a (I go to) Animals/pets</p> <p>Core Vocabulary La piscine La gare L'ecole Le café L'eglise La poste La banque La bibliotheque Je vais a _____ As tu un animal? Oui, j'ai _____ Un chat un chien un oiseau un hamster une souris un lapin un cochon d'inde</p> | <p>Un sandwich au jambon Une glace C'est combine? Numbers to 41</p> <p>Term 3 Parts of the body Naming sports Asking questions about sport</p> <p>Core Vocabulary La tete Les epaules Les genoux Les pieds Les bras La main Les yeux Le nez La bouche Les oreilles Different sports Quelle est ton sport prefers? J'aime _____ Je n'aime pas C'est facile / difficile</p> | <p>Le café L'eglise La poste La banque La bibliotheque Je vais a la _____. Ou habites-tu? J'habites ____ Ou est ____? A droite A gauche Allez tout droit</p> |
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| <p>Cross-curricular reading</p> | <p>Mon Ane Songs French story powerpoints: <ul style="list-style-type: none"> ○ Loup y es-tu? ○ L'annonce de noel Use a French/English Dictionary</p> | <p>Mon Ane Songs French story powerpoints: ○ <ul style="list-style-type: none"> Toutes les couleurs ○ Je veux une petite soeur ○ Je veux ma dent Use a French/English Dictionary</p> | <p>Mon Ane Songs French story powerpoints: <ul style="list-style-type: none"> ○ Bon appetit, Monsieur lapin Use a French/English Dictionary</p> | <p>Mon Ane Songs French story powerpoints: Use stories from Years 3, 4 and 5 to recap language Use a French/English Dictionary</p> |
| <p>Cross-curricular links</p> | <p>Geography map work French Culture Day – art and music links</p> | <p>Geography map work French Culture Day – art and music links</p> | <p>Geography map work French Culture Day – art and music links</p> | <p>Geography map work French Culture Day – art and music links</p> |
| <p>Christian Values</p> | <p>Courage – Children show courage to learn a new language, understanding that we learn from mistakes. There are opportunities to show resilience in lessons when taking part in conversations in French with peers.</p> <p>Fairness: Through French, children learn practise taking turns when working in pairs and groups, but also the importance of valuing other people’s beliefs and cultures.</p> <p>Kindness: Children are given opportunities to show kindness towards their peers in lessons as well as valuing and comparing their own lives with others from different cultures.</p> | | | |

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| | <p>Koinonia: Through our French lessons, children can demonstrate an understanding of, acceptance of as well as respect of other cultures and beliefs.</p> <p>Responsibility: Children develop the passion for learning a new language. They understand the importance of being respectful of other people’s backgrounds and beliefs.</p> <p>Thankfulness: Children show thankfulness for being able to acquire the skills to speak in another language and as well as French, children show curiosity in other languages spoken among their peers.</p> <p>Truthfulness: Children develop a growing appreciation for the positive impact that learning another language can have in terms of building links with others.</p> |
| <p>Spiritual Development</p> | <p>There is a real sense of wonder and fascination when learning a new language and understanding a different culture. Children begin to understand that although we all speak different languages across the globe, we are all linked; we all share our life with others on the same planet. We promote being proud of our own heritages as well as celebrating our differences.</p> |