

St Mary's CofE Primary School



Modern Foreign Languages - French - Curriculum Overview

Statement of Intent

At St Mary's, we believe that learning another language opens doors to new experiences, cultures and ways of seeing the world. Our French curriculum encourages children to become curious, confident and respectful communicators who appreciate the richness and diversity of the wider world.

Reflecting our school vision, *Shining Brighter and Brighter*, we aim to inspire a love of language learning, encouraging children to embrace challenges, celebrate their achievements and develop confidence in unfamiliar situations.

Throughout Key Stage 2, pupils progressively develop their knowledge of French vocabulary, phonics and grammar, alongside their listening, speaking, reading and writing skills. We aim to provide every child with strong foundations for further language learning and a lasting curiosity about other languages and cultures.

Aims

Our aim is to develop enthusiastic, confident and capable language learners who enjoy communicating in French and are willing to persevere when faced with challenges.

We aim to:

- Develop confidence and competence in listening, speaking, reading and writing.
- Build secure knowledge of vocabulary, phonics and grammar, enabling increasingly accurate and independent communication.
- Encourage pupils to express their ideas, opinions and experiences in French.
- Explore similarities and differences between French and English.
- Foster curiosity and respect for other cultures, developing pupils as world citizens.
- Ensure all pupils, including those with SEND, are supported and challenged to succeed.
- Provide strong foundations for language learning at secondary school and beyond.

How French is Taught at St Mary's

French is taught throughout Key Stage 2 using the **Language Angels** scheme, providing a structured and progressive approach to language learning.

Lessons are engaging and interactive, using songs, games, conversations, stories and written activities to develop listening, speaking, reading and writing. Learning is regularly revisited and built upon, helping pupils develop confidence, fluency and independence.

Our emphasis is on **meaningful communication**, encouraging children to experiment with language and express themselves without fear of making mistakes. Phonics, vocabulary and grammar are taught explicitly, with modelling, practice and feedback supporting increasing accuracy.

Pupils are encouraged to make connections between French and English and explore French-speaking cultures, developing their understanding of the wider world. Through an inclusive and ambitious approach, we aim for every child to leave St Mary's with the knowledge, confidence and enthusiasm to continue learning languages.

This version removes repetition while retaining your school vision, curriculum drivers, inclusive approach and National Curriculum expectations. It should fit more comfortably into your curriculum overview alongside the progression tables.

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	J'apprends le français (I'm learning French) L1	Les animaux (animals) L1	Les instruments (instruments) L1	Petit Chaperon rouge (Little Red Riding Hood) L2	Les Fruits (fruits) L3	Review and consolidate language learnt
Year 4	Je peux (I can/ I am able to) L3	Les légumes (Vegetables) L3	Je me présente (Presenting myself) L1	La date (the date) L 2	As-tu un animal? (Do you have a pet?) IL2	Review and consolidate language learnt
Year 5	Ma famille (My family) L2	Au salon de thé (At the Tea Room) L2	En classe (In the classroom) L2	Quel temps fait-il ? (What Is the Weather?) L3	Chez moi (my home) L3	Review and consolidate language learnt
Year 6	Les vêtements (Clothes) L 3	En ville (Around Town) L 1	À l'école (at school) L2	Le week-end (The Weekend) L 2	Manger et Bouger (Healthy Lifestyles) L2	Review and consolidate language learnt

Early language learning - levels 1 -3

Intermediate level - levels 1-3

Progressive level – levels 1-3

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 3

VOCABULARY	Greetings: bonjour, salut, au revoir, ça va ?, je m'appelle...; numbers 1–10; colours; animals; instruments; story characters/body parts; fruit; je suis, je joue, j'aime, je n'aime pas.
NATIONAL CURRICULUM ALIGNMENT	KS2 Languages: listening and responding; speaking and conversation; reading and understanding; writing phrases and sentences; phonics and pronunciation; vocabulary and grammar; appreciation of stories, songs, poems and rhymes. Progression statements below are aligned to the selected units.
LISTENING	• Recognise familiar greetings, numbers, colours and topic vocabulary when spoken clearly. • Understand simple questions and identify key characters and events in a familiar story with visual support.
SPEAKING	• Exchange greetings, names and simple personal information. • Name animals, instruments and fruit; use rehearsed phrases to say what they are, play, like or dislike. • Ask and answer simple questions using models, with developing pronunciation.
READING	• Read familiar words and short phrases, using pictures and context. • Identify familiar vocabulary in Petit Chaperon rouge and notice sound–spelling links.
WRITING	• Copy familiar words and phrases accurately and write selected words from memory. • Construct short modelled sentences using je suis, je joue, j'aime and je n'aime pas.
PHONICS & PRONUNCIATION	• Practise ch, ou, on, oi and the French r in familiar words. • Recognise silent final consonants in examples such as trois, vert, canard and les.
GRAMMAR & LANGUAGE STRUCTURES	• Recognise masculine/feminine singular articles un/une and le/la, and plural les. • Use memorised first-person structures je suis, je joue du/de la/des, j'aime and je n'aime pas.
CULTURAL & LANGUAGE AWARENESS	• Locate France on a map; compare familiar greetings and story language with English. • Recognise that pronunciation, articles and word forms may differ from English.
REVIEW & APPLICATION	• Retrieve and reuse language across topics, using models to improve clarity and accuracy.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 4

VOCABULARY	Actions: je peux, je ne peux pas, et, mais; vegetables and market language: je voudrais, s'il vous plaît; introductions: j'ai ... ans, j'habite, je viens de; numbers 1–31; days/months/date; pets: as-tu un animal ?, j'ai, je n'ai pas de.
NATIONAL CURRICULUM ALIGNMENT	KS2 Languages: listening and responding; speaking and conversation; reading and understanding; writing phrases and sentences; phonics and pronunciation; vocabulary and grammar; appreciation of stories, songs, poems and rhymes. Progression statements below are aligned to the selected units.
LISTENING	• Understand familiar action verbs, numbers, dates and personal information in clear spoken French. • Follow simple questions and exchanges about shopping for vegetables and owning pets.
SPEAKING	• Say what they can and cannot do, using je peux / je ne peux pas. • Introduce themselves, give age, home and nationality; ask others for information. • Take part in supported market and pet conversations; state dates and birthdays.
READING	• Read short familiar exchanges, lists and descriptions about actions, food, dates and pets. • Use known phonics and context to interpret familiar written questions and answers.
WRITING	• Write short personal descriptions, dates and statements about abilities or pets using models. • Combine familiar phrases with et and mais; begin to use negatives in writing.
PHONICS & PRONUNCIATION	• Revisit ch, ou, on and silent endings; practise in, i, é, eux and eau. • Notice liaison (les oignons) and elision (j'ai, j'habite).
GRAMMAR & LANGUAGE STRUCTURES	• Use je peux / je ne peux pas and je voudrais in modelled phrases. • Consolidate un/une/les and j'ai; use je n'ai pas de for absence. • Recognise adjectival agreement in français/française; use first-person forms je suis, j'ai, j'habite.
CULTURAL & LANGUAGE AWARENESS	• Compare French and English conventions for dates, including lowercase days and months. • Recognise that adjective endings and pronunciation can change with grammatical gender.
REVIEW & APPLICATION	• Use retrieval and model dialogues to adapt known phrases for new situations.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 5

VOCABULARY	Family: mon, ma, mes, il/elle a, s'appelle; numbers to 70 and tens to 100; tea-room ordering: je voudrais, l'addition; classroom objects: dans ma trousse, j'ai, je n'ai pas de; weather: il fait, il y a, il pleut; home: j'habite, chez moi il y a / il n'y a pas de.
NATIONAL CURRICULUM ALIGNMENT	KS2 Languages: listening and responding; speaking and conversation; reading and understanding; writing phrases and sentences; phonics and pronunciation; vocabulary and grammar; appreciation of stories, songs, poems and rhymes. Progression statements below are aligned to the selected units.
LISTENING	• Understand short descriptions and exchanges about family, classroom items, food, weather and homes. • Recognise familiar questions, quantities, locations and weather phrases when spoken clearly.
SPEAKING	• Describe family members, including names and ages, and order items politely in a tea-room role play. • Say what is or is not in a pencil case or home; ask and answer familiar questions. • Describe the weather and locate conditions on a simple weather map.
READING	• Read menus, simple weather maps and short descriptions of families, classrooms and homes. • Use familiar spelling patterns and grammatical clues to interpret short sentences.
WRITING	• Write connected short sentences about family, belongings, weather and home using familiar models. • Use possessives, negatives and selected conjunctions to add information.
PHONICS & PRONUNCIATION	• Practise i, in, ique, ille, ch, ou, oi, e and eau in taught words. • Notice silent endings and elision in j'ai, j'habite and n'ai.
GRAMMAR & LANGUAGE STRUCTURES	• Use possessives mon/ma/mes according to noun gender and number. • Use il/elle a and il/elle s'appelle to describe others; revisit un/une and plurals. • Apply je n'ai pas de and il n'y a pas de; recognise il fait / il y a in weather phrases.
CULTURAL & LANGUAGE AWARENESS	• Use familiar contexts such as French tea rooms and homes to compare everyday language and customs. • Recognise how grammatical gender and possession affect French noun phrases.
REVIEW & APPLICATION	• Revisit vocabulary across topics and improve accuracy in increasingly independent exchanges.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 6

VOCABULARY	Clothes: je porte, un/une/des, colours; town: où est ?, tournez, allez tout droit, à côté de, en face de; school: j'étudie, subjects, j'aime, parce que; weekend: je me lève, je vais, je regarde, times, après; health: je mange, je bois, je fais, je ne... pas.
NATIONAL CURRICULUM ALIGNMENT	KS2 Languages: listening and responding; speaking and conversation; reading and understanding; writing phrases and sentences; phonics and pronunciation; vocabulary and grammar; appreciation of stories, songs, poems and rhymes. Progression statements below are aligned to the selected units.
LISTENING	• Understand longer familiar statements, instructions and exchanges about clothes, directions, school, weekends and health. • Follow supported directions and identify details such as time, place and opinion in spoken French.
SPEAKING	• Describe clothes and colour; ask for and give directions using place names and prepositions. • Discuss school subjects, likes and reasons; describe weekend activities with times and connectives. • Explain familiar food, drink and exercise choices in short prepared accounts.
READING	• Read short dialogues, timetables, descriptions and a simple French recipe, extracting relevant details. • Use accumulated phonics, vocabulary and grammar to interpret increasingly complex familiar sentences.
WRITING	• Write short connected accounts of school, weekends and healthy routines, using familiar verbs and opinions. • Use prepositions, time phrases, conjunctions and reasons to extend and refine sentences.
PHONICS & PRONUNCIATION	• Consolidate é, è, eau, en, an, ç, ique and qu in familiar vocabulary. • Recognise silent final letters, French r and liaison (deux heures) in speech and reading.
GRAMMAR & LANGUAGE STRUCTURES	• Use un/une/des and familiar adjective agreement (e.g. une jupe verte). • Use place prepositions à côté de / en face de with du, de la and de l'. • Use first-person verbs j'étudie, je porte, je vais, je mange, je bois and negatives; extend ideas with parce que, après and aussi.
CULTURAL & LANGUAGE AWARENESS	• Compare school routines, food, town settings and everyday activities through French-language contexts. • Understand that language choices convey preference, explanation and practical information.
REVIEW & APPLICATION	• Select and combine learned structures to communicate more independently; review and improve accuracy using feedback.

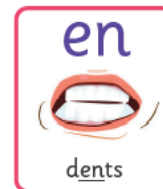
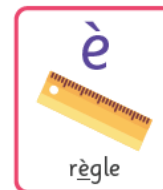
Phonics overview:



Language Angels – French Phonics Mat



Can you find other French words with the same sounds?
If you can, write them on the dotted lines.



French vocabulary knowledge by year 6:



Language Angels – French Vocabulary Mat

1

Comment t'appelles-tu ? Je m'appelle...
What is your name? My name is...

- | | | |
|----|--|-----------|
| 1 | | janvier |
| 2 | | février |
| 3 | | mars |
| 4 | | avril |
| 5 | | mai |
| 6 | | juin |
| 7 | | juillet |
| 8 | | août |
| 9 | | septembre |
| 10 | | octobre |
| 11 | | novembre |
| 12 | | décembre |

2

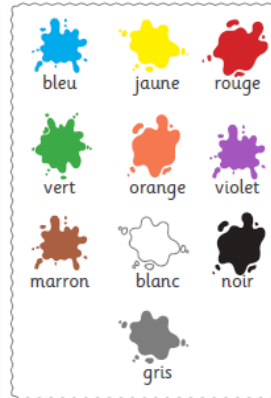
Quel âge as-tu ? J'ai (10) ans
How old are you? I am (10) years old

- | | | | |
|----|----------|----|--------------|
| 1 | un | 17 | dix-sept |
| 2 | deux | 18 | dix-huit |
| 3 | trois | 19 | dix-neuf |
| 4 | quatre | 20 | vingt |
| 5 | cinq | 21 | vingt-et-un |
| 6 | six | 22 | vingt-deux |
| 7 | sept | 23 | vingt-trois |
| 8 | huit | 24 | vingt-quatre |
| 9 | neuf | 25 | vingt-cinq |
| 10 | dix | 26 | vingt-six |
| 11 | onze | 27 | vingt-sept |
| 12 | douze | 28 | vingt-huit |
| 13 | treize | 29 | vingt-neuf |
| 14 | quatorze | 30 | trente |
| 15 | quinze | 31 | trente-et-un |
| 16 | seize | | |

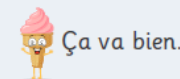
J'aime Je n'aime pas

3

Où habites-tu ? J'habite à...
Where do you live? I live in...



Ça va ?



Ça va bien.



Comme ci,
comme ça.



Ça va mal.

C'est quand ton anniversaire ?



Mon anniversaire,
c'est le _____

J'ai - I have
Je suis - I am
Je vais - I go
Je fais - I do

merci - thank you
s'il vous plaît - please

Où ?

Where?

Quand ?

When?

