Annesley Primary & Nursery School Progression Map

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MFL – French

At Annesley Primary and Nursery School, we recognise that the study of a modern foreign language is a statutory entitlement for all pupils in Key Stage 2. Our languages curriculum is designed to be ambitious, coherently sequenced and progressively structured to ensure that all pupils develop substantive knowledge and disciplinary skills in French over time.

Our curriculum fosters curiosity about language and a deeper understanding of the wider world. By the end of Key Stage 2, pupils are confident in using a range of French vocabulary and structures to describe people, places, things and actions, and are well prepared for the next stage of language learning at secondary school. In our school, French is the language taught.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to MFL at Annesley Primary & Nursery School:

A	Pupils aspire to use modern foreign languages in various real-life contexts, recognising that language learning opens doors to new opportunities and experiences. They demonstrate ambition by setting challenging goals for their language proficiency, whether aspiring to hold conversations with native speakers, engage with authentic texts and media, or use their language skills in future careers. Children approach language learning with the understanding that becoming multilingual enhances their cultural awareness and global citizenship. Through ambitious engagement with the target language, pupils develop the skills needed to communicate across linguistic and cultural boundaries, preparing them for success in an increasingly interconnected world.
R	Children persevere with the challenges of learning a language different from their native tongue, understanding that language acquisition requires sustained effort and practice. They demonstrate resilience by continuing to engage with the target language even when facing difficulties with unfamiliar grammar structures, pronunciation, or vocabulary. Pupils develop the mental fortitude to make mistakes without becoming discouraged, recognising that errors are an essential part of the learning process. This resilience enables them to overcome the frustration that can accompany language learning, maintaining motivation through regular practice and celebrating incremental progress. By persevering through challenges, children build the linguistic competence needed for meaningful communication.
C	Pupils develop confidence in using modern foreign languages with efficiency and accuracy to communicate with other nationalities. They build the self-assurance needed to speak, write, and interact in the target language, even when their proficiency is still developing. This confidence extends to participating in conversations, making presentations, and expressing ideas clearly in another language. Children learn that confident communication requires both linguistic knowledge and the courage to use it authentically, understanding that perfect accuracy is less important than effective communication. Through regular practice and supportive learning environments, pupils develop the confidence to use their language skills in real-world situations, breaking down barriers to cross-cultural communication.
H	Children admit that learning a language requires effort and dedication, approaching their studies with realistic expectations and genuine commitment. They demonstrate honesty by acknowledging the difficulties they encounter and seeking help when needed, rather than pretending to understand. Pupils develop an authentic assessment of their own progress, celebrating achievements while recognising areas that need further development. This honesty enables them to take ownership of their learning journey, setting appropriate goals and dedicating the necessary time and practice to achieve them. By being truthful about the effort required, children develop a mature approach to language learning that leads to sustainable progress and genuine competence.
I	Pupils develop an adequate understanding of the use of a modern foreign language to be able to communicate independently, especially outside of the classroom to further develop life experiences abroad. They cultivate the skills and confidence needed to navigate real-world situations in the target language, from ordering in restaurants to asking for directions or engaging in spontaneous conversations. Children become independent learners who can use dictionaries, language apps, and other resources to continue developing their skills beyond formal lessons. This independence empowers them to take initiative in practicing the language, seeking out opportunities to engage with native speakers, and immersing themselves in the culture of the target language. Through this autonomous approach, pupils develop the practical competence needed to use their language skills meaningfully in their lives.
E	Children experience the equality that is found when communicating with other nationalities in their native language, recognising that language is a powerful tool for building bridges between cultures. Pupils understand that making the effort to speak someone else's language demonstrates respect and creates more equitable interactions. They learn that multilingualism breaks down hierarchies and power imbalances that can exist when only one language dominates communication. By developing proficiency in another language, children show their commitment to understanding others on their own terms, fostering genuine cross-cultural dialogue based on mutual respect. This approach to language learning promotes equality by valuing all languages and cultures, preparing pupils to engage with the world as global citizens who celebrate linguistic and cultural diversity.

Autum	Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
	Pupils will know:			
Knowledge	• A core bank of greetings and classroom phrases. • Numbers 1–20 and how they are formed orally. • Days of the week and months of the year. • How to introduce themselves (name and age). • A small range of colour vocabulary. • That French nouns have gender (masculine/feminine). • That pronunciation patterns in French may differ from English	• Numbers to 50 and key number patterns. • How to ask and answer simple personal information questions. • How to form simple sentences using a subject and verb (e.g. "I am…", "I have…"). • A wider range of everyday vocabulary linked to familiar topics. • How to use simple conjunctions (e.g. "and"). • That adjectives may change depending on gender.	• Vocabulary related to hobbies and school subjects. • How to express opinions and give simple reasons (e.g. "because"). • How to use adjectives to describe activities and subjects. • That word order in French may differ from English. • How to apply gender and adjectival agreement with increasing accuracy. • How familiar sentence structures can be adapted to create new meaning.	• A broad range of vocabulary across previously studied topics. • How to construct extended sentences using conjunctions and opinions. • How to manipulate familiar sentence structures to describe people, places and actions. • Core grammatical structures including gender, agreement and basic word order. • How authentic texts may include unfamiliar vocabulary that can be inferred from context. • That language can be adapted for different audiences and purposes (e.g. presentation, dialogue).
Skills	• Listen attentively to simple spoken language and show understanding by joining in and responding. • Engage in simple conversations; ask and answer questions using single words and short memorised phrases. • Speak in short sentences using familiar vocabulary. • Read carefully and show understanding of familiar words and short phrases. • Write words and short phrases from memory using a model. • Begin to recognise basic grammatical features such as gender of nouns.	• Listen attentively and respond to short spoken sentences, identifying key information. • Engage in conversations; ask and answer questions and express simple opinions. • Speak in full sentences using familiar vocabulary and structures. • Read and understand short sentences and simple texts independently. • Write short sentences from memory and adapt modelled language to create new sentences. • Apply knowledge of gender and simple adjectival agreement.	• Listen to longer passages of spoken language and identify main points and specific details. • Engage in extended conversations; ask and answer questions, express and justify opinions, and seek clarification. • Speak in connected sentences using a range of familiar vocabulary. • Read carefully and show understanding of short paragraphs, including opinions and descriptive language. • Write a short paragraph from memory, adapting known structures to create new sentences. • Demonstrate understanding of basic grammar, including gender, agreement and word order.	• Listen attentively to extended spoken language and show understanding of main points and detail. • Initiate and sustain conversations, responding spontaneously and developing answers. • Speak confidently in a range of sentences to describe people, places, things and actions. • Read and understand a range of short written texts, including authentic materials, identifying main points and supporting detail. • Write coherent paragraphs from memory, adapting and manipulating familiar language to communicate new meanings. • Apply understanding of core grammatical structures accurately, including gender, agreement and sentence construction.

Spring	Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
	Pupils will know:			
Knowledge	• Vocabulary for family members and basic personal information. • A small range of verbs (e.g. to have, to be) in first person. • How to ask and answer simple questions about themselves. • How to describe simple characteristics (e.g. age, where they live). • That questions in French can be formed in different ways (intonation or simple question forms). • That pronunciation patterns affect meaning and clarity.	• Vocabulary to describe appearance and nationality. • How to construct simple descriptive sentences using nouns and adjectives. • That adjectives must agree with the gender of the noun. • How to use first and third person structures to describe themselves and others. • How to ask and answer questions in short exchanges. • How simple sentence structures can be extended using conjunctions (e.g. “and”, “but”).	• Vocabulary for pets, weather, clothing and related topics. • How to express possession (e.g. “I have…”). • How to give opinions and justify them using “because”. • That adjectives may change depending on gender and number. • How to combine clauses to form longer, more detailed sentences. • That word order in French can differ from English, particularly in descriptive phrases.	• A broad and connected range of vocabulary across personal and descriptive topics. • How to construct extended sentences and short paragraphs describing people, places and situations. • How to use a range of conjunctions to link ideas coherently. • How to manipulate familiar grammatical structures (gender, agreement, word order) with increasing accuracy. • How to adapt known structures to respond spontaneously in conversation. • That meaning can often be inferred in unfamiliar language through context and prior knowledge.
Skills	• Listen attentively to simple spoken language and show understanding by joining in and responding. • Engage in simple conversations; ask and answer questions using single words and short memorised phrases. • Speak in short sentences using familiar vocabulary. • Read carefully and show understanding of familiar words and short phrases. • Write words and short phrases from memory using a model. • Begin to recognise basic grammatical features such as gender in nouns.	• Listen attentively and respond to short spoken sentences, identifying key information. • Engage in conversations; ask and answer questions and express simple opinions. • Speak in full sentences using familiar vocabulary and structures. • Read and understand short sentences and simple texts independently. • Write short sentences from memory and adapt modelled language to create new sentences. • Apply knowledge of gender and simple adjectival agreement.	• Listen to longer passages of spoken language and identify main points and specific details. • Engage in extended conversations; ask and answer questions, express and justify opinions, and seek clarification. • Speak in connected sentences using a range of familiar vocabulary. • Read carefully and show understanding of short paragraphs, including opinions and descriptive language. • Write a short paragraph from memory, adapting known structures to create new sentences. • Demonstrate understanding of basic grammar including gender, agreement and word order.	• Listen attentively to extended spoken language and show understanding of main points and detail. • Engage in sustained conversations, responding spontaneously and developing answers. • Speak confidently in a range of sentences to describe people, places, things and actions. • Read and understand a range of short written texts, including authentic materials, identifying main points and detail. • Write coherent paragraphs from memory, adapting and manipulating familiar language to communicate new meanings. • Apply understanding of core grammar accurately, including

				gender, agreement and sentence structure.
Summer	**Key Stage 2**			
	Year 3	**Year 4**	**Year 5**	**Year 6**
	Pupils will know:			
Knowledge	• Vocabulary for animals, simple transport and familiar everyday nouns. • How to use first person sentence structures to state simple facts (e.g. "I have…", "It is…"). • How to use basic adjectives to describe nouns. • That French nouns have gender and may require different articles. • That pronunciation patterns affect clarity and meaning. • That familiar sentence stems can be reused across different topics.	• Vocabulary for food, classroom objects and everyday items. • How to describe nouns using a wider range of adjectives. • That adjectives may change depending on the gender of the noun. • How to use simple coordinating conjunctions to extend sentences. • How to structure short descriptive sentences independently. • That sentence word order in French may differ from English, particularly in adjective placement	• Vocabulary for fruit, vegetables and familiar daily-life contexts. • How to express opinions using a range of opinion phrases. • How to justify opinions using conjunctions such as "because". • That adjectives must agree in gender and number with the noun. • How to combine clauses to create more detailed and connected sentences. • How to adapt known sentence structures to new vocabulary contexts.	• A broad and connected vocabulary bank across previously studied topics. • How to construct coherent paragraphs describing people, places, things and actions. • How to use a range of conjunctions to organise ideas logically. • How to manipulate core grammatical structures including gender, agreement and basic word order with accuracy. • That authentic written texts may include unfamiliar vocabulary that can be inferred from context. • How language can be adapted for different purposes and audiences (e.g. dialogue, description, short presentation).
Skills	• Listen and respond appropriately to simple instructions and topic-based language. • Participate in simple role-play conversations using rehearsed language. • Read familiar words and simple sentences aloud with accurate pronunciation. • Write simple sentences using a scaffold. • Explore patterns and sounds in the language through songs and rhymes.	• Listen for specific words and short phrases in short spoken texts. • Engage in short conversations, asking and answering questions in full sentences. • Read short texts carefully and show understanding through discussion or response tasks. • Write short sentences independently, adapting familiar structures. • Recognise and apply basic grammar rules, including masculine and feminine forms.	• Listen to longer spoken passages and identify specific information and opinions. • Engage in conversations; express and justify opinions and seek clarification where needed. • Read short paragraphs and demonstrate understanding of meaning and detail. • Write a series of linked sentences from memory, describing people, places or events. • Apply understanding of grammar, including agreement and word order, with increasing accuracy.	• Understand extended spoken language, including some unfamiliar language inferred from context. • Initiate and sustain conversations, speaking in connected sentences with increasing fluency. • Read a range of short authentic texts and infer meaning from context. • Write structured and coherent paragraphs describing people, places, things and actions. • Demonstrate secure and accurate application of core grammatical structures, including gender, agreement and sentence construction.