

# Key Stage 2 French – One-Page Knowledge & Skills Progression

## KS2 French Progression Overview

Strand	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Understand simple classroom instructions and familiar words and phrases.	Understand main points of short spoken passages; identify key words.	Understand longer passages using familiar language; infer meaning using context.	Understand detail and opinions in longer spoken texts; identify gist and detail.
<b>Speaking</b>	Repeat words and phrases; join in songs and rhymes; ask/answer simple questions.	Speak in short sentences; take part in role-play; express simple opinions.	Speak in longer sentences; give reasons for opinions; improve pronunciation.	Hold short conversations independently; justify opinions; speak confidently and accurately.
<b>Reading</b>	Recognise and understand familiar written words and phrases.	Read and understand simple sentences; use a bilingual dictionary with support.	Read short texts independently; identify key information.	Read longer texts; use a dictionary independently to aid comprehension.
<b>Writing</b>	Copy and write single words and short phrases; label pictures.	Write short sentences using models; substitute vocabulary.	Write short paragraphs; adapt known structures for new purposes.	Write paragraphs with varied vocabulary and structures; manipulate language creatively.
<b>Phonics &amp; Pronunciation</b>	Hear, repeat and recognise basic French sounds.	Recognise common letter strings and sounds; improve accuracy.	Apply phonic knowledge when reading aloud; recognise silent letters.	Speak with fluency and natural intonation; apply phonics independently.

Strand	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	Recognise that French sentence structure differs from English; notice verbs in phrases.	Understand noun gender; use articles (un/une/le/la); use simple verbs (j'ai/je suis).	Use adjective agreement; use connectives (et, mais); use present tense verbs.	Use a range of present tense verbs accurately; negatives, questions and word order.
<b>Vocabulary</b>	Numbers 1–20, colours, greetings, classroom objects.	Family, pets, food, days of the week.	Hobbies, school subjects, weather.	Travel, directions, descriptions of people and places.
<b>Cultural Understanding</b>	Learn about France and French-speaking countries.	Compare daily life in France and the UK.	Explore French festivals, food and traditions.	Develop intercultural understanding and respect for other cultures.

---

## Half-Termly Knowledge Focus by Year Group

The table below shows suggested **half-termly knowledge foci** for each year group. These are flexible and can be adapted to suit school context or schemes of work.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Greetings, classroom language, France & French-speaking countries	Numbers 1–20, colours	Family & pets	Food & drink	Days of the week, birthdays	Revision & simple conversations
<b>Year 4/5/6 (A)</b>	Personal information (name, age), numbers 20–50	Family & descriptions	Likes & dislikes, food	Daily routine	Animals & habitats	Revision & performance (songs/role-play)
<b>Year 4/5/6 (B)</b>	School subjects & opinions	Hobbies & free time	Weather & seasons	The local area	French culture & festivals	Revision & extended speaking/writing
<b>Year 4/5/6 (C)</b>	Describing people (appearance & personality)	Home & daily routine	Town, directions & travel	Holidays & transport	Plans & aspirations	Transition unit.

## Medium-Term Planning (Linked to Half-Termly Overview)

The tables below provide **medium-term planning** for each year group, aligned to the half-termly knowledge focus and KS2 progression strands.

### Year 3 – Medium-Term Plan

Half-Term	Knowledge Focus	Key Vocabulary	Grammar Focus	Skills Outcomes
Autumn 1	Greetings & classroom language	bonjour, au revoir, écoutez	Simple commands; word order awareness	Listen and respond; repeat words and phrases
Autumn 2	Numbers & colours	numbers 1–20, colours	Nouns with articles (le/la)	Ask/answer simple questions; recognise written words
Spring 1	Family & pets	mère, père, chien	Possessive structures (mon/ma)	Say and understand short phrases
Spring 2	Food & drink	pomme, eau	Likes/dislikes (j'aime)	Join sentences orally; read simple phrases
Summer 1	Days & birthdays	lundi, anniversaire	Simple sentence structure	Write short phrases from memory
Summer 2	Revision & conversations	Core vocabulary	Consolidation	Hold simple conversations; perform songs

## Year A – Medium-Term Plan

Half-Term	Knowledge Focus	Key Vocabulary	Grammar Focus	Skills Outcomes
Autumn 1	Personal information	je m'appelle, j'ai	Present tense verbs (être/avoir)	Ask/answer questions confidently
Autumn 2	Family & descriptions	grand, petit	Adjective agreement	Speak in sentences; read short texts
Spring 1	Likes & dislikes	j'aime, je n'aime pas	Negatives	Express opinions orally and in writing
Spring 2	Daily routine	je mange, je vais	Present tense regular verbs	Understand and sequence spoken language
Summer 1	Animals & habitats	animal names	Gender & plural nouns	Write short sentences independently
Summer 2	Revision & performance	Consolidated vocab	Consolidation	Role-play and perform confidently

## Year B – Medium-Term Plan

Half-Term	Knowledge Focus	Key Vocabulary	Grammar Focus	Skills Outcomes
Autumn 1	School subjects	maths, français	Opinions with reasons (parce que)	Give extended spoken responses
Autumn 2	Hobbies & free time	jouer, lire	Regular -er verbs	Read and understand short paragraphs
Spring 1	Weather & seasons	il fait chaud	Impersonal verbs	Write short paragraphs
Spring 2	Local area	magasin, parc	Prepositions	Ask for and give information
Summer 1	Culture & festivals	Noël, Pâques	Revision & expansion	Compare cultures respectfully
Summer 2	Revision & extended tasks	Topic vocab	Consolidation	Speak and write with confidence

## Year C – Medium-Term Plan

Half-Term	Knowledge Focus	Key Vocabulary	Grammar Focus	Skills Outcomes
Autumn 1	Describing people	cheveux, sympa	Adjective agreement & word order	Speak fluently in sentences
Autumn 2	Home & routine	maison, je me lève	Reflexive verbs (intro)	Understand longer spoken texts
Spring 1	Town & directions	à gauche, droit	Imperatives & prepositions	Give directions confidently
Spring 2	Holidays & transport	avion, hôtel	Past tense awareness (near future focus)	Read and write longer texts
Summer 1	Plans & aspirations	je vais, plus tard	Near future tense	Express future intentions
Summer 2	Revision & extended tasks	Consolidated vocab	Full consolidation	Independent speaking & writing

---

## End of Key Stage 2 Expectations

By the end of Year 6, pupils can listen, speak, read and write with increasing confidence in French, apply key grammatical concepts, and demonstrate curiosity and respect for other languages and cultures.

### Year 3 – WALHT Statements

Half Term	WALHT (We Are Learning How To...)
<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• WALHT greet someone in French and say goodbye.</li><li>• WALHT understand simple classroom instructions.</li><li>• WALHT repeat French words accurately.</li><li>• WALHT recognise that French sounds different to English.</li><li>• WALHT name France as a French-speaking country.</li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• WALHT count from 1–20 in French.</li><li>• WALHT name colours in French.</li><li>• WALHT recognise written numbers and colours.</li><li>• WALHT answer simple questions.</li><li>• WALHT join in songs and games.</li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• WALHT name family members in French.</li><li>• WALHT name pets in French.</li><li>• WALHT say who is in our family.</li><li>• WALHT understand short spoken phrases.</li><li>• WALHT match words to pictures.</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• WALHT name foods and drinks.</li><li>• WALHT say what we like and dislike.</li><li>• WALHT understand simple food sentences.</li><li>• WALHT join words to make a sentence.</li><li>• WALHT read familiar food words.</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• WALHT name the days of the week.</li><li>• WALHT say when our birthday is.</li><li>• WALHT understand questions about days.</li><li>• WALHT write short phrases.</li><li>• WALHT remember key vocabulary.</li></ul>

---

## Year A – WALHT Statements

Half Term	WALHT (We Are Learning How To...)
Autumn 1	<ol style="list-style-type: none"><li>1. WALHT recognise numbers to 50.</li><li>2. WALHT use <i>j'ai</i> and <i>je suis</i>.</li><li>3. WALHT say our name and age.</li><li>4. WALHT ask someone their name and age.</li><li>5. WALHT understand short spoken sentences.</li></ol>
Autumn 2	<ol style="list-style-type: none"><li>1. WALHT match adjectives to nouns.</li><li>2. WALHT use adjectives accurately.</li><li>3. WALHT pronounce words accurately.</li><li>4. WALHT describe our family.</li><li>5. WALHT read short descriptive texts.</li></ol>
Spring 1	<ol style="list-style-type: none"><li>1. WALHT say what we like and dislike.</li><li>2. WALHT give simple opinions.</li><li>3. WALHT understand negative sentences.</li><li>4. WALHT write short opinion sentences.</li><li>5. WALHT listen for key words.</li></ol>
Spring 2	<ol style="list-style-type: none"><li>1. WALHT describe our daily routine.</li><li>2. WALHT understand spoken routines.</li><li>3. WALHT use present tense verbs.</li><li>4. WALHT sequence actions correctly. (reading and listening focus)</li><li>5. WALHT speak in full sentences.</li></ol>



Half Term	WALHT (We Are Learning How To...)
Summer 1	<ol style="list-style-type: none"> <li>1. WALHT name animals in French.</li> <li>2. WALHT say where animals live.</li> <li>3. WALHT recognise plurals.</li> <li>4. WALHT write sentences independently.</li> <li>5. WALHT compare France and the UK.</li> </ol>

---

#### Year B – WALHT Statements

Half Term	WALHT (We Are Learning How To...)
Autumn 1	<ul style="list-style-type: none"> <li>• WALHT name school subjects.</li> <li>• WALHT say what we like and dislike at school.</li> <li>• WALHT give reasons for opinions.</li> <li>• WALHT speak in longer sentences.</li> <li>• WALHT understand others talking about school.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• WALHT talk about our hobbies.</li> <li>• WALHT use verbs to describe activities.</li> <li>• WALHT read short paragraphs.</li> <li>• WALHT ask and answer questions.</li> <li>• WALHT use phonics to pronounce words.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• WALHT describe the weather.</li> <li>• WALHT name the seasons.</li> <li>• WALHT write a short paragraph.</li> <li>• WALHT understand weather descriptions.</li> <li>• WALHT use weather phrases accurately.</li> </ul>

Half Term	WALHT (We Are Learning How To...)
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• WALHT name places in our local area.</li> <li>• WALHT ask for information politely.</li> <li>• WALHT give directions.</li> <li>• WALHT understand spoken directions.</li> <li>• WALHT use prepositions correctly.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• WALHT name French festivals.</li> <li>• WALHT describe French traditions.</li> <li>• WALHT compare cultures.</li> <li>• WALHT show respect for other cultures.</li> <li>• WALHT speak confidently about our learning.</li> </ul>

---

#### Year C – WALHT Statements

Half Term	WALHT (We Are Learning How To...)
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• WALHT describe appearance.</li> <li>• WALHT describe personality.</li> <li>• WALHT use adjectives accurately.</li> <li>• WALHT speak fluently.</li> <li>• WALHT understand longer descriptions.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• WALHT describe our home.</li> <li>• WALHT talk about our routine.</li> <li>• WALHT understand longer listening texts.</li> <li>• WALHT use present tense verbs accurately.</li> <li>• WALHT read detailed sentences.</li> </ul>

Half Term	WALHT (We Are Learning How To...)
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• WALHT name places in a town.</li> <li>• WALHT give directions confidently.</li> <li>• WALHT understand travel information.</li> <li>• WALHT ask for help politely.</li> <li>• WALHT speak independently.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• WALHT talk about holidays.</li> <li>• WALHT name types of transport.</li> <li>• WALHT read and write longer texts.</li> <li>• WALHT understand holiday descriptions.</li> <li>• WALHT apply grammar accurately.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• WALHT talk about future plans.</li> <li>• WALHT use the near future tense.</li> <li>• WALHT express ambitions.</li> <li>• WALHT speak confidently without support.</li> <li>• WALHT combine grammar and vocabulary accurately.</li> </ul>