Hillbrook Primary School

Be Responsible · Be Resilient · Be Reflective

Hillbrook Primary School — Years 3-6 French Curriculum Progression Map — 2025/26

Listening	Speaking	Reading	Writing	Grammar and Sound spelling
Y3: To show understanding of a few familiar spoken words and phrases Y3: When listening to stories, rhymes or songs join in with repeated sections and identify particular phonemes. **Y4: To show understanding of a range of familiar spoken phrases** **Y4: To listen for specific words and phrases.** Y4: To listen and respond accurately to a sequence of commands, and begin to make links to spellings. **Y5: To show understanding of the main points from a series of spoken sentences (including questions). May require some repetition.** Y5: To identify different ways to spell key sounds, and select the correct spelling of a familiar word. **Y6: To show understanding of the main points and some detail from a short, spoken passage, comprising of familiar language.** Y6: To apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.	**Y3: To begin to say/repeat a few short words and phrases.** Y3: To repeat sentences heard and make simple adaptations to them. Y3: To begin to use good pronunciation (including intonation when asking a question) and speak clearly when addressing an audience. Y3: To use simple adjectives in sentences to describe things orally. **Y4: To ask and answer simple questions on different topic areas, and give basic information.** **Y4: To pronounce familiar words and some new words accurately.** Y4: To show understanding of a range of familiar spoken phrases. **Y5: To ask and answer simple questions on several topics and can express simple opinions.** **Y5: To take part in brief pre-prepared tasks such as short presentations and role plays.** Y5: To begin to use good intonation for each sentence type. **Y6: To take part in a simple conversation and express simple opinions giving reasons.** **Y6: To use generally accurate pronunciation and intonation (to a sympathetic native speaker).** Y6: To create my own sentences using knowledge of basic sentence structure.	**Y3: To recognise and read out a few familiar words and phrases.** Y3: To read some familiar words and phrases aloud using good pronunciation. Y3: To learn and remember new words encountered in reading. **Y4: To show understanding of simple written phrases.** **Y4: Can match sounds to familiar written words.** Y4: To read a range of familiar written phrases and sentences, using good pronunciation. **Y5: To show understanding of the main point(s) from a short, written passage in clear printed script, containing familiar language.** **Y5: To apply phonic knowledge to find, understand and/or produce spoken and written words.** Y5: To develop my ability to use different strategies to work out the meaning of unfamiliar words, including using bilingual dictionaries **Y6: To show understanding of the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).** Y6: To read aloud a short text containing some unfamiliar words, using accurate pronunciation. Y6: To use bilingual dictionaries to extend vocabulary and to access unfamiliar language.	**Y3: To write a few simple words (including the date) or symbols.** Y3: To use simple adjectives such as colours to describe things in writing. Y3: To record descriptive sentences using a word bank. **Y4: To spell some familiar written words and phrases accurately.** **Y4: To write simple sentences with limited mistakes so the message is understood.** Y4: To write descriptive sentences using a model but supplying some words from memory. **Y5: To write two or three short sentences as a personal response, using reference materials/ with support.** **Y5: To attempt to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.** **Y6: To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense, on a familiar topic using reference materials, support if necessary.** Y6: To select appropriate vocabulary to describe places. Y6: To begin to use modal verbs + infinitive for persuasive sentences, adverbs and personal pronouns	Y3 Phonics - Beginning to recognise and practise Autumn 1 A New start: eu / ou / oi / er / au / an Autumn 2 Calendar and celebrations: di / er / et / eu / au / o / ou / an / ll / uin Spring 1 Animals: ch / oi / ou / on sson / pin / aux is / ise j' / je / j'ai Spring 2 Carnival and numbers: ze / qu / in ou / eu / tr / ix âge / ans oeu Summer 1 Hungry Giant: oi / on / an / j' / aim / un / in que / ais / er / ou Summer 2 Going on a picnic/Where I live: an / ch / eau / on / ou / à / i Y3: To identify specific sounds/ phonemes. Y3: To understand that singular/ plural nouns may have different genders and can recognise clues to identify this, such as the difference in articles (un/une) Y3: To form commands using imperative verbs Y4 Phonics -Revisit and develop Autumn 1 Welcome to school: ez /eau re / ou /oi ze / ix lun /ven / fé /sept / jeu / ma ine /ette /our y / omme / on / aille Autumn 2 My town, your town: ez / an / ou ille / oi / ci ets / eur / um Spring 1 Alien Family: ll / ez / eux / j' ert / ole / tion / y / ch oeur / ère eu / ll / ez / ou Spring 2 Moving our bodies: ou / ez les / i spir / im / ile / our Summer 1 At the doctors and jungle animals: qu / g / i / j y /pas ez / ment qu / ge on / o c / s / ge / in Summer 2 Summertime: ll / ge / ai / ei / qu / y / eu / oi / a / é / Y4: To match sounds to familiar written words. Y4: To pronounce familiar words and some new words accurately. Y4: To identify silent letters. Y4: To understand that adjectives may change form according to the noun they relate to, and select the appropriate form for it to 'agree' with the relevant noun. Y5 Phonics - Revisit and extend Autumn 1 Me and my friends at school: J / eux se / oi / aim / au ais / ie / ssin ile Autumn 2 Time in the city: é / a / i / oo ue / oi / au / ou eux / eau / an ant / ale / in / enne Spring 1 At the market: ui / gn / que / ante on / ix ien / oû / ime ez / ou Spring 2 Clothes: j/ u / on ju / ss / u oi / eine / aute / ate ch / ure Summer 1 Out of this world: om / on / é / u ai / est / y / a une / erre / oi Summer 2 Going to the seaside: ette / qu / er / ll / ge / eu Y5: To match sounds to familiar written words Y5: To pronounce familiar words and new words accurately. Y5: To extend sentences using conjunctions, nouns and adjectives. Y5: To know how to conjugate some high frequency verbs. Y6 Phonics – Revisit and enhance Autumn 1 This is me! : j / eux / eur ui / or / euse / ai oi / ou / Autumn 2 Homes and houses: on / euil / a an / ui / in / ch is / it / or eux / euse eau / ier Spring 1 Sports: tion / j / an ou / ine / ain / on / atte / ette Spring 2 My best day ever: eu / an / en ss / gne / au me / à / ai est / il Summer 1 Café culture: ai / i / an / qu / ou / ez / é / ais / aît / eu / ou / ord Summer 2 Let's Celebrate: j / ez / ge Y6: To match sounds to familiar written words. Y6: To pronounce familiar words and new words accurately. Y6: To extend sentences using adverbs, personal pronouns and modal verbs + infinitive. Y6: To have an awareness of similarities and differences in grammar between different languages.