

PROGRESSION MAP – MFL French (Years 3–6, with Physical French Phonics)

Year Group	Phonics (with PFF focus)	Vocabulary	Grammar	Listening	Speaking	Reading	Writing	Memorisation & Retrieval	Pronunciation & Intonation	Cultural Awareness	Language Learning Strategies	Translation
Year 3	PFF intro: [é, u, oi, a, i, o, au, an, eu, on, ou, g (before e), e (before final t), r, rr, q, qu, oi, c, z, t, in]. PLN: [ch, ze, qu, in, j, un, aim] Colours 1 & 2, numbers 0–12. Physical actions with phonics cards.	Core nouns: colours, numbers (0–31), fruits, animals.	Singular nouns, simple plurals, basic gender.	Recognise familiar words in songs and stories.	Ask/answer simple questions: “Quel âge as-tu ?” “Quel est ton nom?”	Match words to images of colours, animals and fruits/vegetables	Copy words with support.	Rehearse rhymes, songs, counting of colours, animals and numbers.	Begin to imitate key sounds using actions.	Stories: <i>Elmer</i> , <i>Hungry Caterpillar</i> .	Use repetition and gesture to support recall.	Translate single words (colour/fruit).
Year 4	PFF: nasal sounds [on, an], ch, ou, in, a, e (before 1 constant), eu, un, c, e, r, s, i, en, j, i, o, a, où, t, r, s, c(c before e), ll, in, u, an, em, é, -er, e (e before 2 constanants, e before final t), ai, ien, gn, th] . PLN: [di, er, et, oi, aim, ge, ai/ei, silent final consonants vent, brouillard, nuages, chaud, froid, pleut], Days, months, animals. Liaison work with “les animaux”.	Days, months, animals, fruit/veg, weather, seasons.	“J’ai/Je n’ai pas”, “C’est...” - verb agreement, adjectives-colours.	Identify key words in phrases. - colours, dates, animals, fruits and vegetables, weather	Likes/dislikes: “Mon fruit préféré est...”. Weather conditions	Recognise written phrases. Likes/dislikes: “Mon fruit préféré est...”. Weather conditions	Write labels, captions.	Memorise days/months, weather phrases.	Use intonation in Q&A.	Festivals: birthdays, weather, seasons.	Word banks, PFF gestures.	Translate short captions.
Year 5	PFF consolidation: nasals, silent final consonants, [eu, gn]	Family, school subjects, café, face parts.	Gender/number agreement, conjunction – parce que	Pick out familiar language in new contexts.	Short exchanges (“Je voudrais...”, “J’aime...”, J’adore...”;	Read short texts for gist/detail – link this to subjects.	Write simple sentences (opinions).	Recall extended phrases with actions.	More accurate sentence-level pronunciation.	Café culture, family life.	Bilingual dictionary skills.	Translate short sentences.

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	PLN: [ez, ll, eux, ère, j, ai, i, ch, oi, ou, on]. Family & café vocab.				Negatives – “Je deteste”)							
Year 6	PFF mastery: complex sounds [ill, eau, au, en] , silent letters, stress. PLN: [j, eux, ez, que, gn, ui] Applied to identity, shopping, roleplay.	Self-identity, greetings, shopping.	Verbs avoir/être, present tense, questions.	Understand short passages/stories – linked to school, weather, body parts, foods.	Roleplays (market, café).	Read aloud texts; spot cognates – link to English.	Write linked sentences.	Retrieve across all KS2 topics.	Clearer pronunciation in dialogue.	Bastille Day, francophone world.	Use cognates/context to infer meaning.	Translate dialogues and short paragraphs.