

## Brockwell Junior School Primary Languages Progression Map

Children are encouraged to be curious about other cultures and understand many people have different languages.  
Children have some knowledge of how French works.  
Children have an increased sense of identity.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” – Nelson Mandela

### NATIONAL CURRICULUM

**Aims** – The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

**Key stage 2** – Foreign language teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

**Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year Group	Year 3			Year 4			Year 5			Year 6		
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
<b>Learning Challenges</b>												
<b>A New Start</b>	<b>Animals I like and don't like</b>	<b>Fruits and Vegetables, Hungry Giant</b>	<b>Welcome to School</b>	<b>Family Tree and Faces</b>	<b>Feeling Unwell/Jungle Animals</b>	<b>Talking About Us/School Subjects</b>	<b>Healthy Eating/Going to Market</b>	<b>Out of this Word</b>	<b>Revisiting Me/Telling the Time/Everyday Life</b>	<b>Playing and Enjoying Sport</b>	<b>Café Culture</b>	
<b>Calendar and Celebrations</b>	<b>Carnival and Using Numbers</b>	<b>Going on a Picnic/Aliens in France</b>	<b>My town, your town</b>	<b>Face and body parts</b>	<b>The Weather/Ice creams</b>	<b>Time in the City</b>	<b>Clothes</b>	<b>Going to the seaside</b>	<b>Homes and Houses</b>	<b>Funfair and Favourites</b>	<b>Performance Time</b>	
<b>Skills and Key Concepts</b>												
<b>Listening</b> <ul style="list-style-type: none"> <li>Start to understand a few familiar spoken words and phrases.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Say/repeat a few words and short simple phrases that would be understood by a sympathetic native speaker.</li> </ul>			<b>Listening</b> <ul style="list-style-type: none"> <li>Understand a range of familiar spoken phrases.</li> <li>Be able to listen for specific words and phrases.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer simple questions and give basic information.</li> <li>Pronounce familiar words and some new words accurately.</li> </ul>			<b>Listening</b> <ul style="list-style-type: none"> <li>Understand the main points from a series of spoken sentences including questions (repetition may be required).</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Ask and answer simple questions on several topics and can express opinions.</li> <li>Take part in brief pre-prepared tasks such as short presentations and role plays.</li> </ul>			<b>Listening</b> <ul style="list-style-type: none"> <li>Understand the main points and some detail from a short, spoken passage with comprising of familiar language.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Take part in a simple conversation.</li> <li>Be able to express simple opinions with generally accurate pronunciation (to a sympathetic native speaker).</li> </ul>			
<b>Reading</b> <ul style="list-style-type: none"> <li>Recognise and read out a few familiar words and phrases.</li> </ul>			<b>Reading</b> <ul style="list-style-type: none"> <li>Understand simple written phrases.</li> <li>Match sounds to familiar written words.</li> </ul>			<b>Reading</b> <ul style="list-style-type: none"> <li>Understand the main point/points from a short, written passage in clear printed script.</li> <li>Use bilingual dictionaries independently.</li> <li>Use and apply phonic knowledge to find, understand and/or produce spoken and written words.</li> </ul>			<b>Reading</b> <ul style="list-style-type: none"> <li>Understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</li> <li>Use a bilingual dictionary to access unfamiliar language.</li> </ul>			
<b>Writing</b> <ul style="list-style-type: none"> <li>Write or copy a few simple words or symbols as an emergent writer of French.</li> </ul>			<b>Writing</b> <ul style="list-style-type: none"> <li>Spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</li> </ul>			<b>Writing</b> <ul style="list-style-type: none"> <li>Write two or three short sentences as a personal response, using reference materials/with support.</li> <li>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.</li> </ul>			<b>Writing</b> <ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>VOCABULARY</b>												
<b>A New Start:</b> <ul style="list-style-type: none"> <li>salut</li> <li>bonjour</li> <li>bonne après midi</li> </ul>			<b>Welcome to School:</b> <ul style="list-style-type: none"> <li>la cour de recreation</li> <li>la cantine</li> <li>la salle des profs</li> </ul>			<b>Talking about us:</b> <ul style="list-style-type: none"> <li>je suis</li> <li>heureux/heureuse</li> <li>triste</li> </ul>			<b>Revisiting me:</b> <ul style="list-style-type: none"> <li>dix</li> <li>onze</li> <li>douze</li> </ul>			

- à bientôt
- au revoir
- Comment ça va?
- Ça va bien/comme ça, come ça/ mal.
- zéro, un, deux, trois, quatre, cinq, six, sept, huit neuf, dix
- bleu
- blanc
- rouge
- noir
- jaune
- vert

**Phonics:**

'oi'  
au revoir  
noir  
trois

- la salle informatique
- les toilettes
- le bureau du directeur/de la directrice
- la salle de classe
- un sac à dos
- un crayon
- un stylo
- un livre
- un taille de crayon
- une gomme
- une table
- une chaise
- une règle
- des ciseaux
- des crayons de couleurs
- de la colle

**Phonics:**

'eau'  
ciseaux  
bureau

- perdu/perdue
- fatigué/fatiguée
- en plein forme
- j'ai faim
- j'ai soif
- j'ai chaud
- j'ai froid

**School subjects:**

- la géographie
- l'EPS
- la lecture
- l'anglais
- le dessin
- les maths
- les sciences
- le français
- la musique
- l'histoire
- la religion
- la technologie

**Phonics:**

'ais'  
anglais  
français

- treize
- quatorze
- quinze
- seize
- dix-sept
- dix-huit
- dix-neuf
- vingt
- trente
- quarante
- cinquante
- soixante

**Telling the time:**

- il est
- heures
- midi
- minuit

**Everyday life:**

- je me réveille à
- je me l à
- je m'habille à
- je mange
- petit déjeuner
- je me brosse les dents à
- je vais
- l'école
- je me douche à

**Phonics:**

'ante'  
soixante  
quarante  
cinquante

**Calendar and Celebrations:**

- lundi
- mardi
- mercredi
- jeudi
- vendredi
- samedi
- dimanche
- janvier
- février
- mars
- avril
- mai
- juin

**My town, your town:**

- regardez
- écoutez
- répétez
- levez-vous
- asseyez-vous
- comptez avec moi
- chantez avec moi
- trouvez moi
- montrez moi
- le café
- le cinéma
- le restaurant
- le supermarché

**Time in the city:**

- la ville
- le parc
- le zoo
- le musée
- le metro
- la galerie d'art
- la gare
- la piscine
- le stade
- le cinéma

**Phonics**

'oo'  
zoo

**Homes and houses:**

- la maison
- la chambre
- la cuisine
- la salle de bains
- la salle à manger
- le salon
- le garage
- le jardin
- une table
- une chaise
- une porte
- une fenêtre
- un lit

<ul style="list-style-type: none"> <li>- juillet</li> <li>- août</li> <li>- septembre</li> <li>- octobre</li> <li>- novembre</li> <li>- décembre</li> </ul> <p><b>Phonics:</b> <b>'di'</b> dimanche jeudi</p> <p><b>'é'</b> décembre février</p>	<ul style="list-style-type: none"> <li>- le stade</li> <li>- la boucherie</li> <li>- la boulangerie</li> <li>- la pâtisserie</li> <li>- la pharmacie</li> <li>- l'école</li> </ul> <p><b>Phonics:</b> <b>'ez'</b> regardez chantez</p> <p><b>'ou'</b> boucherie boulangerie</p>		<ul style="list-style-type: none"> <li>- un tapis</li> </ul> <p><b>Phonics:</b> <b>'ui'</b> cuisine</p> <p><b>'ains'</b> bains</p>
<p><b>Animals I like and don't like:</b></p> <ul style="list-style-type: none"> <li>- Un chat</li> <li>- Un chien</li> <li>- Un poisson</li> <li>- Un cheval</li> <li>- Un lapin</li> <li>- Un mouton</li> <li>- Un serpent</li> <li>- Un oiseau</li> <li>- Une vache</li> <li>- Une souris</li> </ul> <p><b>Phonics:</b> <b>'ch'</b> chien chat cheval</p>	<p><b>Family tree and faces:</b></p> <ul style="list-style-type: none"> <li>- le papa</li> <li>- le frère</li> <li>- le bébé</li> <li>- le grand-père</li> <li>- la maman</li> <li>- la soeur</li> <li>- la grand-mère</li> <li>- la famille</li> <li>- le nez</li> <li>- la bouche</li> <li>- la tête</li> <li>- les cheveux</li> <li>- les yeux</li> <li>- les oreilles</li> </ul> <p><b>Phonics:</b> <b>'ille'</b> Famille</p> <p><b>'eux'</b> cheveux yeux</p>	<p><b>Healthy eating, going to market:</b></p> <ul style="list-style-type: none"> <li>- Une pomme</li> <li>- Un oignon</li> <li>- Une man gue</li> <li>- Un poivron</li> <li>- Une grappe de raisin</li> <li>- Une pastèque</li> <li>- Une banane</li> <li>- Une salade</li> <li>- Une carotte</li> <li>- Une pomme de terre</li> </ul> <p><b>Phonics:</b> <b>'ai'</b> J'ai Je n'ai pas</p>	<p><b>Playing and enjoying sport:</b></p> <ul style="list-style-type: none"> <li>- Le cricket</li> <li>- Le tennis</li> <li>- Le foot</li> <li>- Le basket</li> <li>- La danse</li> <li>- La gymnastique</li> <li>- Le rugby</li> <li>- La natation</li> <li>- Le cyclisme</li> <li>- Le handball</li> <li>- Rapide</li> <li>- Ennuyeux</li> <li>- Amusant</li> <li>- Difficile</li> <li>- Calme</li> <li>- Génial</li> <li>- Un challenge</li> <li>- Nul</li> </ul> <p><b>Phonics:</b> <b>'anse'</b> danse</p> <p><b>'tion'</b> natation</p>
<p><b>Carnival and using numbers:</b></p> <ul style="list-style-type: none"> <li>- Onze</li> <li>- Douze</li> <li>- Treize</li> <li>- Quatorze</li> <li>- Quinze</li> <li>- Seize</li> <li>- Dix-sept</li> <li>- Dix-huit</li> </ul>	<p><b>Face and body parts:</b></p> <ul style="list-style-type: none"> <li>- Le pied/les pieds</li> <li>- La jambe/les jambes</li> <li>- Le bras/les bras</li> <li>- L'épaule/les épaules</li> <li>- La tête</li> <li>- Le genou/les genoux</li> <li>- Bougez</li> <li>- Pensez à</li> </ul>	<p><b>Clothes:</b></p> <ul style="list-style-type: none"> <li>- Un pantalon</li> <li>- Un pull</li> <li>- Un short</li> <li>- Un sweat</li> <li>- Un tee-shirt</li> <li>- Un chapeau</li> <li>- Une robe</li> <li>- Une jupe</li> </ul>	<p><b>Funfair and favourites:</b></p> <ul style="list-style-type: none"> <li>- Les montagnes russes</li> <li>- Les bûches</li> <li>- Les tasses</li> <li>- La maison hantée</li> <li>- Le tonoggan spirale</li> <li>- La grande roue</li> <li>- Le bateau pirate</li> <li>- Le train fantôme</li> </ul>

- Dix-neuf
- Vingt

**Phonics:**  
**'qu'**  
quatorze  
quinze

**Fruits and vegetables, Hungry Giant:**

- Une pomme
- Une banane
- Une pêche
- Une grappe de raisin
- Une tomate
- Une carotte
- Une orange
- Une poire
- Un melon
- Un concombre
- Une tranche de pastèque
- Je voudrais
- S'il vous plaît

**Phonics:**  
**'on'**  
melon  
concombre

**Going on a picnic/Aliens in France:**

- Le pique-nique
- Un jus d'orange
- Un sandwich
- Une salade

- Touchez
- Levez
- Baissez
- Restez immobile
- Tournez
- Étirez

**Phonics:**  
**'ou'**  
bouche  
genou  
bougez

**Feeling unwell**

- Qu'est-ce qui'il y a?
- Je ne me sens pas bien.
- J'ai mal aux dents.
- J'ai mal à la tête.
- J'ai mal à l'oreille.
- J'ai mal au ventre.
- Je me suis cassé(e) le bras.

**Jungle animals:**

- la jungle
- la girafe
- le serpent
- le perroquet
- le singe
- le tigre
- l'éléphant

**Phonics:**  
**'inge'**  
singe

**The weather:**

- Quel temps fait-il?
- Soleil
- Vent
- Brouillard

- Une chemise
- Des chaussettes
- Des chaussures
- Des basets
- Grand
- Petit
- Vieux
- Beau
- Porter
- Avoir

**Phonics:**  
**'chau'**  
chaussures  
chaussettes

**Out of this world:**

- prénom
- nom de famille
- âge
- date de naissance
- adresse
- nationalité
- Mercure
- Vénus
- Pluton
- Jupiter
- Mars
- Saturne
- Neptune
- Le Soleil
- La Lune
- La Terre
- Les astronautes
- La planète
- Les étoiles
- L'espace

**Phonics:**  
**'eil'**  
soleil

**Going to the seaside:**

- Un sac de plage
- Des lunettes de soleil
- Des tongues
- Un chapeau

- Le manège
- Une crêpe
- Le popcorn
- La barbe à papa
- Les bonbons
- Les frites
- La glace

**Phonics:**  
**'on'**  
maison  
bonbons  
montagnes

**Café culture:**

- Le petit déjeuner
- Un croissant
- Un pain au chocolat
- Du pain
- Un jus d'orange
- Un café
- Un chocolat chaud
- Des fruits
- Du lait
- Des céréales
- Les boissons
- Un thé
- Un coca
- De l'eau minérale
- Les plats
- Une omelette
- Un sandwich (au fromage/au jambon)
- Une portion de frites
- Un croque monsieur/madame
- Une glace
- Une salade verte
- Un steak-frites
- Un serveur

**Phonics:**  
**'au'**  
pain au chocolat  
chaud

**Performance Time:**  
**No new vocabulary**

**Phonics:**  
**'j'**  
Je

- De l'eau
- Des chips
- Des fruits
- Le pré
- La rivière
- La colline
- Le sable
- La plage

**Phonics:**  
**'ique'**  
pique-nique

- Des nuages
- Chaud
- Froid
- Le neige
- Le pleut

Ice Cream:

- Je voudrais
- Une glace
- Une glace au chocolat
- Une glace au citron
- Une glace à la fraise
- Une glace à vanille
- Une glace menthe chocolat
- Une glace avec des vermicelles

**Phonics:**  
**'ille'**  
Vanilla

**'ais'**  
Je voudrais

- Une casquette
- La crème solaire
- Un maillot de bain
- Un frisbee
- Les vagues
- Le sable
- Les châteaux de sable
- Le ballon
- Un seau
- Une pelle
- Le soleil
- La plage
- Mouillé/mouillée

**Phonics:**  
**'er'**  
s'allonger  
manger  
sauter

Bonjour

**RESOURCES AVAILABLE**

**Y3**

**A New Start**

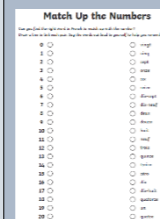
Lesson 3 – What's your name?  
LCP File 1 Resources (activity sheets):



**Y4**

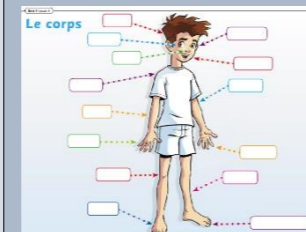
**Welcome to School**

Numbers 0-20  
Y4 Folder:



**Face and Body Parts**

LCP File 1 Resources (picture bank):



**The Weather**

LCP File 1 Resources (picture bank):

**Y5**

**Y6**

**Revising Me/Telling the Time**

LCP File 1 Resources (picture bank):





## Cultural Capital / Enrichment

Primary Language Network Scheme  
Primary Language Festival @  
Brookfield

Primary Language Network Scheme

Primary Language Network Scheme  
Eurovision

Primary Language Network Scheme

## KNOWLEDGE ORGANISERS

**KS2 French SoW- Knowledge Organisers**  
Click on the links to view key content throughout the scheme of work.

Term	Stage 1	Stage 2	Stage 3	Stage 4
Autumn	1. Greetings and Feelings Numbers to 10 Colors	2. Welcome to school	3. Talking about an School activity and animals	4. Numbers to all the Daily routine
Spring	1. Days Months	2. Commands Places to town	3. In the city	4. Homes and houses
Summer	1. Animals	2. Family After Places	3. Going to the market	4. Sports
	2. Units numbers to 10	3. Parts of the body	4. Clothes	5. Food and beverages
	1. Fruits and vegetables	2. I don't feel well Describe animals	3. I don't feel well Describe animals	4. I don't feel well Describe animals
	2. Going on a picnic About in France	3. Weather Ice Creams	4. Seasons	5. N/A - The module ends prior learning

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## A New Start

French Y3 Stage 1 Autumn 1: Greetings, Feelings, Names.

Language Detectives' Memory Bank: Greetings, Feelings and Names.

<p><b>Greetings Bank</b> Salut - Hi Bonjour - good morning/hello Bonne après-midi - good afternoon À bientôt! - see you soon Au revoir - good bye</p>	<p><b>Sound spelling</b> "ou" "oi" "ça"</p>
<p><b>Question and Answer Bank</b> Comment ça va? - how are you? Ça va bien - I am feeling good Ça va très bien - I am feeling really good Ça va comme ça, comme ça - I am feeling okay Ça va mal - I am not feeling good Ça va très mal - I am feeling really bad</p>	<p><b>Grammar</b> When you ask a question in French you can turn a sentence into a question by raising the pitch of your voice at the end of the question. e.g. Ça va? Ça va.</p>
<p><b>Question and Answer Bank</b> Comment t'appelles-tu? - What are you called? Je m'appelle... I am called.....</p>	

French Y3 Stage 1 Autumn 1: Numbers 0-10.

Language Detectives' Memory Bank: Numbers 0-10.

<p><b>Numbers Bank</b> zéro - 0 un - 1 deux - 2 trois - 3 quatre - 4 cinq - 5 six - 6 sept - 7 huit - 8 neuf - 9 dix - 10</p>	<p><b>Sound spelling</b> "é" "eu" "in" "hui"</p>	<p><b>Fact Bank</b> "H" is just a "breath" in French. Try saying the number 8 on French again "hui". Six is number 6 in French it looks like the number in English but it doesn't sound the same. Try saying "6" in English and French and spot the difference.</p>
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## What are the end points, goals for this phase?

Children have developed an interest in language acquisition and have a curiosity about languages.

Children are excited to engage in further language learning in the secondary phase.

Children have an understanding of what they hear and read and have an ability to express themselves in speech and writing.

Children have a new perspective on the world.

"One language sets you in a corridor for life. Two languages open every door along the way." – Frank Smith

Take the VLE tour in your own time or share it with staff - [click here](#).

Your school Primary Languages [VLE Login](#) details are:

Username: PLN1375

Password: Brockwell42 (case sensitive)

Please make sure you type the details in as they are above, i.e. no gaps between or after characters. This is an all-school login which supports multiple users at the same time. Your teachers do not require individual logins.

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