



Year 3 - LKS2 Progressions of Skills - MFL

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	French greetings		French adjectives of colour, size and shape.		French play ground games	In a French classroom +circle of life in French - Lesson 1 and 2
Knowledge						
Phonics	<ul style="list-style-type: none"> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that a ç cedilla is the hook shape that sits under the 		<ul style="list-style-type: none"> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that consonants at the end of words in French are not 		<ul style="list-style-type: none"> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by 	<ul style="list-style-type: none"> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciati



	<p>letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound.</p> <ul style="list-style-type: none"> To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand. 	<p>usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.</p>	<p>linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <ul style="list-style-type: none"> To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that consonants 	<p>on in English).</p> <ul style="list-style-type: none"> To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those
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			<p>at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.</p>	<p>letters: ç, è, ù, é à.</p>
Grammar	<ul style="list-style-type: none"> To know that the pronoun ça means 'it'. 	<ul style="list-style-type: none"> To understand that every French noun is either masculine or 	<ul style="list-style-type: none"> Identifying 	<ul style="list-style-type: none"> To understand



	<ul style="list-style-type: none"> • To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns. 	<p>feminine.</p> <ul style="list-style-type: none"> • To know that the gender affects the form of the indefinite article un or une. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun. • To know that c'est means 'it is' and is used to describe what something is. • To know that the word order is sometimes different in French compared to English. • To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • To know that accents in French can change the sound of a letter. • 	<p>plurals of nouns</p>	<p>that every French noun is either masculine or feminine.</p> <ul style="list-style-type: none"> • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often (but not always) end in 'e'. • To know
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				<p>that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.</p> <ul style="list-style-type: none">• To know that most adjectives are placed after the noun in French.• To know that adjectives
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				<p>of size such as petit and grand are placed before the noun.</p> <ul style="list-style-type: none">• To know that je/j', and tu are subject pronouns.• To know that placing ne...pas around the verb makes it negative: ne + verb + pas.• To know that the word order
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				<p>is sometimes different in French compared to English.</p> <ul style="list-style-type: none">• To know that we can use conjunctions such as <i>et</i> (and) and <i>puis</i> (then) to join clauses.• To know that some words are cognates: they have the same spelling and
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				<p>meaning in French and English: le train, le taxi.</p> <ul style="list-style-type: none"> To know that accents in French can change the sound of a letter.
<p>Cultural Awareness</p>	<ul style="list-style-type: none"> To know that in French there are formal and informal greetings. 	<ul style="list-style-type: none"> To name some famous paintings by French artists. Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse. 	<p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities</p>	<p>Discussing similarities and differences between customs and traditions in France and the UK.</p>



			and differences between customs and traditions in France and England	
Skills				
Language Comprehension	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Beginning to notice common spelling patterns. • Recognising some familiar French words in written form. 	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. 	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases • Following verbal 	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Beginning to notice common



		<ul style="list-style-type: none">•	<p>instructions in French</p> <ul style="list-style-type: none">• Listening and identifying key words in rhymes and songs and joining in• Beginning to identify vowel sounds and combinations• Recognising some	<p>spelling patterns.</p> <ul style="list-style-type: none">• Recognising some familiar French words in written form.• Beginning to understand and notice cognates and near cognates.• Using visual clues to make predictions about the
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			<p>familiar words in written form</p> <ul style="list-style-type: none"> • Identifying cognates and near cognates • Recognising and using adjectives of colour and size 	<p>meaning of unfamiliar vocabulary</p>
<p>Language production</p>	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give 	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give 	<ul style="list-style-type: none"> • Responding to objects or images with a 	<ul style="list-style-type: none"> • Asking and/or answering simple questions.



	<p>information.</p> <ul style="list-style-type: none"> ● Recognising and repeating phrases from familiar rhymes and songs. ● Listening and repeating key phonemes with care. ● Recognising how intonation and gesture are used to differentiate between statements and questions. ● Building confidence by repeating short phrases with increasing accuracy. ● Introducing self to a partner with simple phrases. ● Experimenting with simple writing, copying with accuracy. 	<p>information.</p> <ul style="list-style-type: none"> ● Listening and repeating key phonemes with care. ● Recognising that sounds and spelling patterns can be different from English. ● Recognising how intonation and gesture are used to differentiate between statements and questions. ● Building confidence by repeating short phrases with increasing accuracy. ● Recognising and using adjectives of colour and size. ● 	<p>phrase or other verbal response</p> <ul style="list-style-type: none"> ● Reading aloud some words from simple songs, stories and rhymes ● Recalling and writing simple words from memory ● Experimenting with simple writing, 	<ul style="list-style-type: none"> ● Forming simple statements with information including the negative. ● Practising speaking with a partner. ● Using short phrases to give information. ● Recognising and
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			copying with accuracy	repeating phrases from familiar rhymes and songs. <ul style="list-style-type: none">• Listening and repeating key phonemes with care.• Recognisin g that sounds and spelling patterns can be different from
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				<p>English.</p> <ul style="list-style-type: none">• Recognising how intonation and gesture are used to differentiate between statements and questions.• Discussing strategies for remembering and applying pronunciation rules.
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				<ul style="list-style-type: none">• Building confidence by repeating short phrases with increasing accuracy.• Recalling and writing simple words from memory.• Experimenting with simple writing, copying with
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				<p>accuracy.</p> <ul style="list-style-type: none">• Recognising and using adjectives of colour and size.
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