# Languages: Progression Guidance for French DRAFT

November 2026

Version 1.0

# Contents


Introduction ..... 2

Using this guidance ..... 3

Level of Language – Descriptors ..... 4

Progression in French ..... 5

Understanding People, Places and Cultures in French ..... 6

Using cultural contexts across the progression ..... 7

**Early Level ..... 8**

Language Progression ..... 8

Grammar Progression ..... 10

**First Level ..... 11**

Language Progression ..... 11

Grammar Progression ..... 13

**Second Level ..... 15**

Language Progression ..... 15

Grammar Progression ..... 17

**Third Level ..... 19**

Language Progression ..... 19

Grammar Progression ..... 21

**Fourth Level ..... 25**

Language Progression ..... 25

Grammar Progression ..... 27

# Introduction

This guidance supports practitioners to interpret and apply the Languages Know-Do-Understand (KDU) Framework and sets out the progression in knowledge, skills and understanding from Early to Fourth Level in French.

Learning a language involves both understanding language and using it to communicate. The framework is organised around two complementary aspects of language learning:

- **Receptive language** – what learners **recognise** or **understand** through listening, reading and viewing.
- **Productive language** – what learners communicate through talking, writing and other forms of language **use**.

Learners will often understand more than they can use themselves. They may recognise vocabulary, patterns and structures in listening and reading before they are ready to use them when talking or writing. The guidance reflects this difference throughout the progression.

The examples show what expectations within the KDU Framework may look like in French. They illustrate the vocabulary, sentence patterns and grammatical features learners may encounter and use at different levels. They are not intended to prescribe particular topics, contexts or sequences of learning.

Progression in French is cumulative. Language encountered at an earlier level remains part of later learning and can be revisited, extended and used in new contexts. Learners will not necessarily demonstrate every feature described at a level at the same time. Practitioners should use professional judgement, drawing on evidence of learning over time and taking account of learners' prior experiences and starting points.

# Using this guidance

This guidance is organised from Early to Fourth Level. At each level, it provides examples of the language that learners may understand and use, followed by a grammar progression which shows how features of French may develop across the levels. This accompanying progression guidance complements the Languages KDU Framework by:

- illustrating the characteristics of language progression in French
- exemplifying possible grammar progression in French.

At each level, the guidance includes:

- an overview of the characteristics of language at that stage
- language exemplification showing the language resource that French learners are likely to recognise, understand and use
- exemplification of the types of grammatical knowledge in French that learners are likely to recognise, understand and use.

The terms *Words and Short Phrases, Words and Phrases, Basic Language, Simple Language and Straightforward Language* reflect the language used in the KDU Framework. They describe progression in the language that learners understand and use rather than fixed measures of sentence length or grammatical complexity.

The grammar progression distinguishes between features learners may **recognise** or **understand** (receptive language) and those they may **use** (productive language). Learners may understand grammatical features before they are ready to use them themselves. A feature appearing in the *Understand* column does not mean that learners need to know its grammatical name or explain how it works.

The grammar tables are not intended as a syllabus or checklist to be taught in order. They help practitioners identify how familiar features of French can develop over time and support decisions about appropriate next steps. Language should be encountered and used for meaningful purposes, with grammatical understanding developing through engagement with French.

# Level of Language – Descriptors

The level of language used in the KDU Framework develops from *Words and Short Phrases* at Early Level to *Straightforward Language* at Fourth Level. These descriptors apply across receptive and productive language and should be considered in relation to the context and purpose for which the language is being used. They are intended to support a shared understanding of progression, with the focus on increasing range, flexibility and accuracy, and not the length or grammatical complexity of learners' language.

| Level | Descriptor | Definition |
|---|---|---|
| **Early** | Words and Short Phrases | The *Words and Short Phrases* descriptor outlines highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences. |
| **First** | Words and Phrases | The *Words and Phrases* descriptor outlines highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation. |
| **Second** | Basic Language | *Basic Language* describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail. |
| **Third** | Simple Language | *Simple Language* describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence. |
| **Fourth** | Straightforward Language | *Straightforward Language* describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns. |

# Progression in French

Progression in French involves more than learning additional vocabulary or grammatical features. As learners progress, they draw on a growing repertoire of language and become increasingly able to select, combine and adapt what they know to communicate their own meaning.

Progression may be seen as learners being increasingly able to:

- understand a wider range of spoken and written French
- communicate developed and connected ideas
- draw on language encountered previously in new contexts
- make choices about the vocabulary and structures they use
- rely less on modelling and scaffolding for familiar language
- use familiar language with flexibility and accuracy.

These aspects will not always develop at the same rate. A learner is likely to understand language that is more developed than they can produce independently.

## An example of progression in French

| Level | Expressing a view or preference |
|---|---|
| **Early** | Learners may join in with or use a familiar expression such as *super!* within a modelled activity. |
| **First** | Learners may reuse familiar patterns such as *J'aime le foot. C'est super! Je n'aime pas le basket.* |
| **Second** | Learners begin to change and combine familiar language: *Je suis sportif. J'aime le foot parce que c'est super. Je joue au foot avec mes amis.* |
| **Third** | Learners add detail and link related ideas: *Je suis vraiment sportif. J'aime le foot parce que c'est très amusant mais je n'aime pas le basket parce que c'est ennuyeux. Je joue au foot trois fois par semaine.* |
| **Fourth** | Learners develop ideas and give reasons using a wider range of familiar language: *Je dirais que je suis vraiment sportif. Le sport est très important pour moi parce que ça me détend. Cependant je trouve le basket ennuyeux et à mon avis c'est une perte de temps.* |

This example illustrates one possible progression rather than a prescribed sequence. The language that learners use will depend on the context, their prior learning and the support available.

# Understanding People, Places and Cultures in French

Learning about people, places and cultures is an important part of learning French. Cultural learning should be integrated naturally into language learning and provide contexts through which learners develop their understanding of *Identity and Belonging, Perspectives and Worldviews,* and *Cultures and Traditions*.

French is used across different countries, regions and communities. Cultural learning should reflect this diversity and avoid presenting a single or stereotypical view of French-speaking people or places. Learners should encounter contemporary experiences and perspectives alongside traditions and aspects of the past.

The contexts below are illustrative rather than exhaustive. Practitioners can select contexts that are appropriate for their learners and use them to develop cultural understanding alongside the French that learners understand and use. The same context can be revisited at different levels as learners develop their language and explore ideas in greater depth.

| Context | Possible examples |
|---|---|
| **Celebrations and traditions** | • Easter, Advent and Christmas traditions (e.g. *Le Réveillon de Noël, La La Fête de Saint-Nicolas, La chasse aux œufs* etc.)<br>• national celebrations (e.g. *La Fête Nationale, La Chandeleur* etc.)<br>• regional and local festivals (e.g. *Le Carnaval de Nice / Québec / Jacmel / Le Festival de Cannes* etc.)<br>• local, regional and national traditions across French-speaking communities (e.g. *La Tabaski, La Fête de l'Indépendance* etc.) |
| **Daily life** | • family life<br>• school life and the school day<br>• daily routines<br>• food and mealtimes<br>• hobbies, sport and leisure<br>• similarities and differences in everyday experiences across French-speaking communities |
| **People and communities** | • children and young people in French-speaking communities<br>• multilingual people and communities<br>• contemporary figures and historical figures<br>• different identities, experiences and perspectives within communities |
| **Places** | • France and other French-speaking countries and territories<br>• other places and communities where French is used<br>• regions, cities, towns, rural areas and landscapes<br>• landmarks, architecture and places of interest<br>• regional identities, linguistic diversity and minority languages |

# Using cultural contexts across the progression

The cultural context does not determine the level of language. A familiar context can be explored at more than one level while the French that learners understand and use continues to develop.

For example, learners might first encounter a celebration through songs, images or stories. As their learning develops, they might describe what people do, compare experiences or explore how a tradition varies between places and communities. Later, the same context might provide opportunities to consider identity, different perspectives, diversity and change.

Cultural understanding should not be limited by the French that learners can produce. Where appropriate, discussion in the language of instruction can support learners to explore ideas and perspectives that go beyond the French they can use.

The suggested contexts are not intended to become a checklist of cultural knowledge. Practitioners can make professional judgements about the people, places, communities and experiences that provide meaningful contexts for their learners. The focus should remain on developing learners' understanding of the diversity of French-speaking communities while continuing to develop their language knowledge and skills.

# Early Level

## Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

| Early Level – Words and Short Phrases | |
|---|---|
| *Words and Short Phrases* describes highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences. | |
| **Receptive** | **Productive** |
| Learners may **recognise** or **understand** language such as:<br>*bonjour*<br>*je m'appelle*<br>*ça va (bien/super* etc.*)*<br>*oui / non*<br>*au revoir*<br>*un chat, un chien, une pomme,* etc. | Learners may **use** language such as:<br>*bonjour*<br>*je m'appelle*<br>*ça va (bien/super* etc.*)*<br>*oui / non*<br>*au revoir* |
| **Comments/Guidance** | |
| At Early Level, regular opportunities to hear and take part in French are created through play, songs, stories, games, routines and interaction. Learners develop familiarity with its sounds, rhythms and patterns through repeated experiences in familiar contexts. Experiences are mainly adult-initiated and modelled, with meaning supported through gesture, actions, objects, images and familiar contexts.<br><br>Understanding may be shown through an action, gesture, facial expression, selecting, matching or pointing. A spoken response is not always required. | |

At Early Level, progression may be seen in learners recognising familiar French more readily, responding appropriately and beginning to join in without always needing an immediate prompt. Talking develops from participation and imitation rather than from an expectation that learners construct language independently.

There is no expectation that learners know grammatical terminology or can explain the patterns they encounter. Grammar is experienced through the language itself.

## Suggested contexts for learning

At Early Level, contexts should provide regular opportunities for learners to hear, recognise and join in with familiar French. A small number of contexts allows language to be revisited frequently through routines, songs, games, stories and interaction.

Suggested contexts can include:

- greetings
- self: name and age
- classroom instructions
- colours
- numbers to 10
- days of the week.

These contexts are illustrative rather than exhaustive. Progression should be seen in the French learners understand and use, rather than in moving through a fixed sequence of topics.

# Grammar Progression

At Early Level, learners encounter grammatical patterns through familiar words and short phrases rather than through explicit grammar teaching. They begin to recognise recurring features of French through repeated exposure and may reproduce some familiar language through modelling. **There is no expectation that learners understand or apply grammatical rules at this stage**.

| Grammatical feature | EARLY<br>Words and Short Phrases | |
|---|---|---|
| | **Understand** | **Use** |
| **Nouns and articles** | Highly familiar nouns, such as *une pomme, une banane,* etc.<br><br>Articles are used with nouns (e.g. *une banane, le chat*) | Highly familiar nouns, such as *une pomme, une banane,* etc.<br><br>Articles with nouns (e.g. *une banane, le chat*) when modelled |
| **Adjectives** | Highly familiar adjectives supported by context (e.g. *rouge, bleu,* etc.) | Highly familiar adjectives supported by context (e.g. *rouge, bleu,* etc.) |
| **Personal pronouns** | *Je* and *tu* present tense verb forms in highly familiar language (e.g. *je m'appelle, comment tu t'appelles*, etc.) | *Je* present tense verb forms in learned phrases (e.g. *je suis, je m'appelle*) |
| **Verbs** | Highly familiar routine-based verbs, such as *levez la main, écoutez,* etc.<br><br>Highly familiar *je* expressions through context | Some highly familiar learned expressions, such as *je suis* |
| **Negation** | *non* as a familiar response | *non* as a familiar response |
| **Interrogatives** | Highly familiar routine-based questions (e.g. *ça va, comment tu t'appelles ?,* etc.) | Highly familiar routine-based questions (e.g. *ça va, comment tu t'appelles ?,* etc.) |

# First Level

## Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

| First Level – Words and Phrases | |
|---|---|
| *Words and Phrases* describes highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation. | |
| **Receptive** | **Productive** |
| Learners may **recognise** or **understand** language such as:<br><br>*Bonjour ! Je m'appelle Thomas. J'ai sept ans. J'habite à Paris, en France. J'ai deux frères. Je n'ai pas de sœurs. J'ai aussi un chien. Il s'appelle Pipo. Il est noir et blanc. J'aime le football. Au revoir !* | Learners may **use** language such as:<br><br>*Bonjour ! Je m'appelle Thomas. J'ai sept ans.*<br>*J'habite à Paris.*<br>*J'ai un frère. Il s'appelle Bruno. J'ai un chien.*<br>*Au revoir !* |
| **Comments/Guidance** | |
| At First Level, learners build on the familiar French they already know through regular opportunities to listen, read, respond and interact. Modelling and repetition continue to support learning as learners begin to communicate using familiar language. Experiences of spoken and written French come through adult-initiated activities such as songs, stories, games, conversations, routines and texts.<br><br>At First Level, learners demonstrate progression by recognising and responding to a growing range of familiar language. They begin to reuse familiar patterns and make small changes to learned phrases, for example by substituting familiar vocabulary to communicate an idea.<br><br>Learners begin to use familiar language with increasing independence and confidence where there are opportunities to participate, respond and interact with others. Learners also begin to recognise familiar written words and short phrases as their literacy skills develop. | |

The emphasis is on successful communication. Learners are not expected to apply grammatical rules independently at this stage.

**Suggested contexts for learning**

At First Level, familiar contexts provide opportunities for learners to extend the French they understand and begin to use words and phrases themselves. Contexts can be revisited regularly so that learners can reuse familiar patterns and make small changes using known vocabulary.

Suggested contexts can include:

- numbers to 50
- months and dates
- classroom language
- family and pets
- where you live
- feelings
- body parts
- weather

These contexts are illustrative rather than exhaustive. Practitioners can revisit contexts from Early Level and introduce others that allow learners to extend the range of familiar French they understand and use.

# Grammar Progression

At First Level, learners continue to encounter grammar mainly through familiar words, phrases and learned patterns. They begin to notice some recurring features of French and reproduce familiar structures but are not expected to apply grammatical rules independently. Receptive understanding will often be broader than the language learners can use themselves.

| Grammatical feature | FIRST<br>Words and Phrases | |
|---|---|---|
| | **Understand** | **Use** |
| **Nouns and articles** | All nouns have a gender shown by *le / la / un / une*<br><br>Nouns can be plural, adding –s in most cases<br><br>Other plural noun patterns (e.g. *–aux / -eux / -oux*) in highly familiar contexts (e.g. *les cheveux, les chevaux*)<br><br>Highly familiar nouns using the singular definite articles *le / la* and the plural definite article *les*<br><br>Highly familiar nouns using the indefinite articles *un / un / une*<br><br>Numbers with some plural nouns: *un, deux, trois chats, chiens,* etc. | Increasing range of highly familiar nouns using the articles *le / la / les / un / une* when modelled<br><br>Numbers with some plural nouns: *un, deux, trois chats, chiens,* etc |
| **Adjectives** | *Présent / présente* in familiar contexts (e.g. register)<br><br>Adjectives usually go after nouns (e.g. *un chat noir, une tortue verte*) | *Présent / présente* in highly familiar contexts (e.g. register) |
| **Possessive adjectives** | *mon / ma / mes* in highly familiar contexts (e.g *mon père, ma mère* etc.) | Mainly *mon / ma* in highly familiar contexts (e.g. birthdays, family members, pets, etc.) |

| | | |
|---|---|---|
| **Personal pronouns** | Mainly *je / tu* verb forms (e.g. in questions) | Mainly *je* verb forms in highly familiar contexts |
| **Verbs** | Increasing range of routine-based verbs (e.g. *levez la main, écoutez*, etc.)<br><br>Some high frequency verb forms (e.g. *c'est, il fait, j'aime, je voudrais*) in familiar contexts | Some high frequency verb forms (e.g. *c'est, il fait, j'aime, je voudrais*) in familiar contexts |
| **Negation** | Highly familiar verb phrases with *ne…pas* (e.g. *je n'aime pas..., je n'ai pas de...*) | *ne...pas* in learned phrases (e.g. *je n'aime pas, je n'ai pas de*) |
| **Interrogatives** | Set question structures for name/age/where you live, *ça va, tu aimes…?* | Set question structures for name/age/where you live, *ça va, tu aimes…?* |
| **Prepositions** | *à* for cities, *en* for most countries (e.g. *j'habite à Inverness en Ecosse*) | *à* for cities, *en* for most countries (e.g. *j'habite à Inverness en Ecosse*) in highly familiar contexts |
| **Adverbs** | Common adverbs such as *aussi* | Common adverbs such as *aussi* |
| **Connectives** | *et / mais / avec* | Mainly *et / avec* |
| **Sentence structure** | Sentences in French often follow familiar subject-verb patterns. | Subject-verb patterns in highly familiar contexts using words and phrases |

# Second Level

## Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

| Second Level – Basic Language | |
|---|---|
| *Basic Language* describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail. | |
| **Receptive** | **Productive** |
| Learners may **recognise** or **understand** language such as:<br><br>*Je m'appelle Lucas. J'habite à Marseille en France. J'ai dix ans et mon anniversaire c'est le quatorze janvier. J'ai les yeux bleus et les cheveux blonds. J'ai un chien blanc. Il s'appelle Jasper et il est très mignon. Le mercredi je joue au foot avec mes amis. Je n'aime pas la danse.* | Learners may **use** language such as:<br><br>*Je m'appelle Julie. J'habite à Glasgow.*<br>*Mon anniversaire c'est le dix-neuf septembre.*<br>*J'aime le basket et le chocolat.*<br>*J'ai un frère, il s'appelle Hamish.*<br>*Ma sœur s'appelle Elsa et elle est petite.* |
| **Comments/Guidance** | |
| At Second Level, learners build on familiar French and begin to make more choices about the language they use. They draw on language they already know to communicate information, preferences and ideas across familiar contexts. They begin to change and combine familiar language, rather than relying only on fixed or memorised phrases.<br><br>Learners should experience French through listening, talking, reading and writing across a range of familiar contexts. They should have frequent opportunities to interact with others, ask and answer questions, exchange information, describe experiences and express preferences | |

using familiar basic language. Regular opportunities for learners to make choices, adapt familiar basic language and communicate for a range of purposes help to develop independence and confidence. Models, sentence starters and other supports remain useful, particularly when new language is introduced.

At Second Level, learners demonstrate progression by beginning to change and combine familiar French. They may use prior learning of sentence patterns with different vocabulary, link familiar ideas and draw on language learned previously when responding to questions or sharing information.

Learners may communicate successfully while accuracy in pronunciation and grammar will vary. The emphasis remains on successful communication, while encouraging increasing accuracy and confidence in the use of French.

## Suggested contexts for learning

At Second Level, contexts should provide opportunities for learners to use basic French for a wider range of purposes. Learners can draw on familiar vocabulary and sentence patterns to give information, express preferences and ideas, ask and answer questions, and begin to change and combine language they already know.

Suggested contexts can include:

- numbers to 100
- calendar and birthdays
- telling the time
- food and drink
- sports and hobbies
- physical description, for example hair and eyes
- clothes
- illness and body parts
- seasons
- countries and compass points

These contexts are illustrative rather than exhaustive. Contexts encountered at earlier levels can continue to be used where they allow learners to develop their language further. Progression should be seen in the French learners understand and use, rather than in moving through a fixed sequence of topics.

# Grammar Progression

At Second Level, learners begin to recognise recurring grammatical patterns within basic language and use some familiar patterns with developing accuracy. Grammatical features may still be learned and used as whole phrases before learners understand how they work. The emphasis remains on using familiar language successfully rather than applying grammatical rules systematically.

| Grammatical feature | SECOND<br>Basic Language | |
|---|---|---|
| | **Understand** | **Use** |
| **Nouns and articles** | Difference between *un / une / des* and *le / la / l' / les*<br><br>Word gender can be recognised from the words *un / une / le / la*<br><br>Some partitive articles *du / de la / des* in highly familiar contexts (e.g. *du fromage, de la natation*) | Articles (*un / une / des* and *le / la / l' / les*) with increasing range of highly familiar nouns (e.g. *une pizza, un chien, les parents*)<br><br>Partitive articles *du / de la / des* within learned phrases in familiar contexts (e.g. *du fromage, de la natation*) |
| **Adjectives** | Agreement with some familiar adjectives using concepts such as colour (e.g. *une souris grise*)<br><br>Position rules with commonly used adjectives (e.g. *un petit chat, une maison rouge*) | Agreement with some familiar adjectives using concepts such as colour (e.g. *la maison est grande / la voiture bleue*) |
| **Possessive adjectives** | Increasing range of possessive adjectives in learned phrases, such as for family, and mainly:<br>*mon / ma / mes*<br>*ton / ta / tes* | Mainly *mon / ma / mes* with familiar nouns but using *ton / ta* in highly familiar learned phrases (e.g. *quelle est la date de ton anniversaire?*) |
| **Personal pronouns** | Increasing range of familiar *je, tu, il, elle* verb forms | Mainly *je / tu* verb forms in familiar learned phrases |
| **Verbs** | Common familiar verbs in the present tense (e.g. *j'aime, tu as, il est, elle joue,* etc.) | Common familiar verbs in the present tense, mainly in the first person (e.g. *je regarde la télé, je joue au foot*) |

| | | |
|---|---|---|
| | Some common first person singular irregular verb forms such as *je vais* and *je fais* | |
| **Negation** | *ne…pas (de)* in increasing range of familiar verb structures | *ne...pas (de)* in highly familiar verb structures (e.g. *je ne suis pas, je n'ai pas*) |
| **Interrogatives** | Common question words (e.g. *quel(le), qui, où, comment, qu'est-ce que...?*) in highly familiar contexts | Common question words (e.g. *quel(le), comment, qu'est-ce que...?*) in learned phrases using the *tu* form in familiar contexts |
| **Prepositions** | *à* for cities, *en* for feminine countries (e.g. *j'habite à Glasgow en Ecosse*) and *au* for masculine countries | *à* for cities, *en* for feminine countries and *au* for masculine countries in highly familiar learned phrases (e.g. *j'habite à Glasgow en Ecosse*) |
| **Adverbs** | Common adverbs of time, including *hier, aujourd'hui, demain*<br><br>Commonly used intensifiers (e.g. *très, assez, un peu*) | Common adverbs of time, including *hier, aujourd'hui, demain*<br><br>Commonly used intensifiers (e.g. *très, assez, un peu*) |
| **Connectives** | Increasing range of connectives such as *et / ou / mais / avec / parce que / car* | Mainly *et / mais / avec* |
| **Sentence structure** | Familiar subject-verb patterns across a wider range of verbs using basic language<br><br>Familiar subordinate clauses in stories, songs and other familiar texts, e.g. *parce que* to give reasons for opinions<br><br>French sentences which are organised using adjective-noun patterns and basic negatives using basic language | Familiar subject-verb patterns across a wider range of verbs and phrases using basic language<br><br>Familiar subordinate clauses using basic language, e.g. *parce que* to give reasons for opinions<br><br>French sentences which are organised using adjective-noun patterns and basic negatives using basic language |

# Third Level

## Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

| **Third Level – Simple Language** | |
|---|---|
| *Simple Language* describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence. | |
| **Receptive** | **Productive** |
| Learners may **recognise** or **understand** language such as:<br><br>*En ville, il y a des magasins et un petit café. On peut faire du shopping. Il y a aussi un joli parc où les familles vont le week-end parce que c'est agréable. La ville est calme et les habitants sont vraiment gentils mais à mon avis c'est trop calme.*<br><br>*Le week-end dernier je suis allé au cinéma en ville et c'était amusant. Je n'ai pas fait de vélo car il y avait trop de vent.* | Learners may **use** language such as:<br><br>*J'habite dans une petite ville. J'aime ma ville car il y a beaucoup de magasins et un grand parc. Le centre-ville est assez agréable mais trop calme. Je peux sortir avec mes amis. Nous jouons au foot après l'école.*<br><br>*Hier soir j'ai regardé un film au cinéma avec ma famille – c'était très amusant.* |
| **Comments/Guidance** | |
| At Third Level, learners understand and use a broader range of French across familiar contexts. They draw on language learned previously to give more detailed responses, link ideas and express themselves in different ways.<br><br>Learners should have regular opportunities to communicate in French across a range of familiar contexts and for different purposes. Learners may still use sentence starters, model texts and other supports when encountering new language. As familiar language becomes established, | |

they should have opportunities to choose vocabulary, change familiar sentence patterns and combine what they know to express their own ideas. They should engage in a range of listening, talking, reading and writing activities that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

At Third Level, learners demonstrate progression by revisiting and extending previously encountered vocabulary, sentence patterns and grammatical features. They draw on prior learning to understand new language, make connections between language they already know and adapt familiar vocabulary and sentence patterns to communicate their own ideas.

The emphasis should remain on developing confidence, fluency and successful communication. Accuracy may continue to vary, but learners begin to develop awareness, independence and self-regulation in this aspect. Learners may, for example, communicate successfully while making errors with verb forms, articles or word order.

# Grammar Progression

At Third Level, learners recognise an increasing range of grammatical patterns in simple language and begin to select and adapt familiar forms with greater independence. Some structures may be understood before they become productive expectations, and accuracy will continue to develop. **Learners are not expected to demonstrate systematic control of all the grammatical features they encounter.**

| Grammatical feature | THIRD<br>Simple Language | |
|---|---|---|
| | **Understand** | **Use** |
| **Nouns and articles** | Increasing range of regular and irregular plural forms, using *les / des* and '*s*' or '*x*' (e.g. *les chats*, *les yeux, les cheveux*)<br><br>Partitive *du / de la / des* in increasing range of highly familiar contexts (e.g. *du fromage, de la natation*)<br><br>Increasing range of quantifiers and expressions of quantity (e.g. *assez de, trop de, beaucoup de, tout/toutes/tous/toutes* etc.) | Increasing range of singular and regular/irregular plural forms, using *les / des* and '*s*' or '*x*' (e.g. *les chats*, *les yeux, les cheveux*)<br><br>*du / de la / des* in increasing range of familiar contexts (e.g. *du fromage, de la natation*)<br><br>Increasing range of quantifiers and expressions of quantity (e.g. *vraiment, trop de, beaucoup de, tout/toutes/tous/toutes* etc.) |
| **Adjectives** | Regular adjective agreement with gender and number (e.g. *deux lapins noirs*)<br><br>Increasing range of plural adjectives (e.g. *sportif/ive, paresseux/euse*) in familiar contexts<br><br>Some adjectives come before the noun (e.g. *un petit chat, une belle ville*) but position after the noun changes meaning | Regular adjective agreement with gender and number (e.g. *deux lapins noirs*)<br><br>Increasing range of plural adjectives (e.g. *sportif/ive, paresseux/euse*) in familiar contexts<br><br>Adjectives before nouns in familiar phrases (e.g. *un petit chat, une belle ville* etc.) |
| **Possessive adjectives** | Increasing range of possessive adjectives<br>*mon / ma / mes*<br>*ton / ta / tes* | Mainly<br>*mon / ma / mes*<br>*ton / ta / tes* |

| | | |
|---|---|---|
| | *son / sa / ses*<br>*notre / nos*<br>*votre / vos*<br>*leur / leurs* | *son / sa / ses*<br>*notre / nos*<br>in familiar contexts (e.g. family/friends) |
| **Personal pronouns** | All subject pronouns (*je, tu, il, elle, on, nous, vous, ils, elles*)<br><br>Som reflexive pronouns (*me, te, se nous, vous, se*) in verb phrases (e.g. *je me lave, il se douche, nous nous levons*) in familiar contexts | Mainly singular forms (*je, tu, il, elle*) with some use of plural personal pronouns in familiar contexts<br><br>Some reflexive pronouns, mostly using singular forms (e.g. *je me lave, il se douche*) |
| **Verbs** | Some common regular verbs in present tense (*er, ir, re* verbs)<br><br>Some common irregular verbs in present tense (e.g. *avoir, être, aller, faire*, etc.)<br><br>Modal verbs in present tense (*pouvoir, vouloir, devoir*) in present tense followed by infinitives<br><br>Some common perfect tense verbs, mainly '*je*' form (e.g. *j'ai joué, j'ai fait, je suis allé(e)*)<br><br>Some common imperfect tense verbs (e.g. *c'était, il y avait*, etc.)<br><br>Some common conditional verb forms (e.g. *je voudrais*) | Present tense verbs (regular and common irregular), mostly using singular forms.<br><br>Some common irregular verbs in present tense (e.g. *avoir, être, aller, faire*, etc.) mostly using singular forms<br><br>Modal verbs with infinitive, mostly using singular forms, e.g. *je peux jouer au foot, elle veut aller au cinéma*)<br><br>Some common perfect tense verbs, mainly '*je*' form (e.g. *j'ai joué, j'ai fait, je suis allé(e)*)<br><br>Some common imperfect tense verbs (e.g. *c'était, il y avait*, etc.)<br><br>Some common conditional verb forms (e.g. *je voudrais*) |
| **Negation** | Common negative structures (e.g. ne…pas, ne...jamais, ne...rien) in present tense verb patterns | Common negative structures (e.g. ne…pas, ne...jamais, ne...rien) in present tense verb patterns |

| | | |
|---|---|---|
| | Common negatives structure in common perfect tense verb patterns (e.g. *je n'ai pas joué, je n'ai pas fait, je ne suis pas allé(e)*) | Common negatives structure in common perfect tense verb patterns (e.g. *je n'ai pas joué, je n'ai pas fait, je ne suis pas allé(e)*) |
| **Interrogatives** | Increasing range of common question words (e.g. *quel, qui, où, comment, qu'est-ce que, pourquoi, quand, combien (de)*) in familiar contexts | Increasing range of common question words (e.g. *quel, qui, où, comment, qu'est-ce que, pourquoi, quand, combien (de)*) in learned question structures |
| **Prepositions** | *dans, à, au, en* (e.g. *j'ai mal à / je vais à / j'habite en Ecosse*)<br><br>Increasing range of prepositions (e.g. *au / en / aux* for countries, *sur / sous / devant* etc.) | *dans, à, au, en* in familiar verb phrases (e.g. *j'ai mal à / je vais à / j'habite en Ecosse*)<br><br>Increasing range of prepositions (e.g. *au / en / aux* for countries, *sur / sous / devant* etc.) |
| **Adverbs** | Common adverbs of time, including *hier, aujourd'hui, demain*<br><br>Common adverbs (e.g. *normalement, souvent, toujours, parfois, tous les jours, une fois par semaine, tout le temps, de temps en temps*, etc.)<br><br>Increasing range of intensifiers (e.g. *vraiment, trop assez* etc.) | Common adverbs of time, including *hier, aujourd'hui, demain*<br><br>Common adverbs, such as *normalement, souvent, toujours, parfois, tous les jours, une fois par semaine, tout le temps, de temps en temps*, etc.<br><br>Increasing range of intensifiers (e.g. *vraiment, trop assez* etc.) |
| **Comparison** | Comparative (*plus...que / moins...que / aussi...que*) | Comparative – mainly *plus…que / moins...que* |
| **Connectives** | Increasing range of connectives (e.g. *et, ou, mais, avec, parce que, car* etc.) | Increasing range of connectives (e.g. *et, ou, mais, avec, parce que, car* etc.) |
| **Sentence structure** | Verbs change according to the subject in a range of familiar present tense verbs | Verbs change according to the subject in a range of familiar present tense verbs |

| | | |
|---|---|---|
| | Sentences containing more than one clause linked by connectives such as *parce que*, *quand* and *où*.<br><br>Similarities and differences between English and French word order and grammatical gender | Sentences containing more than one clause linked by connectives such as *parce que*, *quand* and *où*<br><br>Similarities and differences between English and French word order and grammatical gender |
| **Register** | Common sentences using *tu* and *vous* forms and the reasons for usage in texts containing simple language | *tu* and *vous* forms in some familiar sentence structures containing simple language (e.g. questions) |

# Fourth Level

## Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

| Fourth Level – Straightforward Language | |
|---|---|
| *Straightforward Language* describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns. | |
| **Receptive** | **Productive** |
| Learners may **recognise** or **understand** language such as:<br><br>*Je dirais que le temps libre est très important pour les adolescents. En France, beaucoup d'adolescents font du sport, comme le football ou la natation, parce que c'est amusant et bon pour la santé.*<br><br>*La technologie joue aussi un rôle très important dans la vie d'adolescents aujourd'hui. Les adolescents utilisent aussi leur portable pour regarder des vidéos et envoyer des messages. J'aimerais essayer une nouvelle activité, par exemple faire de la musculation.* | Learners may **use** language such as:<br><br>*Je pense que mon temps libre est très important. Le week-end, je regarde souvent des films ou je fais du sport avec mes amis. A mon avis faire du sport est bon pour la santé. Je ne fais jamais de devoirs le samedi soir !*<br><br>*Le week-end dernier je suis allé à la gym avec mes amis et nous avons fait de la musculation. C'était vraiment amusant mais assez fatigant à mon avis.* |
| **Comments/Guidance** | |
| At Fourth Level, learners understand and use a wider range of French across familiar contexts. They draw on language learned previously to communicate in greater detail and express viewpoints and reasons.<br><br>Learners may still use model texts, sentence starters and other supports when encountering new language. They should also have regular opportunities to decide what they want to communicate and choose from familiar vocabulary and sentence patterns to do this. They should | |

engage in listening, talking, reading and writing activities across a range of familiar contexts and for different purposes that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

Progress is demonstrated as learners increasingly select, combine and adapt familiar vocabulary, sentence patterns and grammatical features to communicate their own ideas.

Learners take greater responsibility for ensuring accuracy, by checking language to maintain successful communication, using support appropriate to the level where required. Errors with verb forms, nouns and articles, and adjectives may still occur as learners use a wider range of French.

# Grammar Progression

At Fourth Level, learners recognise grammatical patterns across a wider range of straightforward language and use familiar forms with increasing independence and flexibility. They begin to make more independent grammatical choices, while accuracy in areas such as case, adjective endings and word order continues to develop. Receptive understanding may continue to extend beyond productive control.

| Grammatical feature | FOURTH<br>Straightforward Language | |
|---|---|---|
| | **Understand** | **Use** |
| **Nouns and articles** | Increasing range of masculine & feminine word endings (e.g. *-eur / -age / -ment* are masculine; *-tion / -trice* are feminine)<br><br>Partitive articles *du / de la / des* in increasing range of contexts (e.g. *des devoirs, de la nourriture* etc.)<br><br>Increasing range of quanitifiers and expressions of quantity (e.g. *trop de, assez de*) | Increasing range of masculine & feminine word endings (e.g. *-eur / -age / -ment* are masculine; *-tion / -trice* are feminine)<br><br>Partitive articles *du / de la / des* in increasing range of contexts (e.g. *des devoirs, de la nourriture* etc.)<br><br>Increasing range of quanitifiers (e.g. *trop de, assez de*) |
| **Adjectives** | Regular adjective agreement with gender and number (e.g. *deux hommes intelligents*)<br><br>Increasing range of adjectives that come before the noun (e.g. *un petit village, une belle église*) and recognising that position after the noun changes meaning (e.g. *ancien, propre* etc) | Regular adjective agreement with gender and number (e.g. *deux hommes intelligents*)<br><br>Increasing range of adjectives following nouns (e.g. *une maison blanche, des villages typiques*)<br><br>Increasing range of adjectives preceding nouns (e.g. *une jolie maison, la belle fille, les petites plages*) |
| **Possessive adjectives** | Increasing range of possessive adjectives<br>*mon / ma / mes*<br>*ton / ta / tes*<br>*son / sa / ses*<br>*notre / nos*<br>*votre / vos* | Increasing range of possessive adjectives<br>*mon / ma / mes*<br>*ton / ta / tes*<br>*son / sa / ses*<br>*notre / nos*<br>*votre / vos* |

| | | |
|---|---|---|
| | *leur / leurs* | *leur / leurs* |
| **Personal pronouns** | Increasing range of verb forms using subject pronouns *(je, tu, il, elle, on, nous, vous, ils, elles)*<br><br>Increasing range of reflexive pronouns (*me, te, se nous, vous, se*)<br><br>Direct object pronouns *me, te, le, la, nous, vous, les* (e.g. *je le porte tous les jours, je la respecte*, etc.) | Increasing range of verb forms using subject pronouns *(je, tu, il, elle, on, nous, vous, ils, elles)*<br><br>Increasing range of reflexive pronouns (e.g. *elles se lavent, nous nous habillons,* etc.)<br><br>Direct object pronouns (e.g. *elle me regarde*), mostly using singular forms. |
| **Verbs** | Increasing range of common regular verbs in present tense (*er, ir, re* verbs)<br><br>Increasing range of common irregular verbs in present tense (e.g. *boire, sortir, mettre, dire, croire*, etc.)<br><br>Modal verbs in present tense followed by an infinitive, all parts of the verb (*pouvoir, vouloir, devoir*)<br><br>Increasing range of common perfect tense verbs (e.g. *nous avons regardé, il a vu, nous sommes arrivé(e)s),* etc.)<br><br>Increasing range of common imperfect tense verbs, mostly in '*je*' form (e.g. *j'étais, j'avais* etc.)<br><br>Increasing range of common conditional verb forms (e.g. *je voudrais, je pourrais, je dirais, j'aimerais, ce serait, il y aurait* etc.*)* | Increasing range of common regular verbs in present tense (*er, ir, re* verbs)<br><br>Increasing range of common irregular verbs in present tense (e.g. *avoir, être, aller, faire*, etc.)<br><br>Increasing range of modal verbs followed by an infinitive, all parts of the verb (e.g. *elle doit rester à la maison, nous voulons aller au stade*, etc.)<br><br>Increasing range of common perfect tense verbs mostly using singular forms (e.g. *il a mangé, elle a fait, je suis allé(e),* etc.*)*<br><br>Increasing range of common imperfect tense verbs (e.g. *c'était, il y avait, j'étais, j'avais,* etc.)<br><br>Increasing range of common conditional verb forms (e.g. *je voudrais, je pourrais, je dirais, j'aimerais, ce serait, il y aurait* etc.*)* |

| | | |
|---|---|---|
| **Negation** | Increasing range of common negative structures (e.g. *ne…pas, ne...jamais, ne...rien, ne...plus, ne...que, ne personne*) | Common negative structures (e.g. *ne…pas, ne...jamais, ne...rien*) in increasing range of different verb/tense patterns (e.g. *je ne peux pas, elle ne chante jamais, il n'a rien fait, ce n'était pas, je ne voudrais pas*, etc.) |
| **Interrogatives** | Increasing range of common question words, such as: *quel, qui, où, comment, qu'est-ce que, pourquoi, quand, combien (de)* | Increasing range of common question words, such as: *quel, qui, où, comment, qu'est-ce que, pourquoi, quand, combien (de)*) |
| **Prepositions** | Increasing range of prepositions (e.g. *entre, à côté de, au bord de*, etc.*)* | Increasing range of prepositions (e.g. *entre, à côté de, au bord de*, etc.*)* |
| **Adverbs** | Increasing range of common adverbs or adverbial phrases (e.g. *récemment, en ce moment, bientôt, mieux*, *bien, mal* etc)<br><br>Increasing range of intensifiers (e.g. *tellement*, *extrêmement, trop de, assez de* etc.) | Increasing range of common adverbs, (e.g. *récemment, en ce moment, bientôt, meilleur*, *bien, mal* etc.)<br><br>Increasing range of intensifiers (e.g. *tellement*, *extrêmement, trop de, assez de*, etc.) |
| **Comparison** | Comparative *(plus...que / moins...que / aussi...que*)<br><br>Superlative (*le / la / les plus / moins*) | Comparative *(plus...que / moins...que / aussi...que*)<br><br>Some superlatives (*le / la / les plus / moins*) using familiar straightforward language |
| **Connectives** | Increasing range of connectives (e.g. *cependant, d'abord, surtout, puis, si, par consequent*, etc.) | Range of connectives (e.g. *et, ou, mais, avec, parce que, car, puis*, etc.) |
| **Sentence structure** | Increasing range of sentence structures, including straightforward subordinate clauses and connected texts | Increasing range of sentence structures, including straightforward subordinate clauses and connected texts |
| **Register** | Increasing range of sentences in texts containing straightforward language using *tu* and *vous* forms, e.g. asking questions | Increasing range of sentences in texts containing straightforward language using using *tu* and *vous* forms, e.g. asking questions |

**Education Scotland**
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

**T** +44 (0)131 244 4330
**E** enquiries@educationscotland.gov.scot

**www.education.gov.scot**

© Crown Copyright, 2026

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit http://nationalarchives.gov.uk/doc/open-government-licence or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned

Education Scotland
Foghlam Alba