



# Languages

## at Morton Church of England Primary School

### Languages Intent Statement

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

(National Curriculum 2014 Programme of Study for Languages)

As linguists, children at Morton CEPS acquire a wide range of skills and knowledge to help them to communicate effectively in another language. They build confidence and resilience, develop an awareness of and respect for other cultures and recognise the importance of language-learning in our multi-lingual society.



## Languages Implementation Statement

KS2 children at Morton CEPS enjoy an ambitious language curriculum which ensures that prior knowledge of vocabulary, phonics and grammar are built upon every year. They practise and develop the core skills of listening, speaking, reading and writing through a wide range of stimulating and enjoyable activities. Phonics and grammar are taught throughout the Key Stage in an age-appropriate manner. Using authentic language materials, combined with a developing knowledge of the Francophone world, children are encouraged to understand French as a global language with a wide variety of cultures. The explicit teaching of language-learning strategies and knowledge about languages will benefit children in future language learning, including that of another language.

The whole school comes together to celebrate the European Day of Languages each September. As they progress through the school, children are introduced to several languages and cultures through songs, stories, art and food. Community languages are celebrated as part of the day and native speakers of other languages are welcomed into school.

Our language curriculum is under regular review. Post-Covid, gaps were identified and necessary modifications were made to ensure a smooth progression in skills and knowledge.



## **Languages Impact Statement**

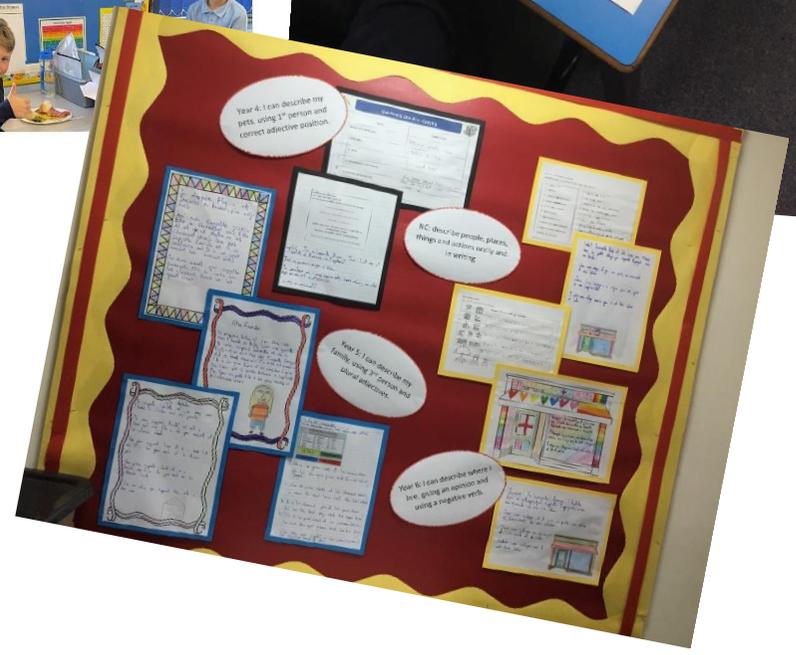
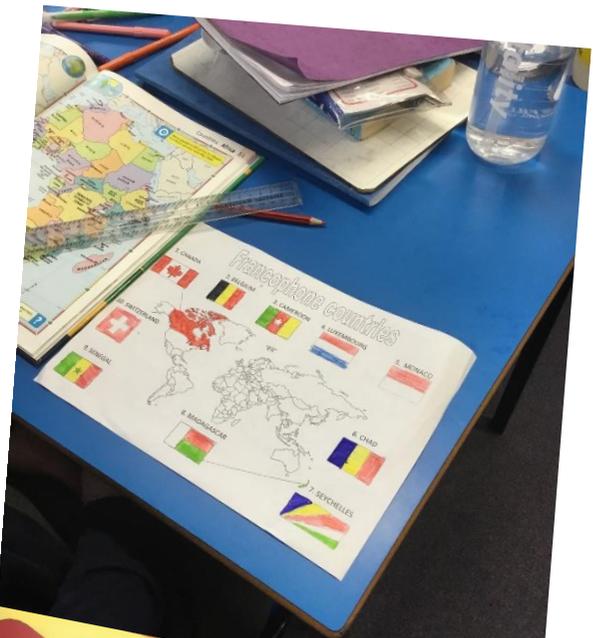
The impact of our language curriculum encourages pupils to be enthusiastic learners with an ability to communicate in French, both orally and in writing. Inspiring a love of languages enables our children to move into KS3 with the confidence and resilience needed.

Interleaving of previously learnt grammar, phonics and vocabulary, coupled with regular retrieval practice ensures consistent progress by all pupils. End of unit activities allow children to showcase their learning and understanding of the subject. Listening and speaking are assessed throughout.

As a result of our language curriculum, we hope that our pupils develop into citizens who contribute positively to our multi-lingual and multicultural global society.



# Languages at our school





## National Curriculum Expectations

### Key Stage 2

#### 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



## Subject content

### 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.

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.



## Our KS2 Languages Curriculum

From Year 3, all children learn French which is the language that many pupils will study on transfer to secondary school (Bourne Academy). Each year, a small number will transfer to Bourne Grammar and take up Spanish.

In Term 6, Year 6 children learn some basic Spanish (vocabulary, grammar and phonics) around the topic of 'All about Me'. This allows explicit links to be made between the two languages and shows how the language-learning strategies previously taught can be transferred to another language.

### Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Je me présente (All about Me)		Les Couleurs (Colours)		Les Fruits (Fruit)	
<b>Year 4</b>	Les Animaux à la maison (Pets)		Les Dates (Dates)		Le Temps (Weather)	
<b>Year 5</b>	La Famille (Family)		Le Sport (Sport)		Les Aventures de Tintin (Tintin's adventures)	
<b>Year 6</b>	En Ville (About Town)		La Francophonie (French-speaking World)		Les Questions (Revision unit)	Spanish (An introduction)



## Progression in Knowledge

Age Phase	Year Group	Autumn	Spring	Summer
Lower KS2	Key Language Knowledge Y3	<p><b>Je me présente</b></p> <p>Say a greeting and a farewell Give my name and age Numbers 1-12 Christmas nouns</p> <p>Grammar: Plural nouns (number +s) 1<sup>st</sup> person+ high-frequency verbs: to have, to be called Conjunctions: and 'et'</p> <p>Phonics: a, e, i, o, u, r, qu, j, ou, eu, oi, ai, nasals: on, un silent consonants</p> <p>Language Links: un – one – unique</p>	<p><b>Les Couleurs</b></p> <p>Understand and say 11 colours Describe an object, using colours Say which colour(s) I like</p> <p>Grammar: Use C'est + colour to describe 1<sup>st</sup> person + high-frequency verb: to like Conjunctions: and 'et'</p> <p>Phonics: j / ge, ch, au / o, é / et nasals: an silent final consonants</p>	<p><b>Les Fruits</b></p> <p>Understand and say 8 fruits Numbers 13-20 Say which fruits I like Describe fruit, using colours</p> <p>Grammar: Nouns have a gender (masc / fem) Gender can be identified by un / une Plural nouns (les +s) Position of adjective (after noun)</p> <p>Phonics: z / se, ai / ê</p> <p>Language Links: citron – lemon – citrus</p>



Why this and why now?			
<b>Year 3</b>	<p>Children begin their language-learning journey in Year 3 with no prior knowledge. They learn how to introduce themselves.</p> <p>An introduction to France places the subject in a geographical setting.</p> <p>Children are taught about specific celebrations in France at the time they are being celebrated (Christmas)</p>	<p>Colours is an important group of words that will be revisited throughout KS2.</p> <p>Children are introduced to French as a major language in Africa</p> <p>Children are taught about specific celebrations in France at the time they are being celebrated (April 1<sup>st</sup>)</p>	<p>Colours are revisited in order to introduce adjective position to describe an object.</p> <p>Children continue to learn about French as a global language, looking at fruit produced in Mali.</p>
<b>Intercultural links</b>	<p>France in Europe; ways of travelling to France. Flag – le Tricolore; Paris – capital city French-speaking countries in Europe</p> <p>Remembrance flower – le bleuet</p> <p>Christmas traditions</p> <p>Traditional rhyme – Deux petits oiseaux</p> <p>Authentic language text – Bonjour storybook</p>	<p>Flags from Francophone countries Map of la Francophonie Africa as a major French-speaking continent</p> <p>April 1<sup>st</sup> – poisson d’avril tradition</p>	<p>Mali – Francophone country</p> <p>French artist – Georges Seurat</p> <p>Authentic language text – Pop mange de toutes les couleurs storybook</p>



	<p><b>Key Language Knowledge Y4</b></p>	<p><b>Les Animaux à la Maison</b></p> <p>Understand and name 10 pets Describe pets using colours Say what pets I have (number and colour) and what pets I would like Say which pets I like and dislike. Ask about pets</p> <p>Grammar: Nouns: identify gender by the article Plural nouns (les + x) Adjectives: correct position (after noun) and feminine agreement 1<sup>st</sup> person + high frequency verbs: to like, to have Negative verb: to like Conjunctions: and 'et', but 'mais'</p> <p>Phonics: ou, ai, ch, oi, eau / au, gn, s/z, é Rising intonation for questions Nasals – on, in, ien</p> <p>Language Links: araignée – spider - arachnid</p>	<p><b>Les Dates</b></p> <p>Numbers to 31 Days of the week Months of the year Understand and give dates Ask for and say birthdays</p> <p>Grammar: Verb être – c'est</p> <p>Phonics: Silent letters Rising intonation for questions Nasals: an, en, in, on, un</p>	<p><b>Le Temps</b></p> <p>Understand and say 8 weather phrases Understand and name 12 items of clothing Extend sentences with conjunctions, subordinate clause</p> <p>Grammar: Adjectives: feminine singular agreement 3<sup>rd</sup> person + high frequency verb faire 'to do / make' 1<sup>st</sup> person + high-frequency verb: to wear Conjunction: and 'et', but 'mais', when 'quand'</p> <p>Phonics: Silent letters oi, au / eau, j/ ge, ai/ei, eu, u, eau/au, ch Nasals – en, on, an</p> <p>Language Links: vent – wind – ventilation soleil – sun – solar pantalon – trousers - pantaloons</p>
--	---	---	--	--



Why this and why now?				
	<b>Year 4</b>	<p>This unit allows children to further describe (a thing) orally and in writing (Y3).</p> <p>Colours are revisited in order to introduce adjective agreement (feminine singular).</p> <p>Children continue to learn about French as a global language, looking at wildlife in Gabon.</p>	<p>Children continue to learn numbers in order to understand and say dates, birthdays</p> <p>Children are taught about specific celebrations in France at the time they are being celebrated (Mardi Gras in Feb, Easter in April)</p>	<p>This unit allows children to create extended sentences, using new and previously learnt vocabulary (Y3, Y4).</p>
	<b>Intercultural links</b>	<p>Gabon – Francophone country; wildlife</p> <p>Authentic language text – Ours Brun storybook</p>	<p>Festivals in France – 1<sup>st</sup> May, la rentrée, Christmas, Saint Valentin</p> <p>Mardi Gras festival – Nice, traditions, masks</p> <p>Easter traditions – cloches volantes, Joyeuses Pâques</p>	<p>Map of France – major towns, neighbouring countries, mountains</p> <p>Weather paintings by a range of French artists</p>



<p><b>Upper KS2</b></p>	<p><b>Key Language Knowledge Y5</b></p>	<p><b>La Famille</b></p> <p>Know words for members of the family; give names and ages Numbers 31-59 Describe height Describe hair and eye colour</p> <p>Grammar: 3<sup>rd</sup> person + high-frequency verbs: to have, to be called, to be, to live 3<sup>rd</sup> person pronouns (il, elle) Size adjectives before the noun Plural adjective agreement Relative pronoun (qui) Conjunctions – and, but</p> <p>Phonics: ille, eu/œu, ai/è Nasals: an/en Silent letters Elision</p>	<p><b>Le Sport</b></p> <p>Understand and name 15 sports Sports likes, dislikes and preferences Justify opinions Extend sentences by using conjunctions and adverbials (days)</p> <p>Grammar: 1<sup>st</sup> and 3<sup>rd</sup> person + high-frequency verbs: to like, to love, to prefer, to play, to do 1<sup>st</sup> person, 3<sup>rd</sup> person negative: to like Conjunctions: because (car, parce que)</p> <p>Phonics: ai, eu, ou, j, é, è, qu, u, Nasals: on, an/en Silent letters Elision</p> <p>Language Links: vélo – cycling – velodrome equitation – horseriding – equestrian</p>	<p><b>Les Aventures de Tintin</b></p> <p>Understand and name 10 modes of transport Understand and name 8 countries Say and write where a person is travelling to, when, how and for what purpose</p> <p>Grammar: 1<sup>st</sup> and 3<sup>rd</sup> person + high-frequency verbs: to go Size adjectives )position + agreement) Conjunctions: when (quand)</p> <p>Phonics: ille, ge/j, gn Nasals: em/en Silent letters Elision</p> <p>Language Links: avion – aeroplane - aviation</p>
-----------------------------	---	---	--	---



<b>Why this and why now?</b>			
<b>Year 5</b>	<p>This unit allows children to further describe (a person) orally and in writing (Y3, Y4).</p> <p>Colours are revisited in order to introduce adjective agreement (masculine plural).</p> <p>Children continue to learn about French as a global language, looking at the Moroccan Royal Family.</p>	<p>This unit further allows children to describe (an action) orally and in writing.</p> <p>The topic of sports allows children to further develop their knowledge of giving opinions (Y3, Y4) and to justify their preferences.</p>	<p>This unit allows children to revise and practise much of the previously taught vocabulary and grammar structures (Y3, Y4, Y5).</p> <p>Colours are revisited in order to introduce adjective agreement (feminine plural)</p>
<b>Intercultural links</b>	<p>BBC class clips Virtually there – introduced to a French family</p> <p>Morocco – Francophone country and its Royal Family</p>	<p>Children are taught about specific celebrations in France at the time they are being celebrated (Galette des Rois in Jan)</p> <p>Traditional sport - la pétanque</p>	<p>Children learn about French / Belgian cartoon characters</p> <p>Authentic language text – weather poem</p> <p>Belgium – Francophone country and its capital, Brussels. Tintin.</p>



	<b>Key Knowledge Y6</b>	<b>En Ville</b>	<b>La Francophonie</b>	<b>Les Questions / Spanish Intro</b>
		<p>Understand and name places around town                      Say what there is and is not in a place                      Give opinions of a place                      Justify opinions</p> <p>Grammar:                      1<sup>st</sup> person: to live, to like, to love, to hate                      Il y a un .. / Il n’y a pas de... structures                      Negative verbs (ne ...pas)                      Partitive article (des)                      Intensifiers (quite, very, too)</p> <p>Phonics revision and consolidation</p> <p>Language Links:                      maison- house - mansion</p>	<p>La Francophonie – know that French is a global language, focussing on Guadeloupe, Senegal and Haiti as contrasting locations                      Expressions using avoir</p> <p>Grammar:                      Singular forms: avoir, être</p> <p>Phonics revision and consolidation</p>	<p>Understand, ask and answer key questions to elicit basic personal information during a short conversation                      Ways of constructing a question                      Manipulating language to create new questions</p> <p>Grammar revision</p> <p>Phonics revision and consolidation                      Rising intonation to denote a question</p> <p>Spanish:                      Say a greeting and a farewell                      Give my name and age                      Numbers 1-20                      Colours – describing a pencil case item</p>



Why this and why now?			
	This unit further allows children to describe (a place) orally and in writing (Y3, Y4, Y5) and to give a justified opinion (Y5).	Children continue to learn about French as a global language, looking at la Francophonie.	<p>The 'Les Questions' unit provides an opportunity for children to revisit all their KS2 learning and to adapt and use it in a new context.</p> <p>An introduction to Spanish allows the children to see how language-learning strategies, knowledge about grammar and specific skills (for example, use of a bi-lingual dictionary) can be transferred to the learning of another language, if appropriate, on transition to Year 7.</p>
<b>Intercultural links</b>	<p>Paris – Seine, Notre Dame, Eiffel Tower, Louvre, Arc de Triomphe, map</p> <p>Authentic language poem – Dans Paris by Paul Eluard</p> <p>Introduction to the Fall of the Bastille and the start of the French Revolution</p> <p>Nativity story in French – France as a mainly Christian country.</p>	<p>La Francophonie – countries of the world with French as an official language</p> <p>Authentic language poem – Cher Frère Blanc by Léopold Senghor (Senegal)</p> <p>Authentic language song – Zim Zim Zim (Guadeloupe)</p> <p>Authentic language video – Quinze Minutes (Guadeloupe)</p>	<p>Children are taught about specific celebrations in France at the time they are being celebrated (la Fête Nationale in July)</p> <p>Spanish – Spanish speaking world</p> <p>Authentic language videos – Es Irene en casa</p>



## Languages Skills Progression

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<p>Listen and show understanding of single words through physical response / orally.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Recognise a familiar question.</p>	<p>Listen and show understanding of short phrases/sentences through physical response/orally.</p> <p>Listen and demonstrate understanding of words in songs and rhymes.</p> <p>Recognise several simple and familiar questions.</p>	<p>Listen and show understanding of more complex phrases and sentences.</p> <p>Listen and follow the text of familiar rhymes and songs.</p> <p>Recognise several more complex questions, using familiar language.</p>	<p>Listen and show understanding of short text comprising of several sentences using familiar language.</p> <p>Listen and identify silent letters and liaison when following a text.</p>
<b>Speaking</b>	<p>Respond to a familiar question with a rehearsed response.</p> <p>Name and describe objects, and link words with a conjunction in a simple rehearsed statement.</p> <p>Express a simple like.</p>	<p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Use familiar vocabulary to say simple phrases / sentences to give information, using a language scaffold.</p> <p>Express simple likes and dislikes.</p>	<p>Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for repetition.</p> <p>Use familiar vocabulary to say more complex sentences, using a language scaffold.</p> <p>Express opinions, preferences and give justifications.</p>	<p>Sustain a short conversation, asking and answering several questions from memory, asking for repetition where needed.</p> <p>Speak from memory, using a range of sentence lengths and structures.</p> <p>Express opinions, preferences and give justifications in a wider range of contexts.</p>



	Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.	Join in with the words of a song, rhyme or story, sometimes from memory.	Follow the text of familiar songs and poems and sing or read aloud, sometimes from memory.	Read aloud an authentic language poem, committing some to memory.
<b>Reading</b>	<p>Using knowledge of some letter strings, read aloud or say some individual familiar words</p> <p>Read and show understanding of some familiar single words</p> <p>Use a wordlist. Introduction to a bi-lingual dictionary</p>	<p>Read aloud familiar short sentences using knowledge of letter strings and beginning to observe silent letter rules.</p> <p>Read and show understanding of simple familiar phrases and short sentences.</p> <p>Use a bi-lingual dictionary to find the gender, meaning of a word or a translation</p>	<p>Read aloud longer, more complex sentences using knowledge of letter strings and observing silent letter rules.</p> <p>Read and show understanding of several sentences, including more complex using familiar language.</p> <p>Use a bi-lingual dictionary to aid reading and independent writing.</p>	<p>Read aloud a range of sentences observing silent letter rules and beginning to use knowledge of liaison.</p> <p>Read and show understanding of a short text, including some unfamiliar language.</p> <p>Confidently use a bi-lingual dictionary as and when needed.</p>
<b>Writing</b>	Copy-write simple familiar words to describe things.	Write simple familiar phrases to describe things using a language scaffold.	Write several sentences to describe people and things using a language scaffold.	Write a short paragraph, including more complex sentences, to describe people, places and things, with limited support.



	Write single familiar words from memory with understandable accuracy.	Write simple familiar short phrases from memory with understandable accuracy.	Write a familiar complex sentence from memory with understandable accuracy.	Write several sentences from memory with understandable accuracy.
<b>Grammar</b>	<p>Know that a noun has a gender</p> <p>Recognise and use nouns in singular and plural forms (add -s).</p> <p>Recognise that French adjectives usually come after the noun</p> <p>Recognise and use 1<sup>st</sup> person pronoun (je) in a range of contexts.</p>	<p>Recognise and use the indefinite article (un / une) and plural (les)</p> <p>Recognise and use nouns in singular and plural forms (add -x).</p> <p>Begin to use correct adjectival position (following noun).</p> <p>Recognise and begin to apply the rules of adjective agreement in the singular (feminine -e).</p> <p>Recognise and use 2<sup>nd</sup> person singular pronoun (tu) to ask a familiar question.</p>	<p>Recognise and use the definite article (le / la/ l')</p> <p>Recognise and begin to use a size adjective preceding the noun.</p> <p>Recognise and begin to apply the rules of adjective agreement in the plural (plural -s / -es)</p> <p>Recognise and use 3<sup>rd</sup> person singular pronouns (il, elle) in a range of contexts.</p>	<p>Recognise and use the partitive article (des / some)</p> <p>Mainly use correct adjectival position (preceding and following noun).</p> <p>Show <u>some</u> evidence of independent adjectival agreement according to gender and / or number.</p> <p>Recognise and use all previously taught pronouns in a wider range of contexts.</p>



	<p>Use high-frequency verbs: to be called, to have, to like, to be</p> <p>Recognise and use the conjunction 'et' (and)</p>	<p>Use high-frequency verbs: to have, to like, to wear, to do, to be</p> <p>Negative verbs (I don't like)</p> <p>Recognise and use the conjunction 'mais' (but), 'quand' (when)</p>	<p>Use pronoun 'on' (informal 'we')</p> <p>Use high frequency verbs: to be called, to have, to live, to be, to like, to love, to prefer, to play, to do, to go</p> <p>Recognise and use the conjunctions 'car' and 'parce que' (because)</p>	<p>Use high-frequency verbs:</p> <p>Recognise and use negative verbs (ne ...pas). Recognise and use il y a un ..., il n'y a pas de ...</p>
<b>Phonics</b>	<p>Apply phonics knowledge to support speaking and reading.</p> <p>Begin to recognise phonemes and graphemes</p>	<p>Apply phonics knowledge to support speaking, reading and writing.</p> <p>Identify specific graphemes</p>	<p>Apply phonics knowledge, including silent letter identification to support speaking, reading and writing.</p> <p>Know that a sound can have several graphemes</p>	<p>Apply phonics knowledge, including elision, liaison and silent letter identification to support speaking, reading and writing.</p> <p>Explain some of the rules of elision and liaison</p>



	<b>Key Vocabulary</b>
<b>Language Learning Vocabulary</b>	Noun; singular; plural; gender; masculine; feminine Adjective: adjective position; adjective agreement Verb: present tense; 1 <sup>st</sup> person; 3 <sup>rd</sup> person; negative Conjunction Pronoun Adverbial Subordinate clause; relative pronoun; relative clause; sentence Cognate; false friend Silent letter; liaison; elision; accent Pronunciation; phoneme; grapheme
<b>French Vocabulary</b>	New vocabulary is introduced each term. In Years 4,5 and 6, this is introduced with the aid of a Sentence Builder (see below) New vocabulary is taught in chunks, interleaving with previously taught language
<b>Year 3</b>	Bonjour; salut; au revoir Je m'appelle J'ai ... ans. Et toi? Ça va? Ça va bien / Ça va mal. C'est + colour / fruit / fruit + colour J'aime + colour / fruit Numbers to 20: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Colours: rouge, bleu, vert, jaune, noir, blanc, marron, gris, rose, orange, violet, multicolore Fruits: une pomme, une poire, une orange, une banana, une fraise, une pêche, un citron, un raisin, un kiwi, un melon, un ananas



**Year 4**

**Y4 Sentence builder 1: Tu as un animal?** (You have an animal?)

verb	noun	adjective
J'ai (I have)	un chat (a cat)	blanc (white)
	un cheval (a horse)	bleu (blue)
	un chien (a dog)	gris (grey)
	un lapin (a rabbit)	jaune (yellow)
	un oiseau (a bird)	brun (brown)
	un poisson (a fish)	noir (black)
		orange (orange)
		rose (pink)
		rouge (red)
		vert (green)
		violet (purple)
		blanche (white)
		bleue (blue)
	une araignée (a spider)	grise (grey)
	une poule (a hen)	jaune (yellow)
	une souris (a mouse)	brune (brown)
	une tortue (a tortoise)	noire (black)
		orange (orange)
		rose (pink)
	rouge (red)	
	verte (green)	
	violette (purple)	
Non mais je voudrais (No but I would like)	un chat (cat)	
	un chien (dog)	
	un lapin (rabbit)	
	un oiseau (bird)	
	une tortue (tortoise)	

**Sentence Builder 2: Tu as un animal?** (You have an animal?)

Verb	Number	Noun (Plural)
J'ai (I have)	deux 2	chats (cats)
	trois 3	chevaux (horses)
	quatre 4	chiens (dogs)
	cinq 5	lapins (rabbits)
	six 6	oiseaux (birds)
	sept 7	poissons (fish)
	huit 8	
	neuf 9	
	dix 10	
	onze 11	
	douze 12	



Year 4 Sentence Builder 3 Tu aimes les chats? You like (the) cats?

J'aime (I like)	les chats  les lapins	et (and)	les chiens.  les poissons.	
J'aime (I like)	les chats (cats) les chevaux (horses) les chiens (dogs) les lapins (rabbits) les oiseaux (birds) les poissons (fish) les tortues (tortoises)	mais (but)	je n'aime pas (I don't like)	les araignées. (spiders) les souris. (mice) les serpents. (snakes) les rats. (rats)

Remember to use **les** and a **plural noun** when you want to say you like / don't like a type of animal.

Year 4 SB4 Quelle est la date de ton anniversaire?



When is your birthday?

Je m'appelle = I am called	J'ai I have	sept huit neuf dix onze	ans years		
<i>Mon anniversaire c'est le My birthday is the</i>	premier	1			
	deux	2			
	trois	3			
	quatre	4			
	cinq	5			
	six	6	janvier	January	
	sept	7	février	February	
	huit	8	mars	March	
	neuf	9	avril	April	
	dix	10	mai	May	
	onze	11	juin	June	
	<i>Aujourd'hui, c'est le Today is the</i>	douze	12	juillet	July
		treize	13	août	August
		quatorze	14	septembre	September
		quinze	15	octobre	October
		seize	16	novembre	November
		dix-sept	17	décembre	December
dix-huit		18			
dix-neuf		19			
vingt		20			
vingt-et-un		21			
vingt-deux		22			
vingt-trois		23			
vingt-quatre		24			
vingt-cinq		25			
vingt-six	26				
vingt-sept	27				
vingt-huit	28				
vingt-neuf	29				
trente	30				

Months do not have capital letters in French.

The 1<sup>st</sup> of a month is always le premier - (it is never le un).



Year 4 Sentence Builder 4 - Quel temps fait-il? What's the weather like?

Aujourd'hui (Today)			
C'est lundi (It's Monday)	il pleut	(it is raining / it rains)	à Avignon
C'est mardi (It's Tuesday)	il neige	(it is snowing / it snows)	à Bordeaux
C'est mercredi (It's Wednesday)	il fait beau	(it is good weather)	à Calais
C'est jeudi (It's Thursday)	il fait mauvais	(it is bad weather)	à Marseille
C'est vendredi (It's Friday)	il fait chaud	(it is hot)	à Paris
C'est samedi (It's Saturday)	il fait froid	(it is cold)	à Pau
C'est dimanche (It's Sunday)	il y a du soleil	(it is sunny)	à Troyes
	il y a du vent	(it is windy)	



Year 4 Sentence Builder 5 Qu'est-ce que tu portes ? What do you wear?

Quand (When)	il fait froid,	(it's cold)	je porte (I wear)	un pull	(a jumper)	blanc / <b>blanche</b> bleu / <b>bleue</b> gris / <b>grise</b> jaune / <b>jaune</b> marron / <b>marron</b> noir / <b>noire</b> orange / <b>orange</b> rose / <b>rose</b> rouge / <b>rouge</b> vert / <b>verte</b> violet / <b>violette</b>
	il neige,	(it's snowing)		un tee-shirt		
	il pleut,	(it's raining)		un pantalon	(trousers)	
	il fait mauvais,	(it's awful weather)		un jean	(jeans)	
	il fait chaud,	(it's hot)		un short	(shorts)	
	il fait beau,	(it's a nice day)		un chapeau	(hat)	
	il y a du soleil,	(it's sunny)		<b>une robe</b>	<b>(a dress)</b>	
				<b>une jupe</b>	<b>(a skirt)</b>	
				les chaussures	(shoes)	
				les baskets	(trainers)	
		les sandales	(sandals)			
(Don't use a colour with these plural nouns)						



## Year 5

### Y5 Sentence Builder 1: Comment est ta famille? What's your family like? Tu as des frères et des sœurs? Do you have siblings?

Je m'appelle (I am called)	Lucas Sophie Marc	et (and)	j'habite à (I live at)	Nice Paris Toulouse	avec (with)	ma famille / famille d'accueil. (my family / foster family)  mes parents.
Ma mère s'appelle (My mother is called)	Anne Marie	et (and)	elle a (she has)	vingt-deux 22 trente-sept 37 quarante-et-un 41		ans. (years)
Mon père s'appelle (My father is called)	Louis David	et (and)	il a (he has)	trente-quatre 34 quarante-cinq 45 cinquante-trois 53		ans. (years)
J'ai (I have)	un frère (a brother) une sœur (a sister) deux frères (two brothers)			et une sœur. (and a sister) et trois frères. (and three brothers)		
Je n'ai pas (I have not)	de frère ni de sœur. (any brother nor sister)			Je suis fils unique (I'm an only child - son) Je suis fille unique (I'm an only child - daughter)		
Ma sœur, (My sister)	qui s'appelle (who is called)	Jade Alice	a (has)	treize 13 quatorze 14 quinze 15		ans. (years)
Mon frère, (My brother)	qui s'appelle (who is called)	Paul Thomas	a (has)	seize 16 dix-sept 17 dix-huit 18		ans. (years)



Year 5 Sentence Builder 2 - Tu aimes le sport? (You like *the* sport?)

J'aime		le basket le foot / football le golf		
Il aime	(He likes)	le hockey le rugby		amusant (fun)
Elle aime	(She likes)	le ski (skiing)		dangereux (dangerous)
J'adore	(I love)	le tennis le vélo (cycling)	parce que c'est (because it's)	ennuyeux (boring)
Je n'aime pas	(I not like)	la course (running)		fantastique (fantastic)
Il n'aime pas	(He not likes)	la danse (dancing)	car c'est (because it's)	nul (rubbish)
Elle n'aime pas	(She not likes)	la gymnastique (gymnastics)		super (great)
		la natation (swimming)		
		la pétanque (bowls)		
Je préfère	(I prefer)	l'équitation (horseriding)		
Il / Elle préfère	(He / She prefers)	l'escalade (climbing)		



Sentence Builder 3 - Tu fais du sport? (You do some sport?)

Le lundi (On Mondays)	je joue	(I play)	au badminton	avec un ami. (friend) avec une amie. (friend) avec des amis. (friends)
	il joue	(he plays)	au foot	
	elle joue	(she plays)	au netball	
	on joue	(we play)	au rugby	
Le mardi (On Tuesdays)	elle joue	(she plays)	au tennis	avec mon équipe. (my team) avec son équipe. (his / her team)
			au volley	
Le mercredi (On Wednesdays)	on joue	(we play)	du ski	avec ma famille. (my family) avec sa famille. (his / her family)
			du judo	
Le jeudi (On Thursdays)	il fait	(he does)	du vélo	avec mes parents. (my parents) avec ses parents. (his / her parents)
			de la danse	
Le vendredi (On Fridays)	elle fait	(she does)	de la gymnastique	à l'école (at school)
			de la natation	
Le samedi (On Saturdays)	on fait	(we do)	de l'équitation	
			de l'escalade (climbing)	
Le dimanche (On Sundays)	elle fait	(she does)		
Le weekend	on fait	(we do)		



Year 5 Sentence Builder 4 - Quel temps fait-il? (*What weather does it?*) What's the weather like?

Aujourd'hui (Today)	il pleut	(it is raining / it rains)	à Avignon à Bordeaux à Calais à Marseille à Paris à Pau à Troyes
	il neige	(it is snowing / it snows)	
En hiver (In winter)	il fait beau	(it is good weather)	
	il fait mauvais	(it is bad weather)	
Au printemps (In spring)	il fait chaud	(it is hot)	
	il fait froid	(it is cold)	
En été (In summer)	il y a du soleil	(it is sunny)	
	il y a du vent	(it is windy)	
En automne (In autumn)	il y a du brouillard	(it is foggy)	
	il y a des nuages	(it is cloudy)	
	il y a des orages	(it is stormy)	



Year 5 Sentence Builder 5 – Où vas-tu ? (Where go you?) Where are you going?

Je vais	(I am going)	au Canada	(to Canada)	en avion	(by plane)
		au Maroc	(to Morocco)	en bateau	(by boat)
		au Portugal	(to Portugal)		
Il va	(He is going)	en Afrique	(to Africa)	en bus	(by bus)
Elle va	(She is going)	en Allemagne	(to Germany)	en train	(by train)
		en Égypte	(to Egypt)		
On va	(We are going)	en Espagne	(to Spain)	en voiture	(by car)
		en France	(to France)		
		en Grande-Bretagne	(to Great Britain)	à cheval	(on horseback)
		en Italie	(to Italy)		
Tintin va	(Tintin is going)	en Suisse	(to Switzerland)	à moto	(on a motorbike)
		aux États-Unis	(to the USA)	à pied	(on foot)
				à vélo	(on a bike)



**Year 6**

**Y6 Sentence Builder Paris Qu'est-ce qu'il y a à Paris?**

Paris est en Europe.	(Paris is in Europe)
Paris est la capitale de la France.	(Paris is the capital of France)
Paris est une grande ville.	(Paris is a large city)

À Paris, il y a (In Paris, there is)	un aéroport (airport) un café un monument un musée (museum) un parc un restaurant un stade (stadium)	qui s'appelle (which is called)	Paris-Charles de Gaulle la Seine Notre-Dame le Stade de France le Louvre le Jardin du Luxembourg Sacré-Cœur la Tour Eiffel l'Arc de Triomphe la Gare du Nord
	une rivière (river) une cathédrale (cathedral) une gare (train station)		
À Paris, il y a beaucoup de (In Paris, there are lots of)	musées. parcs. gares.		



Y6 Sentence Builder 1: Qu'est-ce qu'il y a dans ton village / ta ville ? What's in your village / town?

<p>J'habite dans <b>un village</b> (I live in a village)</p> <p>J'habite dans <b>une ville</b> (I live in a town)</p>	<p>qui s'appelle ..... (which is called .....)</p>	<p><b>EXTRA</b></p> <p>aussi (also / too)</p> <p>beaucoup de .... (lots of ....) e.g., il y a beaucoup de magasins (there are lots of shops)</p>
---	--	--

<p>Dans <b>mon village</b> (In my village)</p>	<p>il y a (there is / there are)</p>	<p><b>un café</b> <b>un centre sportif</b> <b>un magasin (shop)</b> <b>un musée (museum)</b> <b>un parc</b> <b>un restaurant</b> <b>un supermarché (supermarket)</b></p>	<p>et</p> <p>mais</p>	<p><b>des cafés</b> <b>des centres sportifs</b> <b>des magasins (some shops)</b> <b>des musées (some museums)</b> <b>des parcs</b> <b>des restaurants</b> <b>des supermarchés (some supermarkets)</b></p>
<p>Dans <b>ma ville</b> (In my town)</p>	<p>il n'y a pas de ... il n'y a pas d' ... (there isn't / aren't) DONT use the 'un' or 'une' here</p>	<p><b>une école (school)</b> <b>une église (church)</b> <b>une gare (train station)</b> <b>une maison (house)</b> <b>une pharmacie (chemist)</b> <b>une piscine (swimming pool)</b></p>	<p>ni (nor)</p>	<p><b>des écoles (some schools)</b> <b>des églises (some churches)</b> <b>des gares (some train stations)</b> <b>des maisons (some houses)</b> <b>des pharmacies (some chemists)</b> <b>des piscines (some swimming pools)</b></p>

<p>J'aime</p> <p>J'adore</p> <p>Je n'aime pas</p> <p>Je déteste (I hate)</p>	<p><b>mon village</b></p> <p><b>ma ville</b></p>	<p>car (because)</p> <p>parce que (because)</p>	<p><b>il est (it's)</b></p> <p><b>elle est (it's)</b></p>	<p>assez (quite)</p> <p>très (very)</p> <p>trop (too)</p>	<p><b>bryant / bryante (noisy)</b> <b>calme / calme (quiet)</b> <b>grand / grande (big)</b> <b>joli / jolie (pretty)</b> <b>petit / petite (small)</b> <b>moche / moche (ugly)</b> <b>moderne / moderne (modern)</b></p>
--	--	---	---	---	--



Y6 Sentence Builder 2

Recapping avoir and être

	Avoir – to have		Être – to be				
Quand (When)				blanc / blanche			
	<b>j'ai</b>	(I have)	chaud,	(heat)	bleu / bleue		
	<b>tu as</b>	(you have)	faim,	(hunger)	<b>je suis</b>	(I am)	gris / grise
	<b>il a</b>	(he has)	froid,	(cold)	<b>tu es</b>	(you are)	jaune / jaune
	<b>elle a</b>	(she has)	honte,	(shame)	<b>il est</b>	(he is)	marron / marron
	<b>on a</b>	(we have)	la pêche	(the peach ' feel great')	<b>elle est</b>	(she is)	noir / noire
	Louis a	(Louis has)	mal à la tête,	(a headache)	<b>on est</b>	(we are)	rose / rose
	ma mère a	(my mother has)	peur,	(fear)			rouge / rouge
			sommeil,	(tiredness)			vert / verte
							violet / violette



Year 6 Sentence Builder 3

Questions for a short conversation / interview

Comment tu t'appelles ?	What are you called?
Quel âge as-tu ?	How old are you?
Où habites-tu?	Where do you live?
Tu aimes le sport ?	Do you like sport?
Tu fais du sport ?	Do you do any sport?
As-tu des frères et des sœurs ?	Do you have any brothers and sisters?
As- tu un animal à la maison ?	Do you have a pet?
C'est quand, ton anniversaire ?	When is your birthday?
Quel temps fait - il ?	What is the weather like?
Qu'est-ce qu'il y a dans ton village / dans ta ville ?	What is there in your village / in your town?



**Year 6  
Spanish**

Hola; buenos días; buenas tardes; adios (Hi; Good day; Good afternoon; Goodbye)

Me llamo... ( I am called ...)

Vivo en ... (I live in...)

Tengo ... años. ( I have ... years)

Y tú? (And you?)

Cómo estás? Estoy bien, gracias. (How are you? I'm well, thank you.)

Tienes ...? (Do you have ...?)

Tengo ... (I have)

No tengo ... ( I don't have ...)

Numbers to 20:

uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte

Colours:

rojo (red), azul (blue), verde (green), amarillo (yellow), negro (black), blanco (white), marron (brown), gris (grey), rosa (pink), naranja (orange), morado (purple)

Pencil case items:

un lápiz (pencil), un boli (pen), un pegamento (glue stick), un sacapuntas (pencil sharpener), una goma (rubber), una regla (ruler)