



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.



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
Year 3	Je me présente (All about Me)		Les Couleurs (Colours)		Les Fruits (Fruit)	
Year 4	Les Animaux à la maison (Pets)		Les Dates (Dates)		Le Temps (Weather)	
Year 5	La Famille (Family)		Le Sport (Sport)		Les Aventures de Tintin (Tintin's adventures)	
Year 6	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>Je me présente</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) 1st 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>Les Couleurs</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 1st 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>Les Fruits</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?				
	Year 3	<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 1st)</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>
	Intercultural links	<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 1st – 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>Key Language Knowledge Y4</p>	<p>Les Animaux à la Maison</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 1st 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>Les Dates</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>Le Temps</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 3rd person + high frequency verb faire 'to do / make' 1st 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>
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Why this and why now?				
	Year 4	<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>
	Intercultural links	<p>Gabon – Francophone country; wildlife</p> <p>Authentic language text – Ours Brun storybook</p>	<p>Festivals in France – 1st 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>Upper KS2</p>	<p>Key Language Knowledge Y5</p>	<p>La Famille</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: 3rd person + high-frequency verbs: to have, to be called, to be, to live 3rd 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>Le Sport</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: 1st and 3rd person + high-frequency verbs: to like, to love, to prefer, to play, to do 1st person, 3rd 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>Les Aventures de Tintin</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: 1st and 3rd 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>
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Why this and why now?				
	Year 5	<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>
	Intercultural links	<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>



	Key Knowledge Y6	En Ville Understand and name places around town Say what there is and is not in a place Give opinions of a place Justify opinions Grammar: 1 st 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) Phonics revision and consolidation Language Links: maison- house - mansion	La Francophonie La Francophonie – know that French is a global language, focussing on Guadeloupe, Senegal and Haiti as contrasting locations Expressions using avoir Grammar: Singular forms: avoir, être Phonics revision and consolidation	Les Questions / Spanish Intro 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 Grammar revision Phonics revision and consolidation Rising intonation to denote a question Spanish: Say a greeting and a farewell Give my name and age Numbers 1-20 Colours – describing a pencil case item
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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>
Intercultural links	<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

	Year 3	Year 4	Year 5	Year 6
Listening	<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>
Speaking	<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.
Reading	<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>
Writing	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.
Grammar	<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 1st 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 2nd 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 3rd 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>
Phonics	<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>



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



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)
		grise (grey)
		jaune (yellow)
		brune (brown)
		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.



When is your birthday?

Je m'appelle = I am called	J'ai I have	sept huit neuf dix onze	ans years
Mon anniversaire c'est le My birthday is the	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
	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
Aujourd'hui, c'est le Today is the	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 1st 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)	

Quand (When)	il fait froid,	(it's cold)	je porte (I wear)	un pull	(a jumper)	blanc / blanche
	il neige,	(it's snowing)		un tee-shirt		bleu / bleue
	il pleut,	(it's raining)		un pantalon	(trousers)	gris / grise
	il fait mauvais,	(it's awful weather)		un jean	(jeans)	jaune / jaune
	il fait chaud,	(it's hot)		un short	(shorts)	marron / marron
	il fait beau,	(it's a nice day)		un chapeau	(hat)	noir / noire
	il y a du soleil,	(it's sunny)		une robe	(a dress)	orange / orange
				une jupe	(a skirt)	rose / rose
						rouge / rouge
						vert / verte
			les chaussures	(shoes)	violet / violette	
			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			
Elle aime	(She likes)	le ski (skiing) le tennis			
J'adore	(I love)	le vélo (cycling)			
Je n'aime pas	(I not like)		parce que c'est (because it's)	amusant (fun)	
Il n'aime pas	(He not likes)	la course (running) la danse (dancing) la gymnastique (gymnastics) la natation (swimming) la pétanque (bowls)		dangereux (dangerous)	
Elle n'aime pas	(She not likes)			ennuyeux (boring)	
Je préfère	(I prefer)			fantastique (fantastic)	
Il / Elle préfère	(He / She prefers)	l'équitation (horseriding) l'escalade (climbing)	car c'est (because it's)	nul (rubbish)	
				super (great)	



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

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



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)	
	il neige	(it is snowing / it snows)	à Avignon
En hiver (In winter)	il fait beau	(it is good weather)	à Bordeaux
	il fait mauvais	(it is bad weather)	à Calais
Au printemps (In spring)	il fait chaud	(it is hot)	à Marseille
	il fait froid	(it is cold)	à Paris
En été (In summer)	il y a du soleil	(it is sunny)	à Pau
	il y a du vent	(it is windy)	à Troyes
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)
Il va	(He is going)	au Portugal	(to Portugal)		
				en bus	(by bus)
Elle va	(She is going)	en Afrique	(to Africa)	en train	(by train)
		en Allemagne	(to Germany)	en voiture	(by car)
On va	(We are going)	en Égypte	(to Egypt)		
		en Espagne	(to Spain)	à cheval	(on horseback)
Tintin va	(Tintin is going)	en France	(to France)	à moto	(on a motorbike)
		en Grande-Bretagne	(to Great Britain)		
		en Italie	(to Italy)	à pied	(on foot)
		en Suisse	(to Switzerland)	à vélo	(on a bike)
		aux États-Unis	(to the USA)		



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?

J'habite dans un village (I live in a village)		qui s'appelle (which is called)		EXTRA aussi (also / too) beaucoup de (lots of) e.g., il y a beaucoup de magasins (there are lots of shops)	
Dans mon village (In my village)	il y a (there is / there are)	un café un centre sportif un magasin (shop) un musée (museum) un parc un restaurant un supermarché (supermarket)	et	des cafés des centres sportifs des magasins (some shops) des musées (some museums) des parcs des restaurants des supermarchés (some supermarkets)	
Dans ma ville (In my town)	il n'y a pas de ... il n'y a pas d' ... (there isn't / aren't) DONT use the 'un' or 'une' here	une école (school) une église (church) une gare (train station) une maison (house) une pharmacie (chemist) une piscine (swimming pool)	mais ni (nor)	des écoles (some schools) des églises (some churches) des gares (some train stations) des maisons (some houses) des pharmacies (some chemists) des piscines (some swimming pools)	
J'aime J'adore Je n'aime pas Je déteste (I hate)	mon village ma ville	car (because) parce que (because)	il est (it's) elle est (it's)	assez (quite) très (very) trop (too)	bruyant / bruyante (noisy) calme / calme (quiet) grand / grande (big) joli / jolie (pretty) petit / petite (small) moche / moche (ugly) moderne / moderne (modern)



Y6 Sentence Builder 2

Recapping avoir and être

Quand (When)	Avoir – to have		Être – to be	
				blanc / blanche
	j'ai	(I have)		bleu / bleue
	tu as	(you have)	je suis	(I am) gris / grise
	il a	(he has)	tu es	(you are) jaune / jaune
	elle a	(she has)	il est	(he is) marron / marron
	on a	(we have)	elle est	(she is) noir / noire
	Louis a	(Louis has)	on est	(we are) rose / rose
	ma mère a	(my mother has)		rouge / rouge
				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)