



Speaking

St Andrew's MFL Language Learning Skills Progression Document

Year 3 (I am learning French, Instruments, Fruit) - Early Language		Year 4 (Presenting myself, My family, In the classroom) and Year 5 (The date, Do you have a pet? Clothes) - Intermediate		Year 6 (At School, At the weekend, Vikings) - Progressive
<p>Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Musical Instruments', 'Fruits', etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.</p>	<p>→ ↓</p>	<p>Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/ or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p>	<p>→ ↓</p>	<p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p>
<p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples'. We begin to move from single words to short, simple phrases.</p>	<p>→ ↓</p>	<p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'The Date', 'Clothes' etc.</p>	<p>→ ↓</p>	<p>Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School' and 'The Weekend'.</p>

<p>Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.</p>	<p>→ ↓</p>	<p>Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'</p>	<p>→ ↓</p>	<p>Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.</p>
<p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples',. We begin to move from single words to short, simple phrases.</p>	<p>→ ↓</p>	<p>Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p>	<p>→ ↓</p>	<p>Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend'.</p>
<p>Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'</p>	<p>→ ↓</p>	<p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p>	<p>→ ↓</p>	<p>Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.</p>
<p>Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.</p>	<p>→ ↓</p>	<p>Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.</p>	<p>→ ↓</p>	<p>Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.</p>



Listening

St Andrew's MFL Language Learning Skills Progression Document



Year 3 (I am learning French, Instruments, Fruit) - Early Language		Year 4 (Presenting myself, My family, In the classroom) and 5 (The date, Do you have a pet? Clothes) - Intermediate		Year 6 (At School, At the weekend, Vikings) - Progressive
<p>Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)</p>	<p>→</p> <p>↓</p>	<p>Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.</p>	<p>→</p> <p>↓</p>	<p>Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understand better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.</p>
<p>Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</p>	<p>→</p> <p>↓</p>	<p>Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as ‘Goldilocks & The Three Bears’. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.</p>	<p>→</p> <p>↓</p>	<p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: ‘At School’ and ‘The Weekend’ to evidence learning and progression in their listening skills.</p>



Reading

St Andrew's MFL Language Learning Skills Progression Document



Year 3 Year 3 (I am learning French, Instruments, Fruit) - Early Language		Year 4 (Presenting myself, My family, In the classroom) and 5 (The date, Do you have a pet? Clothes) - Intermediate		Year 6 (At School, At the weekend, Vikings) - Progressive
<p>Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with.</p>	<p>→ ↓</p>	<p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p>	<p>→ ↓</p>	<p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as ‘The Vikings’ feature extended passages of foreign language text for pupils to read and decode.</p>
	<p>→ ↓</p>	<p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units (‘Goldilocks & The Three Bears’), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.</p>	<p>→ ↓</p>	<p>Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics</p>



Writing

St Andrew's MFL Progression Document



Year 3 (I am learning French, Instruments, Fruit) - Early Language		Year 4 (Presenting myself, My family, In the classroom) and 5 (The date, Do you have a pet? Clothes) - Intermediate		Year 6 (At School, At the weekend, Vikings) - Progressive
<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.</p>	<p>→</p> <p>↓</p>	<p>Pupils will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use of nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p>	<p>→</p> <p>↓</p>	<p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p>
<p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p>	<p>→</p> <p>↓</p>	<p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'</p>	<p>→</p> <p>↓</p>	<p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.</p>

	→ ↓	In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.	→ ↓	In Progressive Teaching units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.
	→ ↓	Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.	→ ↓	Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.
Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.	→ ↓	Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.	→ ↓	Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: 'At School', 'The Weekend' and 'The Vikings'



Grammar

St Andrew's MFL Language Learning Skills Progression Document



Year 3 (I am learning French, Instruments, Fruit) - Early Language		Year 4 (Presenting myself, My family, In the classroom) and 5 (The date, Do you have a pet? Clothes) - Intermediate		Year 6 (At School, At the weekend, Vikings) - Progressive
<p>To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>→</p> <p>↓</p>	<p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>	<p>→</p> <p>↓</p>	<p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</p> <p>Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>



Unit Glossaries

St Andrew's MFL Language Learning Skills Progression Document

Year 3 - Early Language

I am learning French

French	English
Bonjour !	Hello!/Good morning!
Salut !	Hi!
Ça va ?	How are you?
 Ça va bien.	I am fine.
 Ça va mal.	I am not great.
 Comme ci, comme ça.	So-so.
Au revoir !	Goodbye!
À plus tard !	See you later!
Comment t'appelles-tu ?	What is your name?
Je m'appelle...	My name is...
 un	one
 deux	two
 trois	three
 quatre	four
 cinq	five

French	English
 six	six
 sept	seven
 huit	eight
 neuf	nine
 dix	ten
 rouge	red
 bleu	blue
 jaune	yellow
 vert	green
 noir	black
 blanc	white
 gris	grey
 orange	orange
 violet	purple
 marron	brown

Instruments

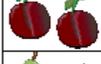
French	English
le	the (masculine)
la	the (feminine)
l' (not seen in this unit)	the (before a vowel)
les	the (plural)
 la trompette	the trumpet
 la batterie	the drums
 la guitare	the guitar
 la flûte à bec	the recorder

French	English
 la clarinette	the clarinet
 la harpe	the harp
 le piano	the piano
 le triangle	the triangle
 le violon	the violin
 les cymbales	the cymbals
Je joue (du, de la, des)...	I play...

Year 3 - Early Language

Fruits

	French	English
	une pomme	an apple
	une fraise	a strawberry
	une pêche	a peach
	une banane	a banana
	une cerise	a cherry
	une orange	an orange
	une prune	a plum
	une poire	a pear
	un kiwi	a kiwi
	un abricot	an apricot
	J'aime...	I like...
	Je n'aime pas...	I do not like...

	French	English
	les pommes	the apples
	les fraises	the strawberries
	les pêches	the peaches
	les bananes	the bananas
	les cerises	the cherries
	les oranges	the oranges
	les prunes	the plums
	les poires	the pears
	les kiwis	the kiwis
	les abricots	the apricots

Year 4 - Intermediate
Presenting myself

French	English
Bonjour !	Hello!
Salut !	Hi!
Ça va ?	How are you?
Ça va bien.	I am fine.
Ça va mal.	I am not great.
Comme ci, comme ça.	So-so.
Ça va très bien.	I am great.
Ça va très mal.	I am really not great.
très	very
Au revoir !	Goodbye!
À plus tard !	See you later!
Comment t'appelles-tu ?	What is your name?
Je m'appelle...	My name is...
Quel âge as-tu ?	How old are you?
J'ai ... ans.	I am ... years old.
Où habites-tu ?	Where do you live?
J'habite à...	I live in...

French	English
Je suis...	I am...
français/française	French
anglais/anglaise	English
gallois/galloise	Welsh
irlandais/irlandaise	Irish
écossais/écossaise	Scottish
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten

French	English
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty

Year 4 - Intermediate**My family**

French	English
la famille	the family
la mère	the mother
la grand-mère	the grandmother
la tante	the aunt
la fille	the daughter
la sœur	the sister
le fils	the son
le frère	the brother
l'oncle	the uncle
le père	the father
le grand-père	the grandfather
les parents	the parents
les grands-parents	the grandparents
Comment s'appelle ton [male family member]/ ta [female family member] ?	What is your [family member]'s name?
Il s'appelle...	He is called...
Elle s'appelle...	She is called...
mon/ ma/ mes	my
des frères et sœurs	siblings/ brothers and sisters

French	English
As-tu des frères et sœurs ?	Do you have any siblings/ brothers or sisters?
Oui, j'ai un frère.	Yes, I have a brother.
Oui, j'ai une sœur.	Yes, I have a sister.
Oui, j'ai deux frères.	Yes, I have two brothers.
Oui, j'ai deux sœurs.	Yes, I have two sisters.
Non, je suis fils unique.	No, I am an only child (boy).
Non, je suis fille unique.	No, I am an only child (girl).
dix	ten
vingt	twenty
trente	thirty
quarante	fourty
cinquante	fifty
soixante	sixty
soixante-dix	seventy
quatre-vingts	eighty
quatre-vingt-dix	ninety
cent	one hundred

Year 4 - Intermediate**In the classroom**

	French	English
	un livre	a reading book
	un cahier	an exercise book
	un crayon	a pencil
	un stylo	a pen
	un taille-crayon	a sharpener
	un sac à dos	a rucksack
	une calculatrice	a calculator
	un bâton de colle	a glue stick
	une règle	a ruler
	une gomme	a rubber
	une trousse	a pencil case
	des ciseaux	a pair of scissors

French	English
j'ai	I have
je n'ai pas de	I do not have
Qu'est-ce qu'il y a dans ta trousse ?	What do you have in your pencil case?
Dans ma trousse j'ai...	In my pencil case I have...
Dans ma trousse je n'ai pas...	In my pencil case I do not have..
mon	my (masculine singular nouns)
ma	my (feminine singular nouns)
mes	my (plural nouns)
et	and

**Year 5 -
Intermediate
The date**

French	English
Quelle est la date aujourd'hui ?	What is the date today?
Aujourd'hui, c'est.....	Today is ...
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September

French	English
octobre	October
novembre	November
décembre	December
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15

French	English
seize	16
dix-sept	17
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
trente-et-un	31
C'est quand ton anniversaire ?	When is your birthday?
Mon anniversaire, c'est le...	My birthday is ...

Year 5 -

Intermediate

Do you have a pet?

	French	English
	un chien	a dog
	un chat	a cat
	un lapin	a rabbit
	un hamster	a hamster
	un poisson rouge	a goldfish
	un oiseau	a bird
	une souris	a mouse
	une tortue	a tortoise

French	English
J'ai...	I have...
Je n'ai pas de / d'...	I do not have...
J'ai un...	I have a... (masculine)
J'ai une...	I have a... (feminine)
qui s'appelle...	that is called...
et	and
mais	but

**Year 5 -
Intermediate
Clothes**

French	English
les vêtements	the clothes
 un pantalon	a pair of trousers
 un maillot de bain	a swimming costume
 un pull	a jumper
 un tee shirt	a tee shirt
 un manteau	a coat
 un short	a pair of shorts
 une robe	a dress
 une cravate	a tie
 une écharpe	a scarf
 une jupe	a skirt
 une veste	a jacket
 une chemise	a shirt
 une casquette	a cap

French	English
 des gants	a pair of gloves
 des bottes	boots
 des collants	tights
 des sandales	sandals
 des lunettes	glasses
 un chemisier	a blouse
 des chaussures	a pair of shoes
 des chaussettes	a pair of socks
je porte	I wear
tu portes	you wear
il porte	he wears
elle porte	she wears
nous portons	we wear
vous portez	you all wear

French	English
ils portent	they wear (masculine or mixed group)
elles portent	they wear (feminine group)
lundi	(on) Monday
mardi	(on) Tuesday
mercredi	(on) Wednesday
jeudi	(on) Thursday
vendredi	(on) Friday
samedi	(on) Saturday
dimanche	(on) Sunday
À l'école je porte...	For school I wear...
Quand il fait beau je porte...	When it is nice weather I wear...
Quand il neige je porte...	When it snows I wear...
Quand je suis en vacances je porte...	When I am on holiday I wear..
mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Unit Glossary - Colours for Adjectival Agreement

French	English	French	English	French	English
 bleu	blue (masculine singular)	 gris	grey (masculine singular)	 jaune	yellow (masculine singular)
 bleue	blue (feminine singular)	 grise	grey (feminine singular)	 jaune	yellow (feminine singular)
 bleus	blue (masculine plural)	 gris	grey (masculine plural)	 jaunes	yellow (masculine plural)
 bleues	blue (feminine plural)	 grises	grey (feminine plural)	 jaunes	yellow (feminine plural)
 vert	green (masculine singular)	 blanc	white (masculine singular)	 marron	brown (masculine singular)
 verte	green (feminine singular)	 blanche	white (feminine singular)	 marron	brown (feminine singular)
 verts	green (masculine plural)	 blancs	white (masculine plural)	 marron	brown (masculine plural)
 vertes	green (feminine plural)	 blanches	white (feminine plural)	 marron	brown (feminine plural)
 noir	black (masculine singular)	 rouge	red (masculine singular)	 orange	orange (masculine singular)
 noire	black (feminine singular)	 rouge	red (feminine singular)	 orange	orange (feminine singular)
 noirs	black (masculine plural)	 rouges	red (masculine plural)	 orange	orange (masculine plural)
 noires	black (feminine plural)	 rouges	red (feminine plural)	 orange	orange (feminine plural)

**Year 6 -
Progressive
At School**

French	English
à l'école	at school
 le français	French
 l'anglais	English
 le dessin	art
 le sport	P.E
 la musique	music
 la géographie	geography
 l'histoire	history
 les maths	maths
 les sciences	science
 l'informatique	ICT
Est-ce que tu aimes...?	Do you like...?
Oui, j'aime ...	Yes, I like ...
Oui, j'adore ...	Yes, I love ...

French	English
Non, je n'aime pas ...	No, I do not like ...
Non, je déteste ...	No, I hate ...
J'aime ...	I like ...
J'adore ...	I love ...
Je n'aime pas ...	I do not like ...
Je déteste ...	I hate ...
amusant	fun
utile	useful
intéressant	interesting
facile	easy
ennuyeux	boring
difficile	difficult
inutile	pointless
parce que	because

French	English
car	because
et	and
c'est...	it is...
cependant	however
mais	but
Quelle est ta matière préférée ?	What is your favourite subject?
Ma matière préférée c'est...	My favourite subject is...

French	English
Quelle heure est-il ?	What time is it?
Il est une heure.	It is one o'clock.
Il est deux heures.	It is two o'clock.
Il est trois heures.	It is three o'clock.
Il est quatre heures.	It is four o'clock.
Il est cinq heures.	It is five o'clock.
Il est six heures.	It is six o'clock.
Il est sept heures.	It is seven o'clock.
Il est huit heures.	It is eight o'clock.
Il est neuf heures.	It is nine o'clock.
Il est dix heures.	It is ten o'clock.
Il est onze heures.	It is eleven o'clock.
Il est douze heures.	It is twelve o'clock.
Il est midi.	It is midday.
Il est minuit.	It is midnight.
J'étudie + (subject) + à + (number) + heures.	I study (subject) at (number) o'clock.

Year 6 -
Progressive
 At the weekend

French	English
le week-end	the weekend
Quelle heure est-il ?	What time is it?
et quart	quarter past
et demie	half past
moins le quart	quarter to
Il est une heure.	It is one o'clock.
Il est deux heures.	It is two o'clock.
Il est trois heures.	It is three o'clock.
Il est quatre heures.	It is four o'clock.
Il est cinq heures.	It is five o'clock.
Il est six heures.	It is six o'clock.
Il est sept heures.	It is seven o'clock.
Il est huit heures.	It is eight o'clock.
Il est neuf heures.	It is nine o'clock.
Il est dix heures.	It is ten o'clock.
Il est onze heures.	It is eleven o'clock.
Il est douze heures.	It is twelve o'clock.

French	English
Il est midi.	It is midday.
Il est minuit.	It is midnight.
 Je me lève.	I get up.
 Je prends mon petit déjeuner.	I have my breakfast.
 Je regarde la télé.	I watch television.
 Je lis des bandes dessinées.	I read comic books.
 J'écoute de la musique.	I listen to music.
 Je joue à l'ordinateur.	I play on the computer.
 Je joue au foot.	I play football.
 Je vais à la piscine.	I go to the swimming pool.
 Je vais au cinéma.	I go to the cinema.
 Je me couche.	I go to bed.
et	and
après	after
aussi	also
plus tard	later on
finalemant	finally

**Year 6 -
Progressive
Vikings**

French	English
les Vikings	the Vikings
Je suis...	I am...
grand/grande	tall
petit/petite	short
intelligent/intelligente	intelligent
fort/forte	strong
violent/violente	violent
terrifiant/terrifiante	terrifying
mais	but
et	and
J'ai...	I have...
J'ai les cheveux...	I have ... hair
 J'ai les cheveux blonds.	I have blond hair.
 J'ai les cheveux noirs.	I have black hair.
 J'ai les cheveux bruns.	I have brown hair.
 J'ai les cheveux gris.	I have grey hair.
 J'ai les cheveux roux.	I have ginger hair.
 J'ai les cheveux longs.	I have long hair.

French	English
 J'ai les cheveux courts.	I have short hair.
 J'ai les cheveux mi-longs.	I have medium length hair.
 J'ai les cheveux raides.	I have straight hair.
 J'ai les cheveux bouclés.	I have curly hair.
 J'ai les cheveux ondulés.	I have wavy hair.
J'ai les yeux...	I have ... eyes
 J'ai les yeux bleus.	I have blue eyes
 J'ai les yeux verts.	I have green eyes
 J'ai les yeux marron.	I have brown eyes
J'ai des tresses.	I have plaits.
J'ai une cicatrice.	I have a scar.
J'ai une barbe.	I have a beard.
mon	my (to be used with masculine nouns)
ma	my (to be used with feminine nouns)
mes	my (to be used with plural nouns)
mon frère	my brother
ma soeur	my sister
mes parents	my parents

French	English
elle s'appelle...	she is called...
il s'appelle...	he is called...
 Je me lève.	I get up.
 Je pêche.	I fish.
 Je mange.	I eat.
 Je prie.	I pray.
 Je pille.	I loot.
 J'explore.	I explore.
 Je combats.	I fight.
 Je tisse.	I weave.
 Je fais.	I do/make.
 Je me couche.	I go to bed.
tous les jours	everyday
souvent	often
rarement	rarely