

Reception to year 6

Languages

French

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Scope and sequence

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Languages – French: Reception to year 6

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Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This French scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide to planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 2	Year 4	Year 6
<p>Skills By the end of year 2, students:</p> <ul style="list-style-type: none"> • interact with teachers and each other through action-related talk and play • exchange greetings and respond to question cues with single words or set phrases • choose between options when responding to questions • make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions • mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy • identify key words in spoken texts, such as names of people, places or objects • use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date • write simple texts such as lists, labels, captions and descriptions • use some pronouns, prepositions and simple present tense forms of regular verbs. <p>Understandings By the end of year 2, students:</p> <ul style="list-style-type: none"> • identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written • identify words that are written the same in both languages but pronounced differently • know that French is the language used in France and also in many other regions of the world • know that language is used differently in different situations and between different people • identify differences and similarities between their own and others' languages and cultures. 	<p>Skills By the end of year 4, students:</p> <ul style="list-style-type: none"> • interact with teachers and each other through classroom routines, action-related talk and play • exchange greetings and wishes • respond to familiar instructions and questions • share simple ideas and information, express positive and negative feelings, and ask for help, clarification and permission • interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • make statements using the present tense and present + infinitive form about self, family and interests • approximate the sounds, rhythms and pitch of spoken French • comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features • use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions and prepositions • use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions. <p>Understandings By the end of year 4, students:</p> <ul style="list-style-type: none"> • know that French is a significant language spoken in many parts of the world, including Australia, and that it is similar to English in some ways. For example, it has the same alphabet and basic sentence structure and many shared words. It is different in other ways, such as in the use of titles, gestures, some new sounds such as <i>r</i> and <i>u</i> and gender forms • know that languages change over time and influence each other • identify French words used in English and English words used in French 	<p>Skills By the end of year 6, students:</p> <ul style="list-style-type: none"> • use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings • ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies • use appropriate forms of address for different audiences, such as <i>tu</i> forms with friends and family members, and <i>vous</i> for teachers and other adults or when more than one person is involved • gather and compare information from a range of texts • identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices • create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting • convey information in different formats to suit specific audiences and contexts • use present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs. • recognise and use with support verb forms such as <i>le futur proche (je vais + l'infinitif)</i> and <i>le passé composé (j'ai + regular forms of past participle)</i> as set phrases • identify <i>l'imparfait</i> when reading • use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place. <p>Understandings By the end of year 6, students:</p> <ul style="list-style-type: none"> • identify differences between spoken and written forms of French, comparing them with English and other known languages

- **demonstrate** understanding of the fact that language may need to be adjusted to suit different situations and relationships, for example, formal and informal language, different text types
- **explain** how French has its own rules for pronunciation, non-verbal communication and grammar
- **use** terms such as verb, adjective and gender for talking about language and learning
- **identify** ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

- **identify** differences in commonly used text types, for example, greetings, instructions and menus, commenting on differences in language features and text structures
- **use** metalanguage for language explanation and for reflecting on the experience of French language and culture learning
- **identify** relationships between parts of words such as suffixes and prefixes, and stems of words
- **make** comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life
- **explain** to others French terms and expressions that reflect cultural practices
- **reflect** on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

Scope and sequence

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to modelled greetings and phrases through action-related talk and play.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to greetings by imitating actions and mimicking words in songs and games • respond to classroom greetings using gestures, for example, wave goodbye for <i>au revoir</i> or greet a friend with <i>la bise</i> • use single words and modelled phrases to respond to questions about self, family and objects, such as <i>Comment t'appelles-tu ? Je m'appelle ..., Ça va ? Ça va bien, merci Qui est-ce ? C'est ma mère, Qu'est-ce que c'est ? C'est un crayon.</i> 	<p>Recognise and respond to modelled greetings and share personal information using modelled words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to greetings using modelled words and phrases, such as <i>Salut ! Je m'appelle ..., j'ai six ans</i> • use modelled phrases for everyday interactions, such as when thanking and offering wishes, for example, <i>Merci, Bon appétit, Bonne journée, à demain</i> • respond to simple questions and share information about self, family, likes and dislikes, for example, <i>Comment ça va ? Ça va bien merci, tu as un frère ? Oui j'ai un frère, Moi, j'aime les oranges, je n'aime pas les bananes.</i> 	<p>Recognise and respond to modelled phrases and questions, and share information relating to self and family using modelled, descriptive sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled phrases for everyday interactions to thank, apologise, or offer wishes or congratulations, for example, <i>Merci beaucoup, oh, pardon, bon appétit, bonne fête ! joyeux anniversaire, bravo !</i> • introduce self, using modelled sentences, for example, <i>Bonjour ! Je m'appelle ..., mon anniversaire, c'est le 26 mai, j'ai sept ans, j'ai les yeux bleus, je suis content(e)</i> • respond to simple questions and share information about self, preferences or feelings, using simple descriptive statements, for example, <i>moi, je suis australien, j'aime le sport, moi, je préfère</i> 	<p>Interact and respond to simple modelled questions, and exchange information using simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange greetings and offer wishes in different contexts, such as <i>Salut Yvette, Bon appétit ! Bonne nuit, Papa !</i> • respond to modelled questions to exchange information about self, family or friends using simple statements and conjunctions, for example, <i>J'ai deux sœurs et j'ai un frère, j'aime le sport et les voyages mais je n'aime pas la lecture</i> • exchange information relating to time or number, including days of the week, months, seasons and weather, for example, <i>Quelle heure est-il ? Il est dix heures, C'est vendredi aujourd'hui ? Non, c'est jeudi, C'est quand ton anniversaire ? C'est en mars, C'est l'hiver ? Non, c'est le printemps</i> 	<p>Interact and respond to modelled questions, and exchange information relating to daily routines using formulaic sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information relating to daily routines at home and school, such as <i>Je vais à l'école le lundi, aujourd'hui, nous avons le français, à quelle heure est le français ? C'est à dix heures, je joue au football le mardi, je vais chez mon ami après l'école</i> • exchange information and respond to modelled questions about family or friends, such as <i>Quand est ton anniversaire ? Tu as un animal de compagnie ? Il y a combien de personnes dans ta famille ?</i> • ask and answer questions relating to time, place or number, for example, <i>À quelle heure vas-tu à l'école ? Où joues-tu au netball ? Il y a combien de personnes dans ton équipe ? Tu habites où ?</i> 	<p>Initiate interactions, ask and answer questions and exchange information using simple connected sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe characteristics of friends or family using simple descriptive and expressive language, for example, <i>C'est mon frère, il est sympa et gentil, c'est mon grand-père il est drôle</i> • initiate a conversation, ask and answer questions relating to leisure activities or daily life, for example, <i>Que fais-tu le weekend ? Tu fais du sport ? Moi je fais de la natation, tu as des passe-temps ?</i> • share opinions and preferences, for example, <i>À mon avis, le tennis est mieux que le football, j'aime les oiseaux, mais je préfère les lapins, je pense que c'est marrant mais triste aussi</i> 	<p>Initiate and sustain interactions, and exchange information using connected sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate interactions, using language associated with time, sequence and location, for example, <i>J'arrive à l'école à 8h 30, le samedi je joue au tennis, le soir je fais les devoirs et je joue aux jeux vidéos</i> • sustain interactions by asking questions and expressing opinions, for example, <i>Tu aimes la musique pop ? Non je préfère la musique rock, et toi ? Quelle est ta musique préférée ?</i> • experiment with using language to interject, express views, agree or disagree, such as <i>Ah bon ? C'est vrai ? C'est intéressant ... Dis-moi ... Excuse-moi, Sophie, mais ... à mon avis ..., je pense</i>

		<p><i>la danse, je n'aime pas les œufs, je suis très intelligent</i></p> <ul style="list-style-type: none"> • share information about favourite things and objects, such as <i>j'aime les chiens mais je n'aime pas les serpents, ma couleur préférée est le rouge.</i> 	<ul style="list-style-type: none"> • exchange simple correspondence, such as notes, invitations or birthday cards in print or digital form. 	<p><i>Tu as combien d'animaux de compagnie ?</i></p> <ul style="list-style-type: none"> • exchange correspondence with peers, such as a simple letter, post card or greeting card in print or digital form • use common responses, for example, <i>très bien, voilà, oui, bien sûr, d'accord.</i> 	<ul style="list-style-type: none"> • express concern or warn others using modelled language, for example, <i>Tu sembles triste, Attention au chien !</i> 	<p><i>..., bien sûr, d'accord, au contraire</i></p> <ul style="list-style-type: none"> • exchange correspondence, such as a real or simulated phone call, text message or email, and share personal ideas, experiences and feelings • express concern or sympathy to friends and family members, for example, <i>Pardon, excuse-moi, je suis désolé fais attention ! Mon pauvre ami.</i>
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<p>Key concepts: self, family, friendship, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What makes a family? • Why do we need friends? • How do I show respect to the people around me? 	<p>Key concepts: identity, socialising, relationships, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the language I use change when interacting with people in my world? • How do I choose what I share about myself? • How do I know I have been understood? • How do our manners change in different situations? • How do I show respect to family and friends? 	<p>Key concepts: identity, communication, interaction, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a right or wrong way to communicate? • What would make me change the way I interact? • How does the way I speak change in different situations? • How do we show respect in different contexts?
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Thread: Taking action and transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in shared, play-based activities using gestures, actions, pictures and modelled, repetitive language.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in songs, rhymes and guided play using gestures and actions, and imitate words and sounds, for example, <i>Tourne, tourne petit moulin</i> 	<p>Participate in guided activities, songs and games using images, gestures and modelled words and phrases to exchange and take turns.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing using actions and movement, for example, nursery rhymes such as <i>L'araignée gypsy</i> or <i>Un éléphant qui se balançait</i> • name, draw and label objects or animals 	<p>Participate in group activities, songs, games and role-plays using modelled phrases to exchange, negotiate and take turns.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in activities or tasks to name, illustrate, list or label items, for example, for a class display • participate in games or guided play that involve taking turns, making 	<p>Cooperate with peers in activities that involve following simple instructions and procedures, using familiar phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow simple instructions and cooperate with peers to play card games such as <i>Jacques à dit</i>, Snap or memory games • cooperate with peers and follow simple 	<p>Cooperate with peers in activities that involve following instructions, procedures and directions, using simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • cooperate with peers in games or activities that involve active listening and sharing information, for example <i>Jeu de 7 familles</i> or <i>qui est-ce ?</i> • collaborate with peers to create simple 	<p>Collaborate and plan activities with peers using language to negotiate, express information and share ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • design and plan collaborative projects, for example, write instructions with specifications to build a model of a French castle, such as <i>devant, à côté de la fenêtre, or trente mètres</i> 	<p>Collaborate, negotiate and plan with peers using language to express information, preferences and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • organise a school or community activity, for example, a lunch time <i>Pétanque</i> competition, using expressions related to place, time and numbers, for example, <i>Quelle date ?</i>

<ul style="list-style-type: none"> • participate in activities that involve tracing, copying, matching and labelling objects, for example, classroom items or plastic fruits • classify objects using size, shape, colour and number, for example, <i>C'est rouge, C'est gros, C'est rond, Il ya trois cercles</i> • participate in shared reading, singing or chanting using puppets or props. 	<ul style="list-style-type: none"> • exchange, sort and classify objects by size, shape, colour and number, and respond to simple questions using affirmative/negative responses, for example, <i>L'éléphant est petit, non, c'est gros ! L'araignée est noire, oui c'est vrai, C'est un carré ? Je pense que c'est un rectangle, il y a combien ? Il y a....</i> • take turns in games, guided play and action songs that involve choice and negotiation, such as choosing or matching cards or playing memory games, for example, <i>Tu as un 7 ? Oui, voilà, Et toi, tu as un 10 ? Non, j'ai un 6.</i> 	<p>choices and negotiating, for example, playing memory games using <i>C'est à qui ? C'est à toi et puis c'est mon tour, Oui j'ai gagné ! Tu as perdu.</i></p> <ul style="list-style-type: none"> • sort and classify items, using objects, images or word cards and use modelled language, for example, <i>le carré vert, le cercle jaune, le grand chien, les cheveux courts, les yeux bleus</i> • participate in simulated transactions, such as a simulated market or stall, for example, <i>Où est le fruit ? Là-bas, Je voudrais deux pommes, s'il vous plaît.</i> 	<p>instructions, for example, to complete a shared activity or a written task, using modelled language to share ideas, agree or disagree, such as <i>Je suis d'accord, je ne suis pas d'accord, oui, non, peut-être</i></p> <ul style="list-style-type: none"> • follow simple procedures, for example, a recipe for making <i>crêpes</i> or <i>croques monsieur</i>, using vocabulary for ingredients and quantities, and using imperative verb forms such as <i>ajoutez, remplissez</i> and <i>fondez</i>. 	<p>instructions or directions for shared tasks, for example, a treasure hunt, <i>Où se cache le trésor ? Tournez à gauche ! Tournez à droite ! Aller tout droit ! Retournez !</i></p> <ul style="list-style-type: none"> • collaborate with peers and follow simple procedures, for example, steps on how to make, build, draw or create something • follow directions, for example, on a map, school tour or simulated city, using modelled language, such as <i>Pour aller à la bibliothèque, continuez tout droit et traversez le pont</i> • collaborate with peers, share ideas and make decisions on shared tasks, such as creating a menu for the canteen or posters for a <i>crêpe</i> stall. 	<ul style="list-style-type: none"> • plan a virtual shopping expedition, consult online catalogues and websites, compare prices and values, and use modelled language to discuss intended purchases, for example, <i>je vais acheter ..., c'est trop cher !</i> • plan and rehearse a short role-play or skit with peers using transactional language related to, for example, a restaurant scene or market • collaborate and share roles and responsibilities for planning an activity or presentation for a buddy class, such as creating a board game or <i>une toupie magique</i>, for example, <i>Moi je veux dessiner, tu veux écrire ?</i> 	<p><i>Où ? Quand ? À quelle heure ? Combien de joueurs ... ?</i></p> <ul style="list-style-type: none"> • collaborate, plan and organise a class party, excursion or fundraiser, including, for example, invitations, a schedule or a program of activities. Use language related to cost, time and place, for example, <i>Vous êtes invités à notre fête de classe dans la salle 13, l'entrée est gratuite, elle commence à 13h30 et elle termine à 15h</i> • collaborate in projects, such as displays, performances or videos. For example, plan a fashion show for a school assembly, <i>Je vous présente Marie, elle porte un jean noir, un pull orange et un beau chapeau, ensuite nous avons ...</i>
<p>Key concepts: play, participation, rules</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is play the same all around the world? • How does play help us to learn? • Why do we need rules? 		<p>Key concepts: cooperation, roles and responsibilities, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why do I need to give or follow instructions? • Why is it important to have roles and responsibilities? 		<p>Key concepts: transactions, collaboration, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language choices do we make when transacting? • How can we collaborate? • What steps do we follow when planning? 		

Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom routines and follow teacher instructions using modelled gestures and simple responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled greetings and phrases to respond to roll call and instructions, for example, <i>Levez-vous, Asseyez-vous, Je m'appelle ... Présent(e) / absent(e)</i> • respond to classroom routines, such as opening and closing of lessons, using words, actions or by singing, for example, <i>Bonjour mes amis</i> • recognise and follow instructions for transition activities, for example, <i>Faisons un cercle ! Asseyez-vous sur le tapis ! Allez à votre table !</i> • interact with the teacher using modelled phrases, such as <i>Merci Mademoiselle, Excusez-moi Monsieur.</i> 	<p>Respond to classroom routines using modelled phrases and gestures and follow simple instructions when transitioning to activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled phrases in everyday routines, for example, recall the day of the week, <i>C'est mardi</i> • respond to the roll call using set phrases, for example, <i>Bonjour Madame ! Ça va ?</i> • recognise and respond to instructions for transition activities, for example, <i>Faites un grand cercle, Faites un groupe de quatre ! Asseyez-vous !</i> • respond to instructions through actions or movement, for example, <i>Regardez-moi ! Prenez un crayon bleu ! Ouvre ton livre ! Écoutez et regardez !</i> 	<p>Respond to classroom routines, interactions and activities, and give and follow simple instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled language in routine interactions, such as stating the day of the week, season, weather or temperature, for example, <i>Aujourd'hui, c'est mardi, c'est l'été, Il y a du soleil, Il fait chaud</i> • give and follow instructions or directions using modelled statements, actions or gestures, for example, <i>Levez-vous ! Faites un groupe de trois ! Attendez s'il vous plaît !</i> • give or follow teacher or peer instructions to locate an object or move to a specific location in the classroom, for example, <i>Où est le/la ... ? Là-bas, A côté de ..., Derrière le/la ... C'est ici, Vien ici s'il-te-plaît ! Allez là-bas !</i> 	<p>Engage in classroom activities and interactions, give and follow instructions, and use simple questions, responses and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in class activities and ask for help or to attract attention using modelled language, for example, <i>Monsieur s'il vous plaît ! Je ne comprends pas, Répétez s'il-vous-plaît ! Aidez-moi, s'il vous plaît !</i> • seek permission, for example, <i>S'il vous plaît, je peux aller aux toilettes ? S'il vous plaît, je peux boire de l'eau ?</i> • use expressions to excuse, give or follow instructions, ask for information, or request to have a turn, for example, <i>Excusez-moi Madame ... Qu'est-ce que c'est ? C'est à moi ?</i> 	<p>Engage in classroom interactions using simple questions, responses and statements to seek clarification, negotiate turn-taking and praise peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow instructions such as <i>Encore une fois, Montre-moi, Chantez plus fort, Regarde les photos, Écoutez, Écrivez / tapez la phrase</i> • ask for clarification or help through expressing negative and positive feelings, for example, <i>Je ne comprends pas, Répétez s'il vous plaît, Comment dit-on ? Quel est le mot pour « livre » en français ?</i> • negotiate turns, for example, <i>C'est à qui ? C'est mon tour / c'est ton tour, C'est à toi ? Non, c'est à moi</i> • use modelled language to praise and compliment each other, for example, <i>Super ! Pas mal, Bon travail ! Excellent ! Bravo !</i> 	<p>Interact in learning activities using modelled language to ask questions, respond, state preferences and show understanding.</p> <p>Students:</p> <ul style="list-style-type: none"> • indicate understanding or comprehension using statements such as <i>Oui je comprends, Non je ne comprends pas, Oui je sais, Non, je ne sais pas</i> • share ideas about the experience of learning and using French, comparing what they can and cannot do, for example, <i>Je sais parler de ma famille en français</i> • check on progress during learning tasks or activities, using comments and questions such as <i>C'est fini ? Pas encore, bientôt .., Est-ce que tu comprends ?</i> • share responsibilities and roles in class activities and discuss attributes such as <i>le respect, la politesse and la co-opération.</i> 	<p>Interact in learning activities using language to ask questions, respond, seek clarification, share ideas and support each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • ask simple questions, seek clarification and assist each other in shared or group activities, for example, <i>C'est juste ? Montre-moi ! Comme ça ? Comment ça s'écrit ?</i> • show understanding or ask for help, using language such as <i>Oui, je comprends, non, je ne comprends pas, c'est trop compliqué ! c'est quoi ça ?</i> • negotiate tasks or activities, for example, <i>tu préfères lire ou écrire ? Moi, je préfère travailler sur l'ordinateur</i> • describe their own learning progress, for example, <i>Je sais compter jusqu'à cent, je sais chanter 5 chansons, Tu aimes parler en français ? C'est difficile !</i>

<p>Key concepts: routine, politeness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are our daily routines? • What does being polite look, sound and feel like? 	<p>Key concepts: procedure, routines</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to follow instructions? • Why do we need routines? 	<p>Key concepts: responsibility, respect, negotiation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need to share responsibility? • What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other?
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Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice images, letters and words in simple spoken, written and multimodal texts and use in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key words in stories, rhymes or songs and respond using gestures, actions, facial expressions or movement • notice key words in video clips, on charts, posters or picture and word cards and respond to teacher questions using single word responses, for example, <i>Qu'est-ce que c'est ? Qui est-ce ? Qu'est-ce que tu vois ? Qu'est-ce que tu entends ?</i> • Draw, trace or label images using key words from simple repetitive texts, such as big books or digital texts. 	<p>Recognise letters, key words and phrases in simple, familiar texts and use in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise key words and phrases in repetitive games or songs, and use these in teacher led activities or modelled writing tasks • identify key words or phrases in shared reading or singing and use pictures, intonation and contextual clues to predict meaning • recognise key information in written texts and images, for example, read the book <i>Le Cycle de Vie du papillon</i> and sequence the stages of the lifecycle • identify key points in a range of spoken, written and digital texts and respond by drawing, circling, pointing, clicking or dragging. 	<p>Recognise and locate key words and simple sentences in familiar texts and use information to participate in modelled activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and locate key words in simple sentences, considering word order, and use key words in modelled tasks, for example, to make a list, label objects or to caption a drawing • listen to or view an informative text, for example, a description of a person, animal or object, and record key words related to body part, size, shape or colour • explore written texts with images, for example, a printed or online catalogue, and select and list items and prices • respond to questions about specific details in simple texts relating to participants, characters, actions or location, for example, <i>Qui est le garçon ? Le frère, Où est le train ? À la gare, De quelle couleur est la fleur ? Rouge</i> • identify key points in a range of spoken, written or digital texts by 	<p>Locate and use key information from a variety of simple texts, relating to home, school and local environments.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate French words at home, school or in the community and create collections or displays, for example, in advertisements, shop signs, recipe books or menus, such as <i>la quiche, bouquet, le café, l'entrée</i> • collect information from peers, such as food eaten at home or school, and use this information to write simple sentences, for example, <i>Dans ma boîte à déjeuner il y a une pomme rouge et un sandwich au fromage et vegemite, à la cantine je mange du poulet et des carottes</i> • locate information from a variety of texts, for example, relating to school or home activities and use to create their own daily schedule, such as, <i>Mon emploi du temps, Lundi, français, anglais, mathématiques.</i> 	<p>Locate and use specific information from a variety of texts, related to people, events, time and place.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to short spoken texts with some unfamiliar language, identifying specific information, for example, a recorded phone message, an interview, or items on a shopping list • read or view information about children in different contexts and use the information, for example, to create a simple profile • respond to and generate questions, such as, dates, times and locations, for example, <i>C'est quand ? Dimanche 10 juin, À quelle heure ? À midi, Où est la fête ? La fête est chez moi</i> • collect factual information, for example, about different animal species, such as <i>les insectes, les animaux domestiques / sauvages</i>, and use to write simple descriptive sentences • locate specific information on an informative text, such as a map of a school, neighbourhood or zoo, and use the information to write own simple, 	<p>Gather information from a range of texts relating to routines, preferences and interests and use information in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to or view a variety of texts related to home or school routines of children living in France and record key points relating to time, day, location and activity • gather information from peers related to interests or preferences, such as favourite places or preferred modes of transport, for example, <i>J'aime le zoo, Je préfère les films, Ils préfèrent aller ' l'école en bus' J'aime faire du vélo</i> • view simple informative texts, such as a documentary, video or interview, for example, about children celebrating <i>les fêtes</i> • share information in different formats, such as a labelled diagram, concept map, pros and cons list, pie chart, completing a data table. 	<p>Gather and compare information from a range of sources relating to young people's lifestyles, interests and preferences and use information in different ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate and gather key points of information from sources such as websites, tourist brochures, maps or timetables, and record and use information to answer a series of questions or to complete a written task • conduct an interview or create a survey for peers, children living in French-speaking countries or French-speaking children and compile the information in tables or graphs • gather information related to a shared experience, school excursion or incursion and use the information to write a recount using descriptive past-tense sentences • extract information from a variety of sources such as subtitled videos, articles and

		matching, sorting, clicking and dragging, describing or drawing.		descriptive sentences, for example, <i>Il y a l'école, C'est grand, Il y a ..., l' n'y a pas ..., Voici le .., C'est ...</i>		<p>advertisements, and record key ideas for use in group projects, for example, create a poster to promote an event or cause</p> <ul style="list-style-type: none"> • gather information from a variety of texts, depicting, for example, various lifestyles of children, leisure activities, housing or school in French-speaking countries and compare these to the various lifestyles of children living in Australia.
<p>Key concepts: discovery, locating, recognising</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we find out new information? • Where can we find the information we need? • How can we recognise the important parts of a text? 			<p>Key concepts: obtaining, selecting, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is factual information? • What are useful ways to gather information? • How do we select the most important information? 		<p>Key concepts: comparison, evaluation, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information we can trust? • Why is certain information better suited to written, visual or spoken texts? 	

Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share factual information about self, familiar people or objects, using gestures, pictures, modelled sounds and words.</p> <p>Students:</p> <ul style="list-style-type: none"> • share personal information, such as name and age, using, for example, puppets or fluffy toys • present a drawing or photo of self, familiar people or a significant object, and share factual information by pointing and saying familiar words 	<p>Share factual information about self, family or favourite things using gestures, pictures, familiar words and modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • draw and label a picture to contribute to a class display, for example, a class picture graph • label or name classroom items and resources, for example, <i>la table, la chaise, l'ordinateur, la carte</i> 	<p>Present factual information about family, friends and favourite things using modelled phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • write simple, factual sentences to create a class picture book, for example, <i>Voici ma famille, il y a cinq personnes dans ma famille, Il s'appelle ..., Il a sept ans, il a les cheveux bruns</i> • share personal, factual information, for example, <i>J'aime le chocolat, je suis</i> 	<p>Present factual information relating to home and school using simple, descriptive sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create or play games, such as Guess Who, to share personal information, such as eye and hair colour or length, and ask and answer questions, for example, <i>Vous avez les yeux bleus ? Oui, j'ai les yeux bleus</i> • draw or make a family tree and present to peers, sharing factual 	<p>Present factual information about home, school and the environment, using short, descriptive sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • use simple descriptive sentences to introduce family members or friends, for example, <i>C'est mon cousin, ma sœur, ma grand-mère, ma copine, elle est australienne</i> and present as a poster or digital presentation • interview or survey each other to collect 	<p>Convey factual information and ideas using connected sentences, and present in different formats to suit different audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • write and present an information report using connected sentences and descriptive language, for example, a weather report or a report about <i>les animaux au zoo</i> including factual information such as 	<p>Convey factual information, ideas and opinions using connected sentences in paragraphs, and present in different formats to suit specific audiences and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a class website, blog or digital presentation to share factual information, ideas and opinions relating to, for example, <i>les vacances, les amis, les sports, les medias</i>, using captioned photos and

<p>or modelled phrases, such as <i>c'est moi, ma mère, mon père, mon ami, mon vélo</i></p> <ul style="list-style-type: none"> • trace or copy words to label or name possessions or objects, for example, <i>le crayon, le chapeau, mon nounours</i> • contribute to a class display by drawing, tracing or copying words or phrases • share information, for example, by ordering events, sequencing pictures, pointing to key words in titles or making a shared storyboard from a familiar story or song, such as 'The Very Hungry Caterpillar'. 	<ul style="list-style-type: none"> • contribute to a class poster, for example, by writing words, phrases or factual sentences, for example, <i>J'ai un chat</i> • read aloud captions for animals, characters or objects in a familiar story, such as 'Brown Bear, Brown Bear, What Do You See?' for example, <i>Je vois un cheval bleu</i> • label or caption pictures, for example, drawings of self, family or favourite things using simple modelled sentences. 	<p><i>intelligent(e), j'ai un poisson rouge</i></p> <ul style="list-style-type: none"> • caption pictures or photos of self, family or friends, by using short descriptive sentences, such as <i>Mon ami est content, mon frère est triste, je suis à l'école, j'ai un sac à dos</i> • complete a survey, for example, about favourite food or pets, and present findings as a graph. 	<p>information about name, age and relationship of each family member</p> <ul style="list-style-type: none"> • create a plan of the school or their home and share factual information relating to location, room, size and number, for example, <i>J'habite dans une grande maison, Il y a cinq chambres, Dans mon jardin il y a des arbres, une cabane et un trampoline</i> • describe and present factual information relating to daily routines or activities, for example, <i>Je me réveille à 8 heures, Je prends mon petit déjeuner puis je me brosse les dents</i> • draw and label items, for example, items found in the classroom or schoolyard, using simple, descriptive sentences, such as <i>deux balançoires, un long toboggan, un petit bac à sable.</i> 	<p>information about likes, dislikes or interests and create a class profile or chart, for example, <i>les sports préférés, les plats de choix</i></p> <ul style="list-style-type: none"> • plan and conduct an interview or survey about preferred school subjects, hobbies or leisure activities, for example, <i>J'aime étudier l'anglais, j'aime jouer au tennis, j'aime planter les fleurs</i> • construct a weekly school timetable or schedule including days of the week, lesson times and subjects and present using modelled sentences with conjunctions, for example, <i>Le lundi j'ai les mathématiques à neuf heures, le français est le mardi et le jeudi, j'ai l'anglais et puis les sciences</i> • draw, caption and label a map of their school, local neighbourhood or city, including, for example, the names and locations of buildings, compass directions and points of interest and present using modelled language including prepositions, such as <i>La salle de sport est à côté du bureau, le parc est derrière les magasins.</i> 	<p>appearance, habitat and food</p> <ul style="list-style-type: none"> • write simple information relating to routine activities, celebrations or holiday plans and present using titles, captions, connected sentences and present tense, for example, <i>ce weekend ..., pendant les vacances ..., le mardi ...</i> • compare aspects of daily life and routines and present using graphic organisers such as a lotus diagram or Venn diagram • plan and present factual information using images, symbols, graphs, titles, captions and connected sentences, for example, a tourist map, virtual tour or brochure for a French-speaking visitor. 	<p>simple and compound sentences, for example, <i>En septembre, je vais aller à Melbourne</i></p> <ul style="list-style-type: none"> • write a recount about a school excursion, incursion or camp conveying information about activities in set phrases, for example, <i>j'ai visité le Zoo Monarto, j'ai aimé les girafes et les suricates</i> and share this in some capacity, for example, in the school newsletter • create a poster, infographic or digital presentation sharing opinions about favourite hobbies, music, clothing or sport • convey information about a personal or shared experience and present in a variety of ways, such as a report for a school newsletter, a class website, or a short digital presentation.
<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information do we like to share? • What are the ways we can share information? 			<p>Key concepts: informing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? 		<p>Key concepts: informing, conveying</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in shared listening and viewing of simple, imaginative texts and respond through actions, singing and dancing.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing, viewing and reading of imaginative texts and respond with gestures, facial expressions and movement such as clapping along or copying actions • view clips of children performing traditional French songs or dances and respond by singing, dancing or mimicking actions and words • listen to a familiar imaginative text, such as a story or a song, and respond by drawing, tracing words or sequencing pictures of characters, places or events. 	<p>Participate in listening, viewing and shared reading of simple, imaginative texts and respond through collaborative singing, re-telling, chanting and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing and chanting and respond using expressive action, sound and movement • re-tell familiar stories using props, picture cards and puppets and by making simple, modelled statements • draw pictures to represent the beginning, middle and end of a story and label using modelled words or phrases or copy familiar language to describe imaginary characters or events • respond to imaginative texts by sequencing events or predicting what might happen next. 	<p>Participate in simple imaginative texts and respond through creative forms of expression including singing performance and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view or read an imaginative text and orally retell events • participate in a class discussion about characters, events or places in imaginative texts and answer simple questions using one-word responses, for example, <i>Où est ..., c'est qui ? Quand est ..., Qu'est-ce que c'est ? Il y a combien ?</i> • re-enact or re-tell a simplified modelled version of an imaginative text using modelled, descriptive language, pronunciation, intonation and rhythm • respond to poems, rhymes and songs through mime, dance, or drawings with simple written captions. 	<p>Participate in a range of imaginative texts and respond using simple descriptive statements about characters and places.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view, and read a range of imaginative texts, and respond by making simple statements about favourite characters, such as, <i>J'aime le chat mais je n'aime pas le chien</i> • view or listen to excerpts from imaginative texts and listen for key phrases to describe characters, for example, <i>un rat- gastronome, un chef- intelligent</i> • view imaginative texts set in a variety of places and describe the places, for example, <i>Le jardin de Monet est très joli</i> • discuss themes in stories and react to them using expressions, for example, <i>C'est terrible !</i> • respond to the characters, places and themes in imaginative texts, by sharing reactions such as, <i>Je suis triste /effrayé / heureux.</i> 	<p>Participate in a range of imaginative texts and respond using modelled language to share opinions and reactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • express personal opinions and reactions relating to characters or events from imaginative texts, using modelled language, for example, <i>J'aime ..., il est mignon, elle est intelligente et forte</i> • ask and answer modelled questions about a character or event using formulaic sentences, for example, <i>Comment s'appelle la fille ? La fille a quel âge ? Elle a sept ans</i> • respond using exclamations, words or expressions from different imaginative texts, for example, <i>Terrible ! Ça y est ! Pas vrai !</i> • read and respond to imaginative texts that evoke emotions, such as affection, sadness or anger, and make connections with own experiences by using modelled statements, such as <i>Je suis fâchée quand ..., je suis contente si ..., j'ai peur de</i> 	<p>Engage in a variety of imaginative texts and share own experiences, feelings and responses using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe characters and events in imaginative texts, such as animations and films, using modelled, descriptive language, for example, <i>L'histoire parle de ..., La chanson parle de ..., Le personnage est ...</i> • share feelings and reactions to characters and events in imaginative texts using modelled language, such as <i>J'aime ..., Je n'aime pas ..., Je préfère ...</i> • respond to events in stories, books and role-plays, for example, <i>Le film était ..., j'ai aimé, je n'ai pas aimé ...</i> • explore how they might relate to or connect with characters, experiences, events and messages from imaginative texts, and share personal reactions or feelings, for example, <i>J'ai peur, je n'aime pas les clowns, Quelle horreur !</i> 	<p>Engage in a variety of imaginative texts and share key messages, cultural elements and personal opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify key points and supporting details and use to describe characters, places, events, messages or themes from a range of imaginative texts • listen to, view, or read a range of imaginative texts, and share key messages and cultural elements, such as the moral of a fable/story, or an idea or value in a song, and respond to questions such as, <i>Qu'est que c'est ... ? Pourquoi ? Quelle est la morale de l'histoire ? Quels sont les sentiments exprimés dans le texte ?</i> • share personal opinions about a quality or the personality of a character, and their role in the text, for example, <i>Mon personnage préféré est ..., parce que ..., Ma partie préférée est ..., parce que ...</i>

						<ul style="list-style-type: none"> • identify and discuss the expression of onomatopoeia in comic books, for example, <i>Hé, aïe, ouf, crac</i>.
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<p>Key concepts: imagination, participation, interaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is imagination? • How does joining in help us enjoy an experience? • What makes a good story? • How does the story make me feel? 	<p>Key concepts: engagement, character, description</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does a story draw me in? • How do I connect with the characters? • How can descriptions help us to enjoy a story and connect with a character? • How can stories help us learn about languages and cultures? 	<p>Key concepts: message, response, opinions, relating</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a message in every story? • What experiences in my own life does this imaginative text remind me of? • What do I think about the message in this imaginative experience?
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Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and share simple imaginative texts using verbal and non-verbal forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • act out or re-tell a story using puppets while mimicking sounds and words from the literary text • share ideas in class discussions to create and perform shared imaginative texts based on simple repetitive nursery rhymes and songs • participate in early literacy activities such as action-related talk and play • express own understanding of imaginative texts 	<p>Create shared imaginative texts using actions, movement and repetitive modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and perform a modified version of a chant, song, folktale or repetitive story, with actions, movement and modelled language • create imaginative artworks or depictions of characters and present as a class picture book or display, adding captions using modelled language and phrases • listen to French music or view video clips, and express personal response through movement or actions 	<p>Create and present short imaginative texts and experiment with movement, familiar words and modelled phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • create own version of a story, such as by sequencing picture cards with captions, or creating a mini book or a storyboard with labels, using modelled language • re-create and present a poem, song, rhyme, rap or a simple repetitive story using modelled phrases, movement and rhythm to emphasise key points, for example, by chanting <i>Au Loup, au loup j'ai besoin de vous !</i> • create class imaginative texts to perform to a 	<p>Create and present simple imaginative texts using familiar phrases and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create spoken, written or multimodal texts, for example, a short skit, song or comic using familiar modelled language, such as <i>Regardez ! Attention au requin ! C'est délicieux</i> • create and label an annotated artwork or photo montage that represents aspects of French language and culture and present as a digital or class display • modify or adapt a familiar song by changing key words or lyrics, using familiar 	<p>Create and present short imaginative texts using formulaic, modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create short texts to express own ideas and imagination such as a visual artwork with captions or titles, a cartoon, story or rap and present or perform using formulaic phrases and modelled language • create short imaginative texts to amuse or entertain, for example, name and describe an imaginative creature, character or setting using names created from two or more words, such as <i>le chevaloon, le lapinat, les moutaches</i> 	<p>Create imaginative texts using structured models, and present or perform to familiar audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create new elements for a familiar story or song, for example, a new character or an alternative ending to a traditional tale, and present as a digital profile or avatar • create and present a digital presentation or picture book with audio recordings using cultural elements, and key words and phrases from familiar imaginative texts • create own imaginative texts based on a familiar model or existing story that 	<p>Create imaginative texts that express elements of culture and present or perform to suit a variety of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and present a commercial or advertisement for an imaginative product to appeal to primary-aged consumers, using modelled language, text structure and elements of French culture • create French versions of familiar nursery rhymes, songs or poems with repetitive phrases and actions, perform or present to younger students, and encourage the audience to participate

<p>through drawing, making or painting</p> <ul style="list-style-type: none"> • devise dance movements or actions such as clapping or gestures to the words of a well-known song, such as <i>Frère Jacques</i>. 	<ul style="list-style-type: none"> • rehearse and share a simple performance using modelled language for a buddy class or school assembly. 	<p>buddy class or school assembly</p> <ul style="list-style-type: none"> • create rhythms for phrases or intonation patterns, such as <i>Comment t'appelles-tu ? Qu'est-ce que tu manges pour le petit déjeuner ? Le chocolat chaud</i> • create own artwork, such as a garden scene, including labels, obtaining inspiration from a Monet masterpiece. 	<p>language, and perform to the class or peers</p> <ul style="list-style-type: none"> • select and sequence a variety of images or illustrations and write captions to create different versions of stories and share with each other. 	<ul style="list-style-type: none"> • create and present a new character or setting for a familiar imaginative text, such as 'The Three Little Pigs' or 'The Very Hungry Caterpillar' • create alternative versions of stories and present as a digital text such as a photo story, e-book or short animation, or an oral text such as a puppet show. 	<p>explores elements of French language and culture, and perform or present using modelled language, visual prompts or supportive materials, such as signs, banners or props</p> <ul style="list-style-type: none"> • create and perform a rap or song based on a modelled text, and experiment with rhyme, rhythm, alternative words and language, adding gestures, movement and actions. 	<ul style="list-style-type: none"> • script, rehearse and record own versions of familiar French stories or songs and perform or present the adaptation for the school community or a sister school.
<p>Key concepts: re-creating, imagination</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When we listen to the same song in different languages, what changes and what stays the same? • What do we need to tell a good story? 			<p>Key concepts: creating, re-imagining, performance, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining? 		<p>Key concepts: adapting, performance, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I make an imaginative experience more engaging? • How can I adapt a story without losing the key message? • How can I share my languages and cultures through performance? 	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and share meanings of gestures, familiar words and simple phrases in French, English or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and sing familiar songs, and read or view illustrated stories, noticing that languages have their own gestures, sounds and words • use French, English and other known languages to greet, respond or name objects in familiar contexts, for example, <i>bonjour, oui, non, amie, livre</i> • view or watch French-speaking people in photos or videos and notice everyday expressions, gestures and body language, making connections with own languages and cultures. 	<p>Begin to translate high frequency words and simple phrases and share connections between French, English or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • being to translate gestures, actions and simple words, using classroom resources such as pictures, flashcards and posters • share simple rhymes and songs in French, English or other known languages, for example, the birthday song, and predict meaning using visual cues • notice words that are written the same in both languages but are pronounced differently, for example, the number <i>six</i>, <i>menu, restaurant</i> • match French and English words using sets of bilingual cards, such as days of the week, months and seasons • begin to notice the word order for familiar phrases, for example, <i>My name is ..., Je m'appelle ...</i> 	<p>Translate high-frequency words, phrases and expressions, and share connections between French, English or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate high frequency words and phrases in simple, familiar spoken, written and multimodal texts using classroom resources, such as picture dictionaries, charts and lists • share and explain simple expressions, phrases or greetings, such as <i>Salut, Bonsoir</i> or <i>Bonne fête</i> or songs such as <i>Joyeux anniversaire</i> • identify false friends - <i>faux amis</i>, for example, <i>libraire, coin, car, cent, demand</i> • demonstrate and explain gestures, intonation patterns or facial expressions, for example, shrugs or exclamations such as <i>Bof ! Mais non ! Ouf ! Oh là là !</i> • compare simple songs or rhymes in two languages, noticing similarities and differences in meaning • notice French words used in the community 	<p>Recognise and translate high frequency words, phrases, simple sentences and expressions in familiar texts and share meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate familiar words, phrases and simple sentences to create labels, captions or signs, for example, for a class display or bilingual signage for the school • recognise and translate simple texts and share how meaning can change when translated into English, for example, shop and street signs • translate and compare story titles and recurring lines in French, English or bilingual versions of familiar repetitive stories • locate French words used by English speakers, such as <i>café, boutique, bouquet</i>, paying attention to pronunciation and specific meaning • begin to notice that some Australian English terms and expressions have no direct equivalence in French. 	<p>Translate simple texts including expressions and share meaning, noting language that is not easily translated.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate familiar words, phrases and simple sentences using printed or online dictionaries and translators • share words, phrases and expressions that are difficult to interpret, for example, <i>Voilà, ça va ? Oui, ça va, chez moi</i> and notice that words do not always correspond across languages due to cultural meaning, such as <i>Bon appétit, À tes souhaits</i> • consider how French speakers might pronounce English words, such as <i>l'Internet, le sandwich</i>, and why some words, phrases or expressions are not easily translated • begin to notice common expressions and idioms in French, English or other known languages, for example, <i>Bon appétit</i>. 	<p>Translate and interpret simple texts and share phrases and expressions that carry cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate phrases, expressions and simple sentences, noting word order and non-literal translation, for example, <i>Il y a, à plus, je t'aime</i> • translate simple, familiar texts such as menus, lists or advertisements, noting word order and recognising that some words or phrases have no direct translation due to cultural meaning, for example, <i>formule midi, dix centilitres de crème épais</i> • recognise false friends, <i>faux amis</i>, and consider times when translating requires using contextual, visual or linguistic cues, for example, <i>attendre, sensible</i> • consider challenges when translating notices, messages or signs that require cultural explanations, such as 'No hat no play', 'Slip Slop Slap', 'Sun smart' • experiment with using bilingual dictionaries and online translators and consider challenges 	<p>Translate and interpret simple texts and explain language that requires further interpretation or explanation.</p> <p>Students:</p> <ul style="list-style-type: none"> • interpret expressions in familiar texts such as greeting cards or story titles that do not translate easily into English, for example, <i>bonne fête !</i> or <i>il était une fois</i> and consider how expressions might reflect aspects of French culture • interpret cultural images, symbols, gestures, behaviours or expressions used, for example, in an interview, conversation or television commercial • translate and explain words or expressions associated with celebrations in French-speaking communities such as <i>le poisson d'avril, la bûche de Noël, le Ramadan</i> and <i>la Fête de la Musique</i> • discuss and interpret idiomatic expressions, for example, <i>Il pleut des cordes</i> (It's raining cats and dogs), <i>Ça coûte un bras</i> (It costs an arm and

		to label places and objects for example, <i>le café, croissant, mousse</i> .			when words do not translate easily.	a leg), <i>Appeler un chat un chat</i> (To call a spade a spade).
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<p>Key concepts: noticing, translation, sharing, prediction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • Why do people use body language and gestures when explaining? • What helps us predict what words might mean in another language? • Why do people use body language and gestures when explaining? 	<p>Key concepts: translation, interpretation, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences? 	<p>Key concepts: interpretation, explanation, translatability, context</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • Are online translators a help or a hindrance? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate?
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Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shared bilingual texts using pictures, modelled words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • match images and words, for example, bilingual flashcards representing greetings, items or actions • copy or trace modelled words or phrases to create a picture and word poster to display in the classroom or to share with family • co-create a bilingual chart or shared picture dictionary by drawing pictures, collecting images and labelling in French and English or other known languages • copy or trace bilingual words to create labels for home or school. 	<p>Create personal or shared bilingual texts using modelled words, phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • copy words in French and English to make shared bilingual word lists or to label classroom displays • co-create simple print or digital bilingual or multilingual texts for word walls, table mats or shared dictionaries, using words or phrases representing multiple languages in the classroom • collect French and English words that are similar or identical and have the same meaning, but are pronounced differently, such as <i>la police, la table or six</i> 	<p>Create simple bilingual texts using modelled words, phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create simple print or digital texts in French and English, such as ID cards or matching games such as Snap or Memory, using word banks or picture dictionaries • design a personal file with details in French, English or other known languages, for example, <i>nom, prénom(s), âge, mes amis sont ..., j'habite ..., j'aime</i> • write captions in French and in English for a photo montage to recount a class event or experience, for example, a craft activity or French culture day • make own or shared bilingual picture dictionaries with captions 	<p>Create simple bilingual texts and notice connections between languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • create simple print or digital texts in French and English, such as word banks, wall charts, or booklets based on high frequency words or phrases • write a greeting card in French and English, selecting words for family members from a word bank and greetings from a table • create bilingual or multilingual picture dictionaries or posters, using colour-coding to identify words that are the same, similar or have different meanings • alternate between French and English 	<p>Create bilingual versions of simple texts using print or online dictionaries and modelled language, and share connections between languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a comic strip in French and English paying attention to which sentences cannot be translated easily, for example, <i>J'ai faim</i> • create and present a weather report in French and English noticing differences in word order and verb use, for example, the verb <i>faire, Il fait froid</i> • alternate between French and English versions of games such as, <i>Quelle heure est-il Monsieur le Loup ? or Caillou, Papier, Ciseaux</i> 	<p>Produce a range of bilingual texts and learning resources, using print or online translating tools.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual texts such as posters, advertisements or invitations for a class performance, school assembly, event or a display, for example, <i>Les pays francophones, menu de la semaine, le marché français</i> • create bilingual texts for younger readers based on models, such as, <i>Oops et Ohlala</i>, involving one English-speaking and one French-speaking character • write bilingual texts such as a sign, notice or menu for a shop, canteen or service, for example, a simulated or digital French village 	<p>Produce a range of bilingual texts for a variety of audiences and purposes using bilingual dictionaries and online translation tools.</p> <p>Students</p> <ul style="list-style-type: none"> • create bilingual informative texts such as schedules, school timetables, instructions or directions for younger students, using bilingual dictionaries and online translation tools • create lists or tables to represent variations of informal French and English expressions for everyday interactions that do not translate word for word, for example, <i>À tout à l'heure, il y a, est-ce que ... ?</i>

	<ul style="list-style-type: none"> • write in English and French using word banks displayed in the classroom • create bilingual captions for photos taken at a shared school event, for example, Sports Day • co-create a simple oral bilingual text such as, a song, simple repetitive story or puppet play. 	<p>or simple descriptions to explain culture-specific terms such as <i>la bise, le goûter</i> or <i>la rentrée</i></p> <ul style="list-style-type: none"> • create a simple bilingual or multilingual presentation and present to peers or at a school assembly, for example, an introduction to greetings in French, English or other known languages. 	<p>versions of games such as <i>Un ... deux ... trois ... soleil</i></p> <ul style="list-style-type: none"> • create bilingual versions of a familiar song, rhyme or story by selecting key words and switching between languages. 	<ul style="list-style-type: none"> • create bilingual texts for the classroom or school community, for example, a poster to promote a school event, a board game or card game or a map with simple directions. 	<ul style="list-style-type: none"> • create, modify or adapt an informative text such as a recipe or weather report in French and English or other known languages • record in a bilingual glossary, simple idiomatic expressions and culture specific language that may not be easily translated or requires cultural interpretation. 	<ul style="list-style-type: none"> • write a bilingual correspondence, such as a letter or email to a pen-pal living in a French-speaking community • produce a bilingual website, blog, digital poster or interactive survey for a sister school in France or a local school learning French • perform or present a bilingual role-play, skit or presentation for a buddy class, at an assembly or concert, using French for the performance and English for supporting explanations.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need bilingual stories? • What languages can I use? 			<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don't speak the same language? 		<p>Key concepts: creating, audience, performance, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is challenging when creating bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How does being bilingual or multilingual help our learning? 	

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice new and interesting ways in which French speakers communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice what French sounds and looks like, noticing what is new or interesting, such as when singing songs, viewing a video or listening to a story • notice and share connections between the lives of children living in France or francophone countries and Australia, for example, everyday activities in the home, at school or at special events, such as a birthday or celebration • notice greetings, gestures and facial expressions while engaging in real-life or simulated intercultural experiences, such as listening to a guest speaker, taking part in a cultural celebration or watching a French children’s program. 	<p>Notice how it feels to communicate in French and share connections between known languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice changes in behaviour, voice or body language when speaking French and share responses or reactions to using French • notice ways of speaking in French, such as ways of greeting, thanking and apologising • participate in intercultural experiences, such as classroom or playground games and discuss connections with own cultures or ways of playing • view images of children in francophone countries in a variety of contexts and make connections to their own experiences, for example, ways of getting ready for school, mealtimes or travelling to school. 	<p>Notice and share aspects of French language and cultures, recognising connections to own languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share ways of talking and behaving that may not be the same as own ways, such as <i>la bise</i> • compare lifestyles of children living in francophone countries and children living in Australia, such as ways of playing, buying and eating food or interacting with family members, for example, school <i>cantine</i> meals, daily greetings in the family • use exclamations, hand gestures or facial expressions when responding, for example, <i>Bon ... voilà, Pardon, Merci, Attention ! Aïe ! Ça va !</i> 	<p>Participate in intercultural experiences, recognising that behaviour, practices, expressions and gestures carry meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and explore language use and its meaning, for example, ways of naming, greeting and addressing someone, such as by using titles, or terms of endearment • recognise ways of showing politeness, such as formal and casual language between friends or teachers and share how their own language use might change in different contexts • participate in French celebrations, for example, <i>le poisson d’avril</i> and reflect on the experience by comparing celebrations with each other • explore cultural symbols, such as <i>la Tour Eiffel</i> and <i>le fleur de lis</i> or view images of cultural practices, such as a French breakfast, Christmas markets or French summer holiday activities and make connections with own experiences. 	<p>Engage in intercultural experiences recognising that language reflects cultural values and practices.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify some ways in which languages and cultures are connected, for example, pronunciation, gestures, facial expressions, actions or behaviours • experiment with respectful gestures and forms of communication, such as shaking hands or using titles such as <i>Madame</i> and <i>Monsieur</i> • participate in an intercultural experience, such as preparing or eating food at a French culture day or festival, noting feelings and thoughts prior to and after the experience, and share feelings, thoughts and points of view related to culture with the class. 	<p>Engage in intercultural experiences and share reflections and reactions about those experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • view a variety of images or watch video clips of people interacting in the street, in shops or at <i>réunions de famille</i>, share reflections and reactions, for example, on what is noticed about communication, such as gestures or the use of either <i>tu</i> or <i>vous</i> as forms of address • plan a virtual visit to a French school, decide on what adjustments in behaviour or language might be needed, and reflect on the experience • engage in modelled conversations with French speakers, in person or online, noticing language choice and cultural behaviours, such as body language when greeting, volume of speech or choice of information to share. 	<p>Explore and discuss reactions or assumptions before, during and after intercultural experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • observe interactions between French speakers, for example, students in a school <i>cantine</i> selecting <i>une entrée, un plat principal et un dessert</i> and compare reactions to own interactions, such as in similar Australian contexts, for example, students eating lunch in the school yard • identify own assumptions about French language and cultures and consider what assumptions French speaking people might hold about Australian language and cultures • consider how it feels to adjust own behaviour or language when using French, for example, choice of words, phrases, gestures or body language, such as using polite or gendered forms of language • consider a virtual or actual visit to a French speaking school and discuss possible adaptations to own

						behaviour or language, such as the use of the formal <i>vous</i> for teachers and informal <i>tu</i> for children.
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<p>Key concepts: noticing, culture</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us? • What do I feel or notice when I experience a new language? 	<p>Key concepts: exploration, connection, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections do I have with French and its cultures? • When do we adjust the way we speak and behave? 	<p>Key concepts: reflection, comparison, diversity, respect, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?
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Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that they belong to groups and that languages are used to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice groups that they belong to, such as family, class, sport, friendship and school and show these relationships through drawing pictures with captions • recognise that people use different languages and gestures to communicate • share languages they speak, know or are learning and the people with whom they speak these languages • engage in intercultural interactions and begin making connections to their own lives and identities • begin to notice how aspects of language and culture contribute to their 	<p>Identify various groups to which they belong, noticing ways that people communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify groups that they are part of, such as the French class, family, friendship or sporting groups and notice ways that each group communicates • share languages they speak or are familiar with and begin to understand that languages are part of one’s identity, for example, <i>je parle vietnamien, anglais et français</i> • notice and discuss connections with languages spoken in class or in the community and share some ways of communicating, such as gestures, words or phrases they have heard 	<p>Identify and share aspects of self, noticing how these are part of one’s identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and share their own characteristics, interests and preferences and understand how these form part of their identity • share aspects of their identity with peers - nationality, location, age, appearance, groups they belong to, and languages spoken, for example, by creating a profile including pictures and captions such as, <i>Je suis australien et italien, j’habite à Adélaïde, je suis fils unique, je suis petit</i> • notice their own use of words, expressions or behaviours that make them who they are, such as ways of behaving, 	<p>Recognise and explore own sense of identity in intercultural interactions and share with each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • share how aspects of personal identity are expressed, such as through gestures, behaviour and language use in different occasions and situations, such as in the classroom, school yard, sporting field or at a family dinner or friend’s house • share personal information with each other that represents elements of their own identity, for example, create a family crest, photo journal or self portrait, and label or caption using modelled language, such as <i>Je parle anglais, italien et français. J’habite avec mes grandparents.</i> 	<p>Recognise and share how intercultural interaction may shape identity and communication.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice how the use of words, gestures or behaviours in interactions may reflect identity in various groups or situations and share ways that this might affect communication, for example, when communicating with peers at sports training or at a birthday party • create personal profiles or visual representations of own identity and consider which aspects they choose to communicate to others, for example, <i>mon équipe, mes jeux vidéos, je suis sportif/sportive</i> • reflect on the experience of being or becoming bilingual or plurilingual and 	<p>Reflect on how learning French influences own and others’ thinking, behaviour and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and describe aspects of identity, for example, how they might behave or react to a new or unfamiliar experience, such as viewing a football game in France, eating in a French restaurant, going to a French school or attending a French celebration such as Bastille Day, <i>le quatorze juillet</i> • reflect on personal identity, what is important to them and their values, such as cultures, languages and interests, using modelled language to create a personal profile that includes these features, and discuss their ideas with each other 	<p>Reflect on the impact that learning French has on their own assumptions, perspectives, behaviour and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on own experiences of learning French and describe how learning has influenced own behaviour and language use inside and outside the classroom, such as when playing games, watching French movies, or eating French food • explain how ideas, ways of communicating, behaviour and identity are influenced by membership of cultural groups • describe aspects of own identity by creating and sharing a personal text, such as a digital profile,

<p>own identity, such as ways of behaving or use of greetings and gestures.</p>	<ul style="list-style-type: none"> • identify through pictures, words, expressions or behaviours what makes them who they are, for example, by drawing cultural symbols, logos, or flags, or beginning to write in known languages. 	<p>languages they use or ways of celebrating</p> <ul style="list-style-type: none"> • view video clips, images or photos of interactions in different contexts and share their connections and experiences with each other. 		<p>consider how this impacts on their identity.</p>	<ul style="list-style-type: none"> • consider whether learning and using French impacts on identity either in or out of the classroom, or on own behaviour and thoughts, for example, when engaging in intercultural interactions, such as real or simulated excursions to a cinema, restaurant or marketplace. 	<p>including appearance, characteristics, preferences, cultural and linguistic experiences, family and groups to which they belong, and reflect on their contribution to own identity</p> <ul style="list-style-type: none"> • explore the idea of assumptions and stereotypes associated with languages and discuss how stereotypes affect attitudes or identity.
<p>Key concepts: identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What does belonging look like, sound like and feel like? 			<p>Key concepts: reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language groups and cultures do I belong to? • What do we all have in common? • How do I fit in the world? 		<p>Key concepts: identity, reflection, decentring</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I learn French, what can I learn about myself? • Who am I when I interact? • What’s my place in this world? 	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and mimic the sounds and rhythms of simple spoken French and notice how sounds are represented in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to recognise and recite the French alphabet, noticing that the letters are the same as in English but the names and sounds may be different • build phonic awareness by noticing, experimenting with and mimicking sounds and rhythms in shared songs, games and stories • develop pronunciation and intonation skills by repeating sounds and words • identify and write some recognisable letters, and say the sounds • imitate French vowel and consonant sounds, such as the <i>r</i>, within words or phrases, such as <i>très bien</i>, <i>bravo</i>, <i>français</i> • begin to notice basic punctuation and capital letters for names. 	<p>Notice and reproduce the sounds and rhythms of simple spoken French and recognise how sounds are represented in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to reproduce orally and in writing, the French alphabet, and notice connections with English, for example, <i>double-v</i>, <i>y-grec</i>, and the possible confusion between <i>g</i> and <i>j</i> • develop pronunciation and intonation skills by approximating the sounds of French in words, such as <i>ça va ? ça va bien merci, et toi ? Moi, je suis fatigué</i> • notice that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, such as <i>Tu as six ans. Tu as six ans ? Tu as six ans !</i> • notice the use of basic punctuation. 	<p>Produce the sounds and patterns of spoken French, recognise how sounds are represented in writing and experiment with using them in own writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • build phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that may be initially difficult, such as <i>u (tu)</i>, <i>r (très rapide)</i> and <i>-ion (attention!)</i> • distinguish between sounds such as <i>bon, bien</i> and <i>beau</i> or <i>chien, chat</i> and <i>champ</i> • develop pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • use sentence level punctuation. 	<p>Recognise and experiment with pronunciation and intonation, begin to spell high-frequency words, and use appropriate punctuation in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • practise common vowel and consonant sounds • copy, experiment with and spell sounds in high frequency words and phrases, syllabify or chunk simple words into sounds or morphemes to assist in pronunciation and spelling, and apply in own writing • create an alphabetical list or word bank of high-frequency words • apply sentence level punctuation and capitalisation, for example, the use of lower-case letters with days of the week and months of the year. 	<p>Recognise and develop pronunciation and intonation, write high-frequency words, and use rules of spelling and punctuation.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and develop pronunciation of common vowel and consonant sounds • observe differences in pronunciation of word endings shared with English, such as <i>-tion</i> and <i>-ent</i>, for example, <i>attention, situation</i> and <i>accident</i> • understand that some letters blend to make single sounds, such as, <i>ille, eau</i> or <i>qu</i> • understand that some final consonants are silent, such as <i>le rat, le tapis, vert</i>, except <i>L, C, F, R</i> hence the <i>LuCiFeR</i> rule, for example, <i>Paul, arc, sportif, sortir chez</i> • apply punctuation in own and each other’s texts. 	<p>Recognise and apply rules of pronunciation, intonation, spelling and writing in familiar contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that the letter <i>h</i> is never pronounced, for example, <i>l’hôtel, l’herbe, heureux, habiter, le héros, la hache</i> • understand that the <i>aigu -é</i> at the end of a word is pronounced like the <i>e</i> in the word unlike, and is written without an accent, for example, <i>le passé, je passe</i> • understand that the <i>cédille (ç)</i> softens the <i>c</i> sound, such as in <i>le garçon, la façon, le français</i> • apply punctuation to own texts, such as accents, <i>accent aigu, accent grave, cédille, accent circonflexe</i>, speech marks and commas. 	<p>Explain and apply rules of pronunciation, intonation, spelling and writing in familiar and unfamiliar contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and use liaisons when appropriate, for example, <i>les élèves, les petits enfants, joyeux anniversaire</i> • recognise how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, <i>J’ai eu très, très peur !</i> • apply phonemic knowledge to spelling and writing unfamiliar words, for example, letter combinations, such as <i>-eau, -eur</i> or <i>-ette</i>, and words involving two or more distinct vowel sounds • apply beyond-basic punctuation to texts, such as <i>Chloé a dit « à demain », c’est 2,50 euros</i> and explain how accents change the sound of a letter, for example, <i>je regarde,</i>

						<i>j'ai regardé, la cuisine, la leçon.</i>
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<p>Key concepts: systems, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between alphabets? • What sounds do I recognise? • How is French like/not like English? • What symbols do we use for sounds when writing? • What is punctuation and what does it do? 	<p>Key concepts: systems, sound, pronunciation, writing, pattern</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is similar about the sounds of French? • What is similar about the way French is written? • What patterns do I recognise? • Why are some sounds in French hard for me to make? • Does punctuation matter? 	<p>Key concepts: systems, sound, intonation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are symbols used to communicate meaning? • How can the sound of a word help us to write it? • How do questions and statements sound different? • How is language like a code?
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Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and respond to context-related vocabulary and basic elements of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to trace and copy letters and words • begin to mimic context-related vocabulary and simple sentence structures • become aware of gender in words and begin to notice that nouns are masculine or feminine and that names may have different endings based on gender, such as <i>Pierre, Pierrette, Jacques, Jacqueline</i> • mimic simple questions and statements, for example, <i>Qu'est-ce que c'est ? C'est un crayon</i> • begin to notice pronouns to identify people, for example, <i>Je m'appelle Yvette, et toi ? C'est Cameron ?</i> 	<p>Notice and begin to use context-related vocabulary and basic elements of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • copy and write words and phrases • notice and begin to use subject-verb-object structure, for example, <i>J'aime les pommes</i> • notice and use masculine and feminine forms of nouns and adjectives, for example, <i>le chat, la table, le petit lapin, la petite voiture, le chien, la maison, le petit garçon, la petite fille, le copain, la copine</i> • recognise pronouns to identify people, for example, <i>Je m'appelle Sophie, et toi, tu t'appelles comment ? C'est elle ?</i> • notice and begin to use prepositions in simple sentences, for example, <i>C'est sous la table, elle est</i> 	<p>Notice and use context-related vocabulary and some basic elements of grammar, and use familiar metalanguage.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice the French subject-verb-object structure, for example, <i>Je mange les fraises, je mange la pomme, tu as le cahier</i> • notice the different patterns of adjective-noun order, for example, <i>le petit chat, le ciel bleu le beau manteau, la grande école, le papillon rose</i> • notice gender in adjectives and nouns and use masculine or feminine forms • notice and use the definite and indefinite articles in singular or plural forms, <i>la fille, le concert, les croissants, un chapeau, une chaise, des amis, including the l' form for nouns beginning with a</i> 	<p>Recognise and use context-related vocabulary and modelled grammatical structures in simple spoken and written sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and experiment with simple and compound sentences using basic conjunctions, for example, <i>et, mais, comme</i> • notice the present tense of verbs associated with familiar actions and environments, for example, <i>quels sports aimes-tu ?</i> • notice definite and indefinite articles, for example, <i>J'ai un poisson rouge, le climat français</i> • recognise the use of adjectives, for example, <i>magnifique</i>, including additional gender forms, for example, <i>petit/petite</i> • develop a metalanguage in English and French for talking about language, 	<p>Understand and use context-related vocabulary and modelled structures of grammar in simple texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use modelled grammatical structures and conjunctions in simple and compound sentences • notice the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on + present tense conjugation of verbs associated with familiar actions and environments, for example, On commence l'école à 8h50, Je mange le déjeuner à treize heures, il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe</i> • express negation in simple sentences and expressions, for example, <i>Je ne comprends pas, Pas du tout ! je ne sais pas,</i> 	<p>Understand and use context-related vocabulary in simple and compound sentences, and use modelled grammatical structures in short spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use modelled grammatical structures in simple and compound sentences • understand the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous + present tense conjugation of verbs associated with familiar actions and environments</i> • formulate questions using <i>Est-ce que ... ?</i> and recognise the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as</i> 	<p>Understand and apply context related vocabulary in a variety of sentence types, and use modelled grammatical structures to construct simple, spoken, written or multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and apply modelled grammatical structures in simple, compound and complex sentences • understand and use all forms of the present tense of regular <i>-er, -ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> • use the <i>futur proche</i>, for example, <i>je vais partir</i>, and the indicative + infinitive, for example, <i>J'aime jouer au basket, il sait danser</i> • understand and use, with support, <i>le passé composé</i>, for example, <i>J'ai</i>

<ul style="list-style-type: none"> • respond in actions to the imperative verb form, for example, <i>Écoutez !</i> • recognise and recall numbers 1-10 • begin to use simple metalanguage, such as letters, words, capitals, full-stops. 	<p><i>devant la maison, je suis sous la chaise</i></p> <ul style="list-style-type: none"> • recognise and recall numbers 1-20 and context-related vocabulary in familiar texts • respond to imperative verbs, for example, <i>regardez l'image</i> • understand singular forms of common verbs in the present tense, for example, <i>Je suis contente</i> • begin to recognise and use simple, spoken questions and statements, for example, <i>ils sont où ? À l'école, Qui est-ce ? C'est le professeur, Tu t'appelles comment ? Je m'appelle Natalie.</i> 	<p>vowel or letter <i>h</i>, such as <i>l'hiver, l'école, l'enfant</i></p> <ul style="list-style-type: none"> • build a bank of context-related vocabulary, including ordinal numbers, days, months and time • use singular forms of common verbs in the present tense, for example, <i>je suis chinois, tu as trois frères, il aime le football, Papa est grand</i> and some forms of irregular verbs such as <i>aller, venir</i> and <i>faire</i> • respond to and use imperative verbs, for example, <i>viens ici ! écoutez bien !</i> • use pronouns to identify people, for example, <i>il est mon frère, il s'appelle Matthieu</i> • begin to recognise ordinal numbers, such as <i>premier, deuxième</i> • begin to name grammatical terms using metalanguage, such as verbs, nouns and pronouns. 	<p>noting similarities to English, for example, <i>le verbe, l'adjectif, l'adverbe, and le vocabulaire</i></p> <ul style="list-style-type: none"> • recognise word patterns and build word clusters, for example, number knowledge to 60+, words associated with food, family members or sports. 	<p><i>elle ne mange pas, tu ne viens pas ?</i></p> <ul style="list-style-type: none"> • use a range of adjectives, such as <i>bizarre, formidable</i>, including gender forms, for example, <i>bleu/bleue, blanc/blanche, gros/grosse</i> • use adverbs to elaborate, for example, <i>Elle mange lentement, je chante doucement, il parle très vite</i> • understand the difference between definite and indefinite articles, and apply this to refer to people, places or objects, for example, <i>tu manges la pomme, j'achète un livre, une vache énorme, le climat français</i> • recognise how to use statements, simple questions and imperatives, for example, <i>Tu peux commencer, je peux commencer ? Commence !</i> • use prepositions to indicate direction or location, for example, <i>à gauche, à droite, à côté de</i> • develop metalanguage for talking about language, such as adverbs, prepositions, definite and indefinite articles. 	<p><i>un citron ? As-tu un citron ? Tu as un citron</i></p> <ul style="list-style-type: none"> • understand the use of nouns and subject pronouns with the conjugated present tense, for example, <i>Jean travaille, il travaille, Marianne aime le fromage, elle aime le fromage</i> • recognise and use imperatives, for example <i>Écoutez ! Allons-y !</i> • strengthen vocabulary knowledge by making connections with known words, for example, <i>le marché, le supermarché, le marchand</i> • use exclamations to indicate agreement, disagreement, intention or understanding, such as <i>D'accord ! Voilà ! Bien sûr !</i> • build a metalanguage to talk about grammatical elements and their usage, using terms such as verbs, tenses, singular and plural, in English and French. 	<p><i>utilisé du papier et du carton, j'ai mangé trois biscuits, elle a dormi sous les étoiles</i></p> <ul style="list-style-type: none"> • understand and apply negative constructions with support, for example, <i>Tu ne viens pas au cinéma ?</i> and include the use of <i>de</i> after a negative verb form, for example, <i>Je n'ai pas de bananes</i> • use a range of nouns in context, including more unusual plural forms, for example, <i>les bureaux, les choux-fleurs, mes grands-parents</i>, and more complex adjectives for example, <i>beau, belle, beaux, belles</i> and possessive forms <i>mon, ma, mes, ton, ta, tes...</i> • use a range of adverbs to elaborate or accentuate meaning, for example, <i>il parle si doucement, moi j'écoute attentivement</i> • identify <i>l'imparfait</i> when encountered in reading, for example, <i>Il était une fois ..., C'était ...</i> • develop a metalanguage to identify and discuss grammatical terms. 	
<p>Key concepts: systems, grammar, vocabulary, naming</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the building blocks of a language? • What do I notice about word order? 			<p>Key concepts: systems, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we name the different parts of sentences? • When does a phrase become a sentence? 		<p>Key concepts: systems, application, metalanguage</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does metalanguage help us learn? • What elements improve a sentence? • Does grammar always matter? 		

Thread: Text structure and organisation						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that people convey information in different ways that can be spoken, written or multimodal.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view or read a variety of familiar texts, such as labels, books or conversations noticing that texts are all around them in their school, home and community • begin to notice that people convey information in different ways, using words and images, by writing, speaking or creating multimodal texts, which can be short, for example, <i>Stop!</i> or a hand gesture to signify <i>Arrête!</i> or longer, <i>Il était une fois ...</i> • notice that texts may have different features, for example, rhythm and repetition in songs and rhymes • begin to use metalanguage to name the type of text, for example, story, poem, song, book, list, recipe, talk or poster • begin to notice writing conventions in different types of texts, such as formation of letters, finger spaces, capital letters and full stops, and the 	<p>Notice how language is organised as texts which may take different forms and be for different audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view or read a range of familiar texts and understand some reasons why people might create texts • begin to experiment with familiar text features in their own writing, for example, by labelling an image, creating a list, or making a greeting card • use metalanguage to name the different types of texts, such as labels, movies, stories, charts, rhymes and notice some of their features, for example, the story-starter <i>Il était une fois ...</i> or rhyme and repeated words in songs such as <i>Trois petits chats</i> • notice writing conventions such as sentence level punctuation and capitals for some nouns. 	<p>Recognise that language is organised as texts, which may take different forms, and use familiar, modelled features.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view or read a variety of texts and recognise that language is organised in familiar or unfamiliar forms, such as speeches, presentations, procedures, posters and stories • recognise that texts have different features, for example, formal or informal forms of address in greetings, such as <i>Bonjour, Monsieur, Merci beaucoup, Madame, Salut Annie !</i> • develop an understanding about how various features link the text, for example, by using the conjunction <i>et</i> • compare similar texts in French and English, such as counting games or street signs, identifying features in the French texts which look or sound similar or different • recognise and experiment with modelled features of different written texts, such as punctuation, captions, speech 	<p>Recognise and compare text features and some writing conventions in familiar, modelled texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise particular text features and writing conventions in simple, familiar, spoken, written and multimodal texts such as poems, songs and stories • recognise and compare the structures of simple modelled texts, such as how information is organised in a menu, calendar, or a procedural text, the sequencing of the message, terms of address and ways of signing off on a letter, or the structure used in a verbal greeting • use writing conventions, such as punctuation, paragraphing, numbering or dot points. 	<p>Recognise and use text features and writing conventions of familiar types of texts and compare to English.</p> <p>Students:</p> <ul style="list-style-type: none"> • read, view or listen to a range of information texts, such as reports, procedures or instructions and discuss text features, such as layout, structure, titles, illustrations, images, graphs or diagrams • recognise and use some shared text features and writing conventions between texts in French and English, for example, in congratulatory messages on special occasions • notice features of familiar texts, such as weather reports or recipes and transfer features associated with one type of text to another, for example, a weather report that could read like a recipe <i>Un litre de pluie, six nuages ...</i> • compare features of simple spoken and written texts, such as the sequencing of the message, terms of address or ways of signing off, for example, a verbal or written invitation or a 	<p>Understand that French texts may use different text features and writing conventions.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise how different text features combine to make meaning, for example, the images, font and script of a web page, the layout, title and illustrations in a picture book, the highlighting of names, dates and times on an invitation, or the use of command verbs in a procedure • compare a range of texts and explain the reasons for specific structures and conventions, such as sub-titles, columns, dates and times in a schedule or timetable, or a map on a travel brochure • apply text features and writing conventions, such as punctuation, capitalisation, and basic grammar, for example, simple sentence structure, to a variety of texts, such as a recount, procedure or information text • compare text features and writing conventions in French and English texts, for example, the use of accents and speech marks. 	<p>Understand how texts in French have text features and writing conventions to suit different purposes and a range of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and explain the main features of familiar types of texts, such as pen-pal letters, emails, brochures or advertisements, and compare the reasons for the structure, for example, a shopping list serves as a reminder to self, such as <i>6 oranges, 500g de beurre</i>, whereas a shopping transaction uses more extended language such as, <i>une baguette, s'il vous plaît, Madame, et avec ça, jeune homme ?</i> • understand the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders • identify which texts require the use of informal or formal language to suit a particular audience • apply text features and writing conventions sourced from modelled texts when writing a variety

<p>direction of writing or punctuation used in a variety of languages.</p>		<p>bubbles, images and labels, and notice the specific features of tables, graphs, diagrams, and sub-headings.</p>		<p>verbal greeting compared to a written letter.</p>		<p>of texts that inform, entertain or persuade</p> <ul style="list-style-type: none"> • recognise differences between spoken and written texts, noting that some types of text, such as emails or text messages combine features of each.
<p>Key concepts: conventions, structure, noticing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When do words become a text? • What do I notice about texts around me? 		<p>Key concepts: conventions, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the layout of a text help? • How can images help us understand writing? 		<p>Key concepts: conventions, format, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do texts in all languages have the same features? • Does format matter? 		

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice the variation of French words when used in different situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice the varied ways of communicating with people, for example, when using greetings, <i>Bonjour Anthony, comment ça va ?</i> • begin to notice that French is the language used in France and the francophone world • notice, by viewing interactions in person or in video clips, that greetings vary according to the time of day, for example, <i>bonjour, bonsoir, bonne nuit</i>. 	<p>Notice and share words and phrases used in various contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share how language use varies when they talk with peers, friends, family members or less familiar adults, for example, <i>Un bisou, Papa ! Je t'aime, ma puce ! Bonjour, Madame, comment allez-vous ?</i> • notice that people vary their language in different situations, such as when interacting at home, at school, at a party, or in a formal situation to indicate respect or politeness. 	<p>Notice and share how French speakers use words, phrases and expressions according to relationship, setting and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share how language varies according to context and situation, for example, language used for play with friends, such as <i>vas-y ! bravo ! à moi !</i> is less formal than language used with teachers, <i>Pardon Madame Pinto, je suis désolée, excusez-moi</i> • notice that greetings and phrases vary according to the time of day or the occasion, for example, <i>bonjour, bonsoir, bonne nuit, bonne année, bon anniversaire</i>. 	<p>Recognise and give examples of how French speakers vary their language according to age, gender, relationship and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • share how they communicate with own family and friends and with people less close to them, noticing variations in language use, gestures and actions • observe French speakers and give examples of gestures, words or expressions that may be used by some people in some contexts but not others • recognise grammatical changes in words, for example, how the choice of adjective in French changes according to gender • recognise shortened noun forms in colloquial French, such as <i>le resto, le frigo, le foot, le prof, compare</i> with the use of abbreviations in Australian English, such as 'brekkie', 'ambo' and 'veggies', and consider when or how they are used. 	<p>Recognise and give examples of how language varies in relation to age, gender, relationship, and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and give examples of ways that their own language and behaviour varies, for example, when interacting with familiar and unfamiliar people of different ages and gender • choose appropriate formal and informal language for a range of social interactions, such as greetings, introductions, farewells and good wishes, including, for example, <i>Salut Marie, ça va ? Bonjour Madame, Comment-allez-vous ?</i> • give examples of how the French language varies when applying gender agreements, for example, <i>il est grand, elle est grande</i> • understand how changes in voice and body language can change the meaning of words, for example, <i>Tu aimes les devoirs ?</i>, the simple question, versus <i>Tu aimes les devoirs ?</i>, which expresses surprise 	<p>Identify and discuss how language, including expressions and body language, varies according context.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and discuss own and others' ways of communicating in different contexts in relation to formal and informal registers, for example, using appropriate forms of address depending on relationship, such as using <i>tu</i> when speaking with close friends, family members or other young people, and using <i>vous</i> for other adults • discuss the use of colloquial or abbreviated language used by youth on social media, for example, <i>G for j'ai and pa for pas</i> in text messages, as well as the use of borrowed words from various languages, for example, <i>ciao, cool, super, allez-bye !</i> or verb contractions in informal spoken language, for example, <i>chais pas</i> for <i>je ne sais pas</i> • notice that language varies depending on how people feel and understand the use of 	<p>Identify and compare how language and behaviour vary according to register, relationships, cultures and overall context.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider in which contexts it is appropriate to use the formal register and compare with when it is appropriate to use the informal register, for example, using <i>tu</i> to indicate an equal relationship between two people and using <i>vous</i> in a formal or professional environment • explain how French varies when used in different contexts such as in the classroom or playground, or among different groups of people • notice and compare how language is tied to culture, and often conveys respect or politeness, for example, the use of <i>bon appétit</i> at mealtimes • identify examples of how language varies when used in different contexts, for example, the use of shortened noun forms, and consider why these forms of language are used • explore how children from French-speaking

				or disbelief, and <i>C'est mon petit frère</i> , is a statement, versus <i>C'est mon petit frère !</i> , which expresses pride.	emotive language between friends and family members, for example, the use of <i>bisous</i> at the end of a greeting card to a family member.	communities around the world use different words and expressions, for example, in Canadian French, blueberries are <i>les bleuets</i> and <i>Bonne Fête</i> is used instead of <i>Joyeux Anniversaire</i> , and consider why such variations exist.
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<p>Key concepts: noticing, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we vary our language when talking to family, friends or adults? 	<p>Key concepts: variation, formality, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we change our language in different situations? 	<p>Key concepts: variation, context, register, status, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there more than one way to get the same message across? • How is respect shown through language? • When is it okay to use slang, abbreviations or acronyms?
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Thread: Language change and diversity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and identify the French language as one of the many languages spoken and taught in Australia.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to identify whether words are French or English • notice that French is the official language of France and other francophone countries, and that it is one of the many languages spoken and taught in Australia • begin to notice the different languages used by peers in their class, school or their local community 	<p>Notice that English and French and many other languages borrow words from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice words that look the same as English, but sound different in French, for example, <i>le robot</i>, and vice versa, for example, <i>menu</i>, <i>restaurant</i>, <i>omelette</i> • match and pronounce French and English words that are similar looking, with supporting images • explore a French equivalent, if it exists, for English names • explore the languages of their peers and where those languages 	<p>Notice that languages change through contact with each other, and are constantly borrowing words, phrases and expressions.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that languages borrow from each other, and that many French words are used in English, such as <i>croissant</i>, <i>chauffeur</i>, <i>chef</i>, <i>ballet</i> and many words from English or other languages are used in French, such as <i>le weekend</i>, <i>le parking</i>, <i>le cowboy</i>, <i>le tennis</i>, and note the pronunciation in each language • recognise French words and phrases used in 	<p>Notice that languages change with use over time, and influence each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • find examples of words/phrases from various languages introduced into French, such as <i>le coach</i>, <i>le blog</i>, <i>l'internet</i>, <i>le foot</i>, <i>le corner</i>, <i>le burger</i>, <i>le denim</i>, <i>le week-end</i>, <i>le camping</i>, and French words or phrases used in English such as, <i>bon appétit</i>, <i>champagne</i>, <i>voilà</i> and consider why these exchanges occur • observe language used across generations, by noticing and recording differences in words used by grandparents, parents 	<p>Understand that French, as with all languages, is constantly changing and evolving over time.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider differences in how groups of people communicate, such as younger or older people, and how new words and expressions are constantly being invented or borrowed from languages or evolve over time • collect French words used in English, such as <i>le restaurant</i>, <i>le café</i>, <i>le chauffeur</i>, <i>le ballet</i>, <i>le croissant</i>, and compare how they are pronounced 	<p>Understand and discuss that the French language is changing over time and is influenced by other languages, technology, new experiences and new ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that languages change over time due to technology, such as, movies, television programs, advertisements and social media • explore the etymology of common words to recognise the extent to which languages influence each other, for example, the English word <i>ballet</i>, comes from the French, which came from <i>balletto</i> 	<p>Understand and discuss that the French language is changing over time and is influenced by other languages, new technologies, societal changes and global trends</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that Australia is a multilingual and multicultural society and that varieties of French are spoken in France and in francophone countries • develop an awareness of the different varieties of French spoken in France and francophone countries • investigate influences on the French language of major community

<ul style="list-style-type: none"> • view or listen to bilingual or multilingual stories in various languages including French, English, community languages and other known languages. 	<p>are spoken, for example, by looking at maps of the world.</p>	<p>everyday life in Australia, for example, in the world of food, such as <i>le croissant, la quiche or le menu</i></p> <ul style="list-style-type: none"> • begin to understand some of the reasons why languages influence each other, such as interaction with each other and globalisation. 	<p>and themselves and suggesting why these changes may occur</p> <ul style="list-style-type: none"> • recognise that varieties of the French language are spoken in France and in francophone communities around the world involving different accents, dialects and vocabulary, for example, <i>un pain au chocolat/une chocolatine</i> in the south of France • explore where French words are used at home or in the community to create a class collection or display, for example, French products, labels or words used in English language advertisements, shop signs, recipe books or menus. 	<p>by French and English speakers</p> <ul style="list-style-type: none"> • understand that there is a standard language called French as well as a number of different regional variations that are spoken in France, Australia and in many countries around the world, and locate countries that have French as an official language on a world map. • recognise the impact that technology has on the French language, for example, <i>un youtubeur, faire le buzz, un selfie</i> • explore how languages mix with each other to invent new words or expressions, for example, <i>le frananglais, le texto</i>. 	<p>and <i>ballo</i> in Italian and originally <i>ballare</i> in Latin</p> <ul style="list-style-type: none"> • consider and explain why word borrowing occurs in French as well as many languages, and discuss, for example, why French uses words from English or other languages, such as <i>le rugby, l’email, le smartphone, le sandwich</i> • understand that language changes to suit the purpose and audience and discuss, for example, why different words may be used for the same object in different parts of France. 	<p>languages in France such as Arabic, for example, <i>le toubib, le bled, kif-kif</i>, Italian, for example, <i>le fiasco, bravo, espresso</i>, or Chinese, for example, <i>le ginseng, le tai-chi, le litchi</i></p> <ul style="list-style-type: none"> • identify ways that languages change through contact with other languages and due to new technologies and digital media • discuss how travel, the media, global trends, societal change and technology have changed the way Italian is used, for example, notice the influence of English words in television programs, advertisements, and text messages • understand that languages change over time, that some continue to grow and expand, while some are being revived or are endangered, for example, some small communities in France, or some Aboriginal and Torres Strait Islander languages.
<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I hear or see around me? • Where in our community is French spoken? 		<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Where can I see and hear French in our community, in Australia, or in the world? • How do languages change over time? • Is French the same wherever it is spoken? • Why do languages borrow words? 		<p>Key concepts: diversity, change, origin</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why has French evolved and changed over time? • Who uses French and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning? 		

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice connections between language and culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and discuss where they have heard or seen languages or cultures, including French, in the community, for example, at home, on television, in restaurants, supermarkets, books, at festivals, food trucks, or school • begin to notice that when learning French, they are also learning about French cultures • begin to notice that languages and cultures are connected • explore cultural symbols, from France and other known cultures, making connections with associated language, for example, models of landmarks or flags, such as <i>la Tour Eiffel</i> or <i>le tricolore</i> • begin to notice that learning French involves language, behaviour or thinking that may be culturally unfamiliar, for example, using <i>merci</i> when refusing an offer, the 	<p>Notice connections between language and culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • observe the way members of French speaking communities may do everyday things, for example, the way they greet, gesture or start a meal • notice that gestures and facial expressions convey meaning, for example, thumbs up to signify something positive or shrugging to signify indifference or ignorance • make connections between languages and cultures through play-based activities such as role-plays of greetings or mealtimes • notice the ways that culture and language are expressed through music, dance, stories, games and practices unique to French cultures • understand that people may celebrate similar events but with cultural nuances, for example, birthdays or Christmas. 	<p>Notice connections between languages and cultures and how language use reflects culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to explore visible and invisible elements of culture, such as ways of eating, symbols, how people live, what they value and how they think about themselves and each other • notice expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sport and leisure activities, for example, ‘backyard’ and ‘footy’ • notice language used to show politeness, such as <i>s’il vous plaît, merci beaucoup, je vous en prie.</i> 	<p>Identify and share ways in which languages and cultures are reflected in everyday interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that language carries information about the people who use it and that common expressions often reflect cultural values, for example, French terms of affection used with children may relate to food or animals, for example, <i>mon petit chou</i> • understand how some expressions and behaviours noticed between French speakers may be interpreted in alternative ways by non-French speakers. 	<p>Identify connections between languages and cultures and discuss how culture is reflected in language.</p> <p>Students:</p> <ul style="list-style-type: none"> • compare francophone and Australian flags and emblems and identify similarities such as colours, symbols, animals or plants and discuss how the symbols might represent cultures, for example, <i>le tricolore</i> in France, <i>le Fleurdelisé</i> in Québec, <i>le Kanak</i> in <i>la Nouvelle Calédonie</i> • show awareness that the French language carries some cultural ideas that have no equivalent in English language and Australian culture, for example, <i>la galette des rois</i> • explore how and why some languages have more words related to particular things than other languages do, for example, French words for different kinds of breads and cakes, such as, <i>une baguette, une ficelle, un gâteau, une tarte.</i> 	<p>Understand how language use and behaviour is shaped by and reflects cultural practices and values.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on own language use at home and school, and consider how this may be interpreted by French speakers, and vice-versa • choose words, expressions or behaviours commonly used in informal Australian interactions and decide how to interpret or explain them to young French speakers, for example, ‘mate’, ‘arvo’, ‘brekky’ • explore words or expressions commonly used in interactions between French speakers, such as colloquialisms or slang words, for example, <i>génial, OK, ça marche, à plus.</i> 	<p>Understand that cultural practices, values and ways of thinking affect language use and communication.</p> <p>Students</p> <ul style="list-style-type: none"> • describe and reflect on elements of Australian-English vocabulary, expressions and behaviours, discussing how they might be explained, such as ‘the bush’, ‘fair go’, ‘she’ll be right’ • understand that images, symbols, words and language choice carry cultural meaning and values, for example, in everyday texts such as posters, advertisements and street signage • compare responses and reactions to the experience of learning about the French language and cultures, examining whether initial attitudes or understandings have changed.

<p>importance of food in some family and regional traditions, or ways of expressing or describing feelings.</p>						
<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about French and its cultures? • What do I want to know about French and its cultures? 			<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Language and culture - how are they connected? • What cultural words or expressions do I notice in French? 		<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I communicate, what cultures are at play? • How can I see culture within language? • Is it possible to learn a language without learning its cultures? 	

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