



# Western Australian Curriculum

## Languages | French

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Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, French are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, French shows the proposed content across the years of schooling from Pre-primary to Year 10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in French**; **Mediating meaning in and between languages**; and **Creating text in French**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, French curriculum.

<b>Languages</b>		
<b>French</b>		
<b>Communicating</b>		
Interacting in French	Mediating meaning in and between languages	Creating text in French
<b>Understanding language and culture</b>		
Understanding systems of language	Understanding the interrelationship of language and culture	

## Pre-primary–Year 6

### Strand: Communicating

#### Sub-strand: Interacting in French

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>play and experiment with language through participating in songs, rhymes, raps and games, such as <i>Tourne, tourne petit moulin</i>; lullabies, such as <i>Fais do-do</i> and counting songs, such as <i>Un éléphant qui se balançait</i></li> <li>perform songs, rhymes and action stories using non-verbal forms of expression, such as clapping, gestures and facial expressions, to support the making of meaning</li> <li>participate in guided group activities and simple tasks, such as games, crafts and role-plays, using movement, gestures, props, toys and images to support understanding and convey meaning</li> </ul>	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce themselves using <i>Je m'appelle ... et toi ? Ça va très bien, merci et toi ?</i> and respond to greetings using cultural gestures when appropriate, such as kissing both cheeks when greeting friends and relatives, or shaking hands</li> <li>use formulaic French phrases for everyday interactions, including thanking, apologising, and offering wishes or congratulations, such as <i>Merci beaucoup ! De rien. Oh, désolé(e); Bon anniversaire !</i></li> <li>use puppets to perform role-plays and exchange information about self</li> </ul>	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use simple phrases to describe themselves, family or pets, such as <i>Je m'appelle Sylvie.; Voici mon frère.; J'ai un serpent.</i></li> <li>use simple statements, such as <i>Lundi, je mange une pomme.; Mon anniversaire, c'est le trente mars.; Bonne fête, Pierre !</i></li> <li>respond to simple questions using supporting intonation and gestures, such as <i>C'est qui ? C'est Maman. C'est un chien? Oui. Non.</i></li> <li>continue to use puppets to role-play greetings, and exchange information about self and family</li> </ul>	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use simple modelled sentences to describe themselves, such as <i>Moi, j'ai cinq ans.; Je suis australien.; J'ai un frère.</i></li> <li>describe self, family and friends with the correct form of adjectives, such as <i>Je suis petit/e.; Mon père est grand.; Marie a les cheveux blonds.</i> express likes, such as, <i>J'aime le chocolat.; Il aime la classe de musique.</i></li> </ul>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe home and daily routines, such as <i>Je me lève à sept heures.; Je vais à l'école à huit heures dix.; Lundi, à dix heures, j'ai le français.</i></li> <li>use print or digital photographs, short videos or recordings to exchange and respond to information about self, family, friends or interests, such as <i>J'ai deux sœurs et j'ai un frère.; Je suis fils/fille unique.; J'aime les sports et les voyages, mais j'adore la musique !</i></li> <li>ask and answer questions relating to concepts, such as time, place or number, including days of the week, months, dates and seasons, such as <i>Ça fait combien ? Ça fait cinq.; Quelle heure est-il ? Il est dix heures.; Aujourd'hui c'est vendredi ? Non, c'est jeudi.</i></li> <li>use common responses to frequently asked questions or comments, imitating modelled intonation and stress patterns, such as responding with <i>très bien, voilà, oui, bien sûr, d'accord, hein, Bah ... oui !</i></li> </ul>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe and respond to questions about their home and neighbourhood, such as <i>Décris ta maison.; Dans ma chambre il y a ... ; Il y a un grand parc dans mon quartier.</i></li> <li>exchange information about their local area or school environment, and accompany spoken texts and formulaic expressions that are culturally based, such as <i>Mon quartier ... Il y a un court de tennis, de grands parcs.; En Australie les écoles ont des espaces verts ...</i></li> <li>exchange personal information and opinions with classmates, such as <i>Excuse-moi, Sophie, mais ...</i></li> <li>explore the French-speaking world, using atlases and digital technology, such as putting French-speaking countries on a world map, discussing how and why French is so widely spoken around the world</li> </ul>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about routines, interests and favourite activities using language associated with time, sequence and location, such as <i>J'arrive à l'école à 8h 30.; Le samedi je fais du cheval.; Le soir, je fais mes devoirs et je joue aux jeux vidéo, après je me brosse les dents.</i></li> <li>exchange information about friends or family members using simple descriptive and expressive language, such as <i>C'est mon frère, il est sympa !; C'est mon grand-père, il est très vieux.</i></li> <li>negotiate a shared experience, such as arranging to go to the cinema</li> <li>express feelings (about a singer, sports figure etc.), such as <i>Il est sympa et fort.; Elle est très forte et créative.</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> <li>discuss strategies to initiate social interactions, such as how to gain attention, make a statement or ask a question</li> </ul>		
No content	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use classroom labels or word walls to participate in play-based experiences, for instance, using words, such as <i>la porte, la fenêtre</i> and <i>le jardin</i>, to make a house with blocks or using pretend food items to make <i>la cantine</i></li> <li>adapt familiar outdoor games, such as Simon Says, Fruit Salad, What's the Time Mr Wolf? and Hopscotch, into French, such as <i>Jacques a dit</i></li> <li>take turns to be a fitness instructor for classroom body breaks, using the imperative to give instructions, such as <i>sautez, marchez, tournez, à gauche, à droite</i></li> <li>contribute to guided collective activities, such as labelling and illustrating a poster</li> </ul>	<p>Participate in play-based activities using formulaic expressions, visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in a guided role play in a shop or market, such as <i>Une baguette, s'il vous plaît. Voilà !; Une pomme, s'il vous plaît. Voilà !</i></li> <li>recite an expanded range of action songs and raps with greater independence</li> <li>play hide-and-seek with classroom objects, such as <i>Où est le crayon ? Sous la table ... Dans le tiroir ...</i></li> <li>take turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games, such as <i>Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes.</i></li> <li>participate in show-and-tell, such as <i>Voici mon camion. Il est grand.; Voici ma poupée. Elle est belle.</i></li> </ul>	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> <li>tally the colours of cars in the car park, such as <i>il y a une voiture rouge, cinq voitures blanches</i></li> <li>praise each other, for instance using <i>Super !; Pas mal. ; Bon travail !; Excellent !; Bravo !</i> when working collaboratively on class tasks that require following instructions, such as cooking or craft activities</li> <li>play games that involve active listening, memory, information exchange and negotiating turns, such as <i>C'est à toi ? Oui, c'est à moi.; C'est ton tour ? C'est mon tour. Pioche !</i></li> <li>interact in shared activities, such as games, role-plays and chants/rhymes, such as students taking turns role-playing the teacher and giving classroom commands</li> </ul>	<p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>respond to instructions, such as <i>Regarde les photos.; Écoutez !; Écrivez/Tapez la phrase !</i></li> <li>work together in collaborative tasks, for instance, designing a poster for a specific event or creating a picture book or word wall, and sharing decisions about content, vocabulary and design, such as collaboratively deciding <i>Ceci ou cela ? Qu'est-ce que tu préfères ? Là ou là ? Petit ou grand ?</i></li> <li>create a class profile with information collected from peers, such as creating a chart or database to identify favourite sports, foods or colours</li> <li>introduce French currency to purchase items (magazines, fruit, vegetables etc.) at an imagined market or shop, such as <i>Ça coûte combien ? C'est cinq euros.; Le vélo noir/la bicyclette noire, c'est combien ?; 1 kilo en plus, s'il vous plaît.</i></li> </ul>	<p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>consult each other when completing individual or group activities, for instance, indicating understanding or asking for help using comments, such as <i>Oui, je comprends.; Non, je ne comprends pas.; C'est trop compliqué ! C'est difficile !</i></li> <li>collaborate with peers to discuss and plan how to promote a French cultural day to the school community and to parents and friends by, for instance, making a print or digital poster or brochure, or using the school website to post a video</li> <li>budget for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, such as <i>Je vais acheter ... J'espère trouver ... Qu'est-ce que tu cherches ?</i></li> </ul>	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>work collaboratively to organise displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French</li> <li>negotiate tasks and shared activities, for instance, working out preferences and allocating tasks, such as <i>Tu préfères lire ou écrire ? Moi, je préfère travailler sur l'ordinateur. C'est juste ?</i></li> <li>plan and organise activities (outings, performances etc.), using expressions related to place, time and numbers, such as <i>Quelle date ? Où ? Quand ? À quelle heure ? Combien de ... ?</i></li> <li>create and perform role-plays, such as simulating simple transactions that involve asking for or giving prices, or asking for goods or services</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange simple greetings and farewells</li> <li>• use French for everyday routines, such as roll call and for opening and closing lessons, such as singing/saying <i>Bonjour, mes amis. Au revoir, mes amis.; Présent(e) !</i></li> <li>• respond to classroom instructions or directions through actions, gestures or verbal responses, such as <i>On fait un grand cercle.; Lève-toi ! Regardez-moi ! Écoutez !</i></li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to basic classroom instructions using simple imperative verb forms, such as <i>Viens ici ! Écoutez bien ! Écrivez votre nom ! Écris ton nom !</i></li> <li>• use puppets to role-play classroom language and instructions</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to classroom instructions, such as <i>Levez-vous !; Asseyez-vous ! Ouvrez vos cahiers !</i></li> <li>• use puppets to role-play classroom language and instructions</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange greetings, offer wishes for particular occasions, situations or times of day in formal and informal contexts, such as using <i>Bonjour, Madame.; Patou, comment allez-vous ? Salut, Nicole, ça va ? Pas mal, et vous ?</i></li> <li>• exchange simple spoken or written messages to praise or compliment someone, such as <i>Bravo ! Félicitations ! Bien fait !</i></li> <li>• respond to instructions, ask for help or clarification, such as <i>Encore une fois !; Montre-moi !; Chantez plus fort !</i></li> </ul>	No content	No content	No content

## Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• match picture or object to spoken French</li> <li>• mime or point to show understanding of information provided in short French statements</li> <li>• respond to games or songs with actions or miming</li> <li>• discuss familiar words of French origin that they may have encountered, such as <i>ballet, cafe, baguette</i></li> </ul>	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise and assign symbols, titles, words and labels to classroom items or personal possessions, such as <i>la table, le livre, l'ordinateur, la carte</i></li> <li>• use intonation and visual cues, such as gestures and facial expressions, images and contextual clues to make meaning</li> <li>• identify the main idea or an event based on images, such as <i>le zoo, l'école, le café</i></li> <li>• mime, draw, point, click or drag to show understanding of key words in a range of spoken, written and multimodal texts</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise phrases from classroom routines, images, labels and word walls</li> <li>• identify key words in a variety of imaginative and informative texts, such as <i>Les trois petits cochons, Le petit chaperon rouge, Les amis de la ferme</i>, rhymes or songs</li> <li>• make connections between information in written texts and images, for instance, naming toys and games in catalogues, such as <i>Jouets pour les tout-petits</i>, selecting and listing items and prices</li> <li>• respond to texts by sequencing pictures and simple text in the order that events occurred</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• collect information from print or digital sources about topics of interest and create a display with names and appropriate adjectives, such as favourite animal species, such as <i>les animaux domestiques/sauvages</i></li> <li>• respond to factual and imaginative picture and digital books, short-scripted plays or animations that use familiar French words by creating a class display of the key information and providing a glossary of new words and expressions</li> <li>• collect and use favourite exclamations, words or expressions from texts, such as <i>Terrrrible ! Ça y est ! Pas vrai ! Quoi de neuf ?</i></li> <li>• respond to a story, song, cartoon, comic or simple narrative by retelling or re-enacting the main events</li> <li>• learn that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and give examples of how this occurs in French</li> </ul>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• locate information about activities in a French school context, such as <i>l'emploi du temps, la lecture, l'orthographe, le vocabulaire</i> and <i>les mathématiques</i>, and compare with their own daily schedule</li> <li>• survey classmates and present findings or respond to questionnaires about likes, interests, routines and activities, such as <i>Quel est ton sport préféré ?</i></li> <li>• respond to simple notes, invitations, birthday cards etc. in print or digital form</li> <li>• explore and locate print or digital maps of Australia to identify historical placenames with a French connection, such as Recherche Bay in Tasmania; Esperance in Western Australia; La Perouse in Sydney</li> </ul>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify the purpose, context and intended audience of a range of familiar texts, such as phone messages, sports reports or takeaway food orders</li> <li>• communicate with the teacher and students regarding activities, such as <i>Tu as fini ? Tu comprends ? Fini !</i></li> <li>• access information about important French celebrations and festivities and present a print or multimodal report in French</li> <li>• engage with spoken and written texts to present findings about young people in France or French-speaking communities around the world, and their school routine, leisure time and lifestyle, and present the findings in a multimodal presentation</li> <li>• listen to or view stories in English from Aboriginal and/or Torres Strait Islander authors' perspectives and respond to them using words, formulaic expressions and modelled sentences in French, such as</li> </ul>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to a simple community announcement, such as a weather report, and use modelled sentences to write a short message to a friend, inviting them over for an activity suitable to the weather conditions, such as <i>Cher Paul, il va faire chaud samedi. Tu peux venir chez moi pour faire de la natation ? Marc</i></li> <li>• recognise and describe key features of familiar texts, such as advertisements, reports or letters from sources, such as <i>Astrapi, Le Petit Quotidien</i> and <i>Images Doc</i>, and compare with similar texts from Australian sources</li> <li>• listen to or view stories in English from Aboriginal and/or Torres Strait Islander authors' perspectives and respond to them using words, formulaic expressions and modelled sentences in French, such as <i>C'est incroyable ! Il danse comme un kangourou.</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<i>C'est intéressant.; C'est d'un ému.</i>	
No content	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that there are different ways to greet people in French and compare to ways of greeting in their own language(s) and culture(s)</li> <li>notice formalities in France or French-speaking communities, such as handshakes or standing up to greet a visitor to the classroom</li> <li>understand language for classroom instructions and routines, such as the use of the plural form to address the whole class</li> <li>collect English words that are the same in French, such as <i>le weekend, le sandwich, and le parking</i>, and French words used in English, such as <i>ballet, baguette</i> and <i>cafe</i> and create a picture dictionary or word wall</li> </ul>	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>differentiate between familiar and formal language, such as <i>Bonjour Madame ! Comment allez-vous ? Salut Jacques ! Ça va ? Merci beaucoup, Monsieur.</i></li> <li>notice hand gestures, intonation patterns and facial expressions that accompany some expressions in French, such as noticing shrugs or exclamations, such as <i>Bof ! Mais non ! Ouf ! Oh, là là !</i></li> <li>translate words or phrases used in everyday situations from French into English and vice versa, noticing how some words do not have a direct translation, such as <i>Bon appétit ! S'il vous plaît.</i></li> </ul>	<p>Begin to develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate appropriately in familiar situations, for instance, greetings and self-introductions, and identify the different uses of language in specific contexts, such as <i>Bonjour</i> with the teacher and <i>Salut</i> with peers</li> <li>use words from charts, displays and word walls to assist in comprehending a French story</li> <li>collect and use French words and expressions that do not translate easily into English, such as <i>Bon appétit !; Bon voyage !; Voilà !; Chic !</i></li> </ul>	<p>Develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to, read and view sentences and paragraphs in their entirety to predict meaning of unknown words and expressions</li> <li>learn to use a dictionary to find unknown words in texts to assist comprehension</li> <li>use multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest, such as <i>les fêtes d'anniversaires, les vacances, les copains</i></li> <li>produce bilingual word lists or flashcards by identifying known French words or expressions and relating them to English equivalents and vice versa, noticing that direct translation sometimes does not work</li> </ul>	<p>Begin to apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>find signage from their local area and interpret and compare it to signage in a French-speaking country, such as comparing traffic and road signs or signs in public places</li> <li>create French versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, such as the swimming pool, the sports oval, the tuck shop, the library and the office</li> <li>use bilingual print or digital dictionaries to translate a simple French text into English, comparing results and discussing difficulties associated with translation in conveying certain words or concepts</li> </ul>	<p>Apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interpret and explain the meaning of words and expressions associated with celebrations in French-speaking regions of the world, such as <i>le poisson d'avril, la bûche de Noël, La Toussaint, la fête de la Musique</i></li> <li>translate simple French texts into English, using bilingual print or digital dictionaries, or translation tools, comparing results and discussing difficulties associated with translation in conveying certain words or concepts</li> <li>create a word bank or glossary for words and expressions that do not easily translate from French to English, such as <i>Quelle porcherie ! C'est la pagaille ta chambre !</i></li> <li>refuse an invitation politely, without offending, using formulaic and modelled expressions, such as <i>Je voudrais bien mais ... , désolé(e), malheureusement ...</i></li> </ul>

Sub-strand: Creating text in French

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a mini autobiography using simple text and photographs, pictures or drawings, such as <i>Bonjour ! Je m'appelle Nicole.</i></li> <li>• use puppets, gestures and props to retell stories</li> <li>• match bilingual captions/labels to images of Aboriginal Country and/or Torres Strait Islander Place locations in their local area or elsewhere in Australia</li> </ul>	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a print or digital glossary of new French words and phrases with accompanying drawings, pictures or photos</li> <li>• create stories, rhymes and songs, through drawings or digital tools, that use simple or complex sentences and captions</li> <li>• create a display wall with pictures and captions retelling the main events of a class excursion or event, such as <i>Aujourd'hui au zoo ...</i></li> </ul>	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, such as <i>Je suis australienne et grecque.; Je suis sportive.; Je parle anglais et grec.</i></li> <li>• create and perform alternative versions of stories or action songs using voice, rhythm and gestures to animate characters, or using support materials, such as drawings or story maps to create visual context</li> <li>• create simple descriptions in French and match them to appropriate Aboriginal Country and/or Torres Strait Islander Place locations in their local area or elsewhere in Australia</li> </ul>	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• present a visual presentation with captions about daily routine using formulaic reflexive verbs, for example, creating captions, such as <i>Le lundi, à sept heures je me lève.</i></li> <li>• create a class profile, chart or database using multimodal resources about likes, dislikes and interests (<i>les sports préférés, les plats de choix</i> etc.), and checklists, surveys or question cues, such as <i>Tu préfères le brie ou le camembert ? Combien de ... ? À quelle heure ... ?</i></li> <li>• create short imaginative texts designed to amuse or entertain – for example, creating fantasy stories featuring imaginary creatures with names created out of two or more real animal names, such as <i>le chevaloon, le lapinat, les moutaches</i></li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• design and label a house plan and write a description</li> <li>• design a village or town plan and create a script of directions for an interactive GPS experience, such as <i>Siri, où est la gendarmerie ? Siri, je veux aller au cinéma. Siri, est-ce qu'il y a une toilette près d'ici ? À cent mètres, tournez à droite.</i></li> <li>• compile lists of informal French expressions with English translations for everyday interactions with friends and family, such as <i>À tout à l'heure.; Génial; Salut, ça va ! Amuse-toi bien !</i></li> <li>• create their own instructional or procedural tasks, such as designing treasure hunts, <i>Où se cache le trésor ?</i></li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use photo stills from a football match or <i>le Tour de France</i> to write and create some recorded commentary about the action taking place, such as <i>Il donne un coup de pied au ballon. Aïe ! Il tombe ! Ça fait mal !</i></li> <li>• create an interactive display or performance as advocacy for the school language program – for instance, informing younger children of the benefits of learning French, or creating puppet plays and skits of familiar French stories and rhymes</li> <li>• create a storybook on a person they admire</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of French, noticing similarities and differences between French and English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• sing French alphabet and number songs and notice that French has the same alphabet as English, but the letters have different sounds</li> <li>• reproduce the sounds and rhythms of French by repeating after the teacher, and reciting</li> <li>• explore the intonation patterns and notice the difference between statements, questions and exclamations</li> <li>• explore the facial movements involved with making sound blends in English and French</li> </ul>	<p>Explore and imitate the sounds and rhythms of French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• imitate the pronunciation of the French alphabet</li> <li>• recognise that every language has its own words and sounds to make meaning, by sharing sounds of the languages represented in the classroom</li> <li>• clap or drum the rhythm and intonation of French statements, questions and exclamations, such as <i>Comment tu t'appelles ? Je m'appelle ... ; Qu'est-ce que c'est ? C'est un crayon.</i></li> <li>• build phonic awareness by experimenting with sounds, focusing on those that are initially difficult, such as 'u' (tu), 'r' (très rapide) and '-ion' (attention !), and listening closely to distinguish between sounds, such as <i>bon, bien, beau</i> or <i>chien, chat, champ</i></li> </ul>	<p>Recognise and experiment with the sounds and rhythms of French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• notice how the letter 'h' in French is always silent, but can act as a vowel or consonant</li> <li>• recognise basic sound blends in French and how these may differ from English, such as 'ch' in <i>château</i> or 'ille' in <i>famille</i></li> <li>• clap or drum the rhythm and intonation of French statements, questions and exclamations, such as <i>Comment tu t'appelles ? Je m'appelle ... , Qu'est-ce que tu prends pour le petit déjeuner ? Un pain au chocolat.</i></li> <li>• notice that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, such as <i>Le chocolat chaud. Le chocolat chaud ? Le chocolat chaud ! ; Tu as 6 ans. Tu as 6 ans ? Tu as 6 ans !</i></li> </ul>	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of French to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create an alphabet bank, collecting words that begin with each letter, such as 'h': <i>l'hiver, l'homme, l'hôtel</i>; 'm': <i>mai, mardi, le mouchoir</i>; 'p': <i>le pain, Papa, le poisson</i></li> <li>• recognise and practise the most common vowel sounds, such as 'ou' – <i>vous, jour</i>; 'oi' – <i>toi, voiture</i>; 'on' – <i>bonbon, mon</i>; 'ai' – <i>aimer, j'ai</i>; 'ain' – <i>train, demain</i> and 'eau' – <i>château, beau</i></li> <li>• recognise that certain French letters, accented vowels and combinations of letters produce the same sound in French, such as 'é', 'ez', 'er' and 'ç' and 's'</li> <li>• recognise that there is the standard language called 'French' as well as many dialects spoken throughout France and language variations spoken in French-speaking communities around the world</li> </ul>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of French to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise that some letters blend to make single sounds, such as 'ille', 'eau' or 'qu'</li> <li>• observe differences in pronunciation of word endings shared with English, such as '-tion' and '-ent' in 'attention', 'situation', 'commencement', 'accident'</li> <li>• notice that the letters 'k' and 'w' are rarely used in French and usually occur in loan words</li> <li>• recognise that some final consonants in French words are usually silent, such as <i>le rat, le tapis, vert, chez</i>, and some are pronounced, such as <i>chic, actif</i></li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of French to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise and use liaisons, such as <i>les élèves, les petits enfants</i> or <i>joyeux anniversaire</i> when appropriate</li> <li>• understand that the <i>aigu -é</i> at the end of a word changes the pronunciation of -e without an accent, such as <i>le passé, je passe; le soufflé, je souffle</i>; and that other accent marks also change the sound of a letter – for instance, the <i>cédille 'ç'</i> softens the 'c' sound to 's' in words, such as <i>le garçon, la façon, le français</i></li> <li>• recognise words involving two or more distinct vowel sounds, such as <i>la voiture, important, le pompier, l'aspirateur, la ceinture</i></li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of French to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, such as <i>J'ai eu très, très peur ! D-o-u-c-e-m-e-n-t ...</i></li> <li>• apply phonic and grammatical knowledge to spelling and writing unfamiliar words, for instance, applying letter combinations, such as '-eau', '-eur' or '-ette'</li> <li>• use exclamations to indicate agreement, disagreement, intention or understanding, such as <i>D'accord ! Mais non ! Bien sûr; Voilà !</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how the Roman alphabet and features of language are used to construct meaning in French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>become familiar with the French alphabet, noticing similarities to and differences from English, such as <i>double-v, i-grec</i></li> <li>recognise that French uses the Roman alphabet like English, but unlike English, French has accent marks</li> <li>notice that the use of accent marks can change the sound of letters, such as noticing that a cedilla makes a 'c' sound like an 'ç', and the use of acute and grave accents</li> <li>notice that there are different types of texts, such as picture books, nursery rhymes, tongue twisters, lists, signs etc.</li> </ul>	<p>Recognise that the Roman alphabet and features of language are used to construct meaning in French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise familiar words and phrases in French texts that look, sound and have the same meaning in French as in English</li> <li>develop the use of appropriate pronouns to identify people, such as <i>Je m'appelle Adam. Et toi, tu t'appelles comment ?; Comment allez-vous ?</i></li> <li>notice that French uses definite and indefinite articles in singular or plural forms, such as <i>une fille, le concert</i> and <i>les croissants</i>, including the l' form for nouns beginning with a vowel or the letter 'h', such as <i>l'hiver, l'école</i> and <i>un chapeau, une chaise, des amis</i></li> <li>explore the similarity to English of the French subject + verb + object structure, such as <i>Je mange la pomme.; Tu as le cahier.</i></li> </ul>	<p>Recognise simple French language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>strengthen vocabulary knowledge by making connections with known words, such as <i>le marché, le supermarché, le marchand</i></li> <li>use some adverbs to elaborate on simple statements, such as <i>Elle mange lentement.; Je chante doucement.; Il parle très vite.</i></li> <li>recognise and begin to use common verb conjugations, such as regular '-er' verbs</li> <li>use prepositions, such as <i>à gauche, à droite, and à côté de</i> to indicate direction or location</li> </ul>	<p>Recognise and use simple French language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop an awareness of verb tenses and some direct object pronouns with reflexive verbs, with modelled support, such as <i>Je me lève.; Je me brosse les dents.</i></li> <li>learn the structure for telling the time in French, such as <i>Quelle heure est-il ? Il est sept heures.</i></li> <li>recognise the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object, such as <i>Tu manges la pomme.; J'achète un livre.; Une vache énorme.</i></li> <li>express negation in simple sentence structures and colloquial expressions, such as <i>Je ne sais pas.; Elle ne mange pas.; Tu ne viens pas ?</i></li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>play matching games to reinforce grammatical rules, for instance, nouns and subject pronouns, such as <i>Jean travaille</i> and <i>il travaille</i>, and pairing the subject with a conjugated verb, such as <i>nous parlons, tu manges, il finit</i></li> <li>use the indicative plus the infinitive, such as <i>J'aime jouer au tennis. Il sait conduire.</i> and <i>le futur proche</i>, such as <i>Je vais partir.</i></li> <li>formulate questions using <i>est-ce que ...</i>, the inverted form of the verb, or changing the intonation, such as <i>Est-ce que tu as un chien ? As-tu un chien ? Tu as un chien ?</i></li> <li>use negative constructions, recognising the use of <i>de</i> after a negative verb form, such as <i>Je n'ai pas de photos.; Je ne mange jamais de choux de Bruxelles.</i></li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>begin to use all forms of the present tense of regular '-er', 'ir' and '-re' verbs and of high-frequency irregular verbs, such as <i>avoir, être, aller</i> and <i>faire</i></li> <li>use a range of possessive pronouns, nouns including more unusual plural forms and more complex adjectives, such as <i>mes beaux grands-parents</i></li> <li>develop a range of adverbs to elaborate or accentuate meaning using sentence builder charts, such as <i>Il parle si doucement.; Moi j'écoute attentivement.</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how French language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that French and English use punctuation conventions, such as full stops, capital letters, commas and question marks</li> <li>develop number knowledge and identify the similarities and differences in using cardinal and ordinal numbers, for instance, using ordinals throughout the months in English but only for the first of each month in French, such as <i>le premier mars, le 2 juin</i></li> <li>notice that rising intonation denotes a question</li> </ul>	<p>Recognise French language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that adjectives usually follow the noun in French, such as <i>le chien noir, le papillon rose</i>, whereas adjectives usually precede the noun in English</li> <li>notice and use masculine or feminine forms of nouns and adjectives, such as <i>le chien, la maison, le petit garçon, la petite fille, le copain, la copine</i></li> <li>notice that French sometimes forms singular and plural words differently from English</li> </ul>	<p>Identify familiar French language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that French has close connections to other languages which have shared histories and many similar words, such as the English, French, Italian and Spanish word for ‘the bank’, <i>la banque, la banca</i>, and the words for ‘art’, <i>l’art, l’arte, el arte</i></li> <li>discover French words used in English (<i>le restaurant, le café, le chauffeur, le ballet, le croissant</i> etc.) and English words used by French speakers (<i>le coach, le blog, Internet, le football, le burger, le sandwich, le denim</i> etc.) and compare how they are pronounced by French and English speakers</li> <li>identify and compare key words in French and English versions of popular stories, such as comparing <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>, or <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, and consider the rhythms and vocal effects in the two versions</li> </ul>	<p>Identify and describe familiar French language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise features of simple spoken or written text in French, such as a verbal greeting or a written message noting terms of address and ways of signing off, and make comparisons with similar texts in English</li> <li>find examples of shortened noun forms in colloquial French, such as <i>le resto, le frigo, le foot, le prof</i> etc., and compare with the use of abbreviations in Australian English, such as <i>brekkie, arvo</i> etc. and consider when or how they are used</li> <li>notice and apply features of familiar types of texts (greetings, requests, weather reports, postcards recipes etc.) and recognise how different textual elements, such as the images, font and script, combine to make meaning</li> </ul>	<p>Compare French language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise <i>faux amis</i> and how they can lead to difficulty when learning French, such as <i>coin</i> meaning ‘corner’, <i>actuellement</i> meaning ‘currently’, <i>pain</i> meaning ‘bread’, <i>bras</i> meaning ‘arm’</li> <li>compare verb conjugations in English, French and other known languages and identify patterns in conjugation</li> <li>use metalanguage to describe patterns, grammar rules and variations in language structure</li> </ul>	<p>Compare and discuss French language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use metalanguage to discuss features of familiar texts, such as a shopping list serving as a reminder, a role-play at a market involving interaction and negotiation, an email or text message to a friend involving interaction and an exchange of information</li> <li>using metalanguage, such as ‘tenses’ and ‘personal pronouns’, identifying language elements and their use</li> <li>provide feedback to support peers using metalanguage, for instance, editing each other’s written or spoken texts and work samples and justifying reasons for the changes</li> </ul>

## Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• share ideas and experiences of learning the French language</li> <li>• notice that French is spoken in many different places around the world apart from France</li> <li>• notice where France and French-speaking countries are located on a world map</li> <li>• play and engage with cultural items, such as euros, postcards and realia from French-speaking countries</li> </ul>	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• understand that the world has many different languages</li> <li>• notice that many languages from different parts of the world are spoken in Australia and may be represented in their classroom</li> <li>• recognise that languages have words borrowed from other languages, and that many French words are used in English and many English words are used in French, such as <i>le week-end</i>, <i>le parking</i>, <i>le cowboy</i></li> </ul>	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise that French is spoken in many places around the world and use a print or digital world map to highlight Francophone countries</li> <li>• recognise that cultural aspects like music, dance, food, celebrations and games are connected to culture, such as eating pancakes on Mardi Gras and making <i>la bûche de Noël</i> for Christmas</li> <li>• notice that learning French involves ways of using language that may be unfamiliar, such as using <i>merci</i> when refusing an offer, and that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships</li> </ul>	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• notice how they communicate with each other, their families and teachers, and understand that language carries information about the people who use it, and that common expressions often reflect cultural values – for example, understanding that French terms of affection used with children often relate to either food or animals, such as <i>mon petit chou</i>, <i>mon lapin</i>, <i>ma puce</i></li> <li>• explore representations of information, such as symbols used in cultural expressions of Aboriginal and Torres Strait Islander people, and making connections with those of French language and culture</li> </ul>	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify ways in which French language and culture influence the lives of Australians, for instance cuisine, fashion and sport</li> <li>• observe language used across generations, and suggest why differences occur, for instance, differences in words used by grandparents and young people</li> </ul>	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise that there are many different variations of French spoken in different cultural contexts in countries and regions across the world, which involve different accents, dialects and vocabulary, for instance <i>un pain au chocolat</i> is <i>une chocolatine</i> in the south of France</li> <li>• investigate their own family heritage and background through talking with relatives, to discover more about migration and reflect on how this can contribute to forming their own identity</li> </ul>	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explore the idea of generalisations associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes can be inaccurate</li> <li>• explain Australian English vocabulary, expressions and practices to French speakers and other people from different language backgrounds, for example, explaining the meaning of 'the bush', 'fair go', 'she'll be right'</li> </ul>

## Years 7–10

### Strand: Communicating

#### Sub-strand: Interacting in French

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use descriptive and expressive language to talk about aspects of school and home, and to describe friends, such as <i>Je suis fille unique, et toi ?; Voici ma meilleure amie, Anne. Elle est sympa.</i></li> <li>• share ideas and opinions about school rules and responsibilities, such as <i>À mon école, les élèves portent un uniforme : un pantalon bleu et une chemise blanche. Je n'aime pas l'uniforme.</i></li> <li>• exchange information about self and others, such as <i>Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ? J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.</i></li> </ul>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• prepare for a celebration, such as <i>une fête surprise pour mon/ma meilleure ami/e</i> and negotiate who caters for what, such food, drinks, cake, sweets ...</li> <li>• compare information about French music, movies and sporting events and share results, such as <i>La chanson numéro 1 en France est ... mais en Australie, c'est ...</i></li> <li>• express frequency words when talking about routines, such as <i>J'ai des cours de piano les mardis et vendredis.; Il aime beaucoup nager, mais il ne va pas souvent à la plage.</i></li> </ul>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences, about French-speaking countries, communities and regions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discover and share information about <i>les pays francophones</i> and <i>la francophonie</i>, such as the daily routine of a Francophone person or sporting events in a French-speaking country</li> <li>• compare family traditions in Australia and French-speaking countries, such as mealtimes and dining etiquette, traditional and modern dishes, and cuisine, and present findings to the class</li> <li>• consider and discuss the influence of geography, customs and traditions on own family language and identity <i>Dans ma famille, on ... ; Où j'habite/Dans mon pays ...</i></li> </ul>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• share ideas about jobs and professions, such as <i>Ma mère est ... ; Mon père est ... ; Je voudrais devenir ...</i></li> <li>• exchange ideas, opinions, experiences and thoughts about making choices for the future</li> <li>• share and compare holiday experiences, such as <i>Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitaient à Paris.</i></li> <li>• discuss the benefits of cultural exchanges, such as <i>J'ai envie de faire un échange en Nouvelle-Calédonie pour améliorer mon français.</i></li> </ul>
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• collaborate in a role-play with peers, to share feelings about life at home and at school, such as <i>Je n'aime pas mes frères, parce que ... ; C'est bien/dur d'être ado car ...</i></li> <li>• share ideas and opinions about school life, such as <i>J'aime la musique.; Il déteste les maths.; Aujourd'hui, je commence par deux heures de maths et la salle de maths se trouve au deuxième étage.</i></li> <li>• plan and conduct a group activity, such as <i>un défilé de mode</i>, about what young people wear at school and on the weekend</li> </ul>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• invite, accept or decline invitations, such as <i>Tu es libre samedi prochain ?; Je ne suis pas libre/disponible.; Tu veux aller au/à la/aux/à l' ... Je t'invite.</i></li> <li>• express opinions about sport and leisure time activities, and weekend routines, such as <i>J'aime aller au cinéma.; Tu préfères lire ou regarder la télé ? Qu'est-ce que tu aimes faire le week-end ?</i></li> <li>• compare information about French music, movies and sporting events, and share results, such as <i>La chanson numéro 1 en France est ... mais en Australie, c'est ...</i></li> </ul>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• develop classroom language to contribute to structured discussions and reflect on learning experiences, such as <i>À mon avis, il faut ... ; Je ne suis pas d'accord parce que ...</i></li> <li>• collaborate with peers to share ideas and opinions to plan for a cultural event, such as <i>la fête de la musique; Bastille Day – le 14 juillet</i></li> <li>• consider and negotiate options, such as <i>Lequel préférez-vous, ... ou ... ?; Si vous deviez visiter un pays francophone, lequel choisiriez-vous ? Je choisirais ... parce que ...</i></li> </ul>	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use classroom language to ask, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, such as <i>Je ne suis pas d'accord avec vous; Je pense que ... ; Je veux dire/Je trouve ...</i></li> <li>• discuss the benefits of cultural exchanges, such as <i>Je voudrais faire un échange en Nouvelle-Calédonie.</i></li> <li>• exchange opinions and share plans for the end of the year and the future, such as <i>L'année prochaine, j'étudierai ... ; Mes projets pour la fin de l'année sont ... ; Je vais chercher un petit boulot.</i></li> </ul>

## Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• read or listen to authentic French texts, to identify different types of language for different audiences, note key words, specialised terms or points of information to reuse and collate findings</li> <li>• translate written expressions associated with politeness and social protocols in French, such as responding to requests or thanks, and signing postcards or birthday cards</li> <li>• interpret signs, texts messages and advertisements in French, and identify language structures and features that are not easily translated and may cause misunderstandings</li> </ul>	<p>Locate, summarise and process information, ideas and opinion from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to, read or view informative authentic French texts, to identify different types of language for different audiences, note key words, specialised terms or points of information to reuse in their own texts and collate findings</li> <li>• interpret signs, texts messages and advertisements in French, and identify language structures and features that are not easily translated and may cause misunderstandings</li> <li>• compare information from different sources and report about it to others using tools, such as tables, graphic organisers, concept maps and charts, and present in English or French, such as <i>En Australie, les élèves font beaucoup d'activités après l'école car l'école finit à 15h00. En France, la journée d'école est plus longue qu'en Australie.</i></li> <li>• interpret idioms in French and English, such as, <i>il pleut à verse</i> (it is raining cats and dogs), <i>avoir la patate</i> (to feel great)</li> </ul>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• gather information from French online sources to inform understanding of similarities and differences of teen lifestyles across French-speaking cultures and present findings</li> <li>• interpret signs, texts messages and advertisements in French, and identify language structures and features that are not easily translated and may cause misunderstandings</li> <li>• use the internet to research or engage with youth in France or a French-speaking community, to discover young people's lifestyles, cultures and contexts</li> <li>• summarise information from texts that reflect different aspects of culture related to topics, such as entertainment, special occasions, health and lifestyle or fashion</li> <li>• compare lyrics, themes and styles of popular French and English language songs, and track similarities and differences in ideas, referring to Eurovision, <i>Victoires de la Musique</i> and the ARIA Awards</li> </ul>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• interpret popular textual conventions used by young French speakers, such as contractions, abbreviations and acronyms used in text messaging (<i>bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre</i>), and compare with those used by young English speakers</li> <li>• listen to, read or view extracts from a range of contemporary text types, and identify and compare elements of cultural traditions in Australia and the wider world</li> <li>• interpret signs, texts messages and advertisements in French, and identify language structures and features that are not easily translated and may cause misunderstandings</li> <li>• interpret cultural differences, protocols and <i>formules de politesse</i> in text types, such as in job applications</li> <li>• interpret idioms in French and English, such as <i>avoir un chat dans la gorge</i> (to have a frog in your throat), <i>avoir le cafard</i> (to be sad)</li> </ul>
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• begin to skim and scan to locate key words</li> <li>• reread parts of a text or read ahead to infer meaning</li> <li>• guess or infer meaning from key words, structures, visual cues or context</li> <li>• start to assess the use and benefit of AI and translating apps</li> </ul>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> <li>• continue to skim and scan to locate key words</li> <li>• reread parts of a text or read ahead to infer meaning</li> <li>• guess or infer meaning from key words, structures, visual cues or context</li> <li>• continue to assess the use and benefit of AI and translating apps</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• continue to use a bilingual dictionary, assess the use and benefit of AI and translating apps, and begin to use a monolingual dictionary</li> <li>• create a glossary of examples of <i>faux amis</i>, such as <i>rester, attendre, envie, un car, le collègue</i>, and comment on misinterpretations in English</li> <li>• distinguish between and use <i>Je sais/Je connais</i> correctly, such as <i>Je sais nager.; Vous connaissez Pierre ? Tu connais Paris ? Nous savons que Paris est la capitale de la France.</i></li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use a monolingual or bilingual dictionary and assess the use and benefit of AI and media translating apps</li> <li>• compare different translations of a text, including versions created by online translators, and discuss any issues</li> <li>• extend a glossary of examples of <i>faux amis</i>, such as <i>assister à, demander, un médecin, la librairie, la journée, grave, and passer un examen</i>, and discuss misinterpretations in English</li> </ul>

## Sub-strand: Creating text in French

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create texts that capture aspects of their personal and social worlds, such as a day in their life <i>à l'école, les copains, mon quartier, le week-end</i></li> <li>• write simple imaginative texts that involve fictional characters, places and experiences</li> <li>• create glossaries for French-speaking friends, to accompany Australian images or texts, explaining outback lifestyle, inner-city markets and expressions, such as 'barbie', 'brekkie', 'arvo'</li> <li>• take expressions from French stories and adapt to their own text to create suspense or excitement, such as <i>Tintin et l'étoile mystérieuse: allons-y!</i></li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• write a diary journal entry about a recent outing, including details such as the day, time, venue, occasion, weather, clothing, transport and cost</li> <li>• create, perform or record imaginative texts, such as short plays, using voice recording and digital presentation software</li> <li>• create menus or programs for French-themed events, including footnotes in English to explain key terms or items, such as <i>le plat du jour, service compris, l'entracte, la mise en scène</i></li> <li>• compose and perform a poem, song, monologue or dialogue, adjusting the text and performance to suit the audience</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• design a tourist brochure to promote travel to French-speaking countries, such as <i>Bienvenue au Canada/en Belgique! Visitez la Réunion!</i></li> <li>• create and perform texts that reflect French attitudes, such eating on time</li> <li>• use aspects of drama and props to enhance spoken performances and storytelling</li> <li>• contribute to a real or imagined blog of learners of French in English-speaking communities around the world, and make choices about when to use French or English, depending on the context and nature of the interaction</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• make language choices that indicate values and attitudes when creating texts, for instance, the placement of nouns and adjectives, such as <i>C'est un bon à rien.; C'est un brave jeune homme/C'est un jeune homme brave.; Ce sont des sans-papiers/Ce sont des réfugiés.</i></li> <li>• write a journal entry about future plans and aspirations</li> <li>• create a print/digital poster in French to promote travel to a significant cultural location on Aboriginal Country or Torres Strait Islander Place, including what to see and do</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken French to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use natural pitch, rhythm, stress, pronunciation and intonation</li> <li>• use sounds, such as <i>Oh là là ! Aie ! T'as fait quoi ?</i>, and facial expressions to reinforce spoken language</li> <li>• distinguish vowel sounds and recognise distinctions between nasal sounds, such as <i>cinq, sympa, manger, entre ! dont, des bonbons</i></li> <li>• collect groups of words that share a common stem, such as <i>la bouche, la bouchée; le jardin, jardiner, le jardinage</i>, to enhance vocabulary knowledge when interacting in spoken exchanges</li> </ul>	<p>Apply knowledge of linguistic features of spoken French to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use natural pitch, rhythm, stress, pronunciation and intonation</li> <li>• recognise the different levels of formality between spoken and written language, such as <i>on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui</i></li> <li>• recognise the form of commonly used morphemes, suffixes and prefixes, such as <i>la camionette, désordre, désagréable, irrégulier, inacceptable</i> and <i>la danseuse</i>, to assist pronunciation</li> <li>• apply phonic and grammatical knowledge to spell and write unfamiliar words, using letter combinations, such as <i>-eau, -eur</i> or <i>-ette</i>, and words involving two or more distinct vowel sounds, such as <i>le bateau, l'aspirateur, la baguette</i></li> </ul>	<p>Apply linguistic features of spoken French to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use natural pitch, rhythm, stress, pronunciation and intonation</li> <li>• use the appropriate level of formality between spoken and written language, such as <i>on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui</i></li> <li>• recognise the diversity of spoken forms of French from region to region, such as <i>les accents du Midi, l'accent parisien, toulousain</i>, and from country to country, such as <i>le Québécois, la Réunion</i></li> <li>• apply appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion to create effects in spoken texts</li> </ul>	<p>Apply linguistic features of spoken French to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use natural pitch, rhythm, stress, pronunciation and intonation to interact for specific purposes, audiences and contexts</li> <li>• identify features, such as the use of repetition, pauses, interruptions and contractions, including dropping <i>ne</i> in negative structures, such as <i>je sais pas trop</i></li> <li>• experiment with using incomplete sentences, non-verbal elements and vocal expression, such as <i>Dis donc, t'es là ? Je suis déjà là — t'es où toi ?</i></li> <li>• recognise and respond to challenges associated with clarity and pace in audio texts, such as station or airport announcements, or recorded phone messages</li> </ul>
<p>Apply knowledge of linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reinforce understanding of grammar rules, such as adjectives that precede the noun, and adjectives versus adverbs – <i>bon/bien</i></li> <li>• extend knowledge and use of negative constructions, such as <i>ne ... plus, ne ... rien, ne ... jamais, ne ... que</i></li> <li>• use <i>le passé composé</i> and <i>le futur proche</i> in familiar expressions and scaffolded language contexts, such as <i>Je vais aller au supermarché pour acheter des légumes.; Mon père a fini son travail.; Est-ce que vous avez joué de la guitare ? jouer à and jouer de</i>, and ask questions using <i>est-ce que</i>, inversion (verb–subject) or changed intonation, such as <i>Est-ce que tu habites à Perth ? Habites-tu à Perth ? Tu habites à Perth ? Habites-tu où ?</i></li> </ul>	<p>Apply knowledge of linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• consolidate conjugation skills of regular verbs in <i>le présent</i> (present tense) and <i>le passé composé</i> (past tense), and of high-frequency irregular verbs, such as <i>avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir</i></li> <li>• begin to use common reflexive verbs in <i>le présent</i>, such as <i>Il se lève très tard.; Nous nous promenons chaque soir.</i></li> <li>• recognise and use <i>avoir</i> expressions, such as <i>avoir soif, avoir sommeil, avoir peur</i></li> <li>• use <i>le passé composé</i>, recognising that verbs conjugated with <i>être</i> require agreement between subject and past participle, such as <i>Elles sont parties hier matin.</i></li> <li>• use comparatives, such as <i>plus ... que; moins ... que; aussi ... que; Elle est aussi petite que moi.</i></li> </ul>	<p>Select and use an extended range of linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• distinguish between completed and continuing actions in the past, using either <i>le passé composé</i> or <i>l'imparfait</i>, such as <i>Nous étions déjà au lit quand Papa a téléphoné.</i></li> <li>• recognise that verbs conjugated with the auxiliary verb <i>être</i> involve agreement between subject and past participle, such as <i>Elles sont parties.; Je me suis levée à sept heures.; Nous nous sommes amusé(e)s.</i></li> <li>• recognise that past participles conjugated with the auxiliary verb <i>avoir</i> agree with a preceding direct object, such as <i>J'ai acheté des fleurs, et je les ai données à ma mère.</i></li> <li>• recognise how reflexive pronouns are used with reflexive verbs, such as <i>Je me réveille.</i> and <i>Emma s'est lavée.</i>, and with reciprocal verbs, such as <i>Nous nous parlons.; Ils se disent bonjour.</i></li> </ul>	<p>Select and use an extended range of linguistic features of French to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use <i>le present, le passé composé, le futur proche, l'imperatif, l'imparfait</i></li> <li>• introduce the conditional of regular verbs and high-frequency irregular verbs, such as <i>j'aimerais ... ; je voudrais</i></li> <li>• use connectives, and simple and compound sentences to structure arguments, and to explain or justify a position, such as <i>d'abord ... et puis ... et après, ensuite ... en plus ... finalement; ce qui est intéressant c'est que ... ; ce que je trouve ...</i></li> <li>• notice how grammatical choices can shade meaning, determine perspective and establish relationship, for instance, using the imperative to show authority or enthusiasm, such as <i>Arrêtez ! Allons-y ! Donnez-moi votre billet, Mademoiselle !</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> <li>• use adverbs of frequency, such as <i>souvent, parfois, jamais, toujours</i></li> </ul>	<ul style="list-style-type: none"> <li>• understand the function and practise using relative pronouns (<i>qui, que, dont</i>), direct object pronouns (<i>me, le, la, nous</i>) and indirect object pronouns (<i>me, lui, vous, leur</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• begin to use the <i>conditionnel</i> and <i>si</i> clauses through modelled examples, such as <i>Je pensais que tu serais à la maison jeudi.; Si tu m'aidais, nous finirions plus vite.; S'ils avaient du temps, ils voyageraient en France en avril.</i></li> </ul>
<p>Identify and discuss similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• build metalanguage to talk about grammar and vocabulary, such as <i>les formes négatives, interrogatives, masculin, féminin, singulier, pluriel</i>, and compare with the equivalent English term</li> <li>• use relevant metalanguage to identify parts of speech, such as verbs, nouns, articles, adjectives, subject pronouns</li> <li>• talk about how texts use structure, language and mood to build action, develop character and position the reader</li> </ul>	<p>Identify and discuss similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explain how some parts of the discourse, such as verbs, nouns, articles, adjectives, adverbs and subject pronouns, work differently in French and English</li> <li>• expand the use of metalanguage to describe grammatical concepts in English and French and organise learning resources, such as sentence builders, verb charts and vocabulary lists with groups of pronouns, adverbs and adjectives</li> <li>• compare French and English versions of a text with easily recognisable language features, such as songs or recipes, recognising differences or similarities in imagery or focus that might be linguistically significant</li> </ul>	<p>Reflect on and discuss similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• compare diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in English-speaking countries</li> <li>• analyse how French and English use different structures, such as <i>s'il vous plaît, s'il te plaît, un pull bleu</i></li> <li>• observe how past tenses in French differ from English, such as <i>Je suis allé</i> (I went, I did go, I have gone) and <i>Je faisais</i> (I did, I used to do, I was doing)</li> </ul>	<p>Reflect on and evaluate the use of linguistic features in French texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discuss how grammatical choices, words and images combine in a text to achieve specific intentions and effects</li> <li>• identify elements of different types of texts (<i>le courriel, la météo, les slogans</i>) and explain the relationship between the language, the structure used and the purpose of the text</li> <li>• evaluate how register in formality affects communication in professional contexts, by comparing the use of formal conventions in letters or emails in French and English, such as <i>Cher Mr Dupont</i> and <i>Salut Jean; Cordialement</i> and <i>A+</i></li> <li>• consider differences between verb tenses and moods</li> </ul>

## Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explain their own tastes, interests and language use that have been shaped by intercultural influences, such as social media, fusion food, and especially by learning French and about French beliefs and attitudes</li> <li>• explore how generalisations and stereotypes can affect communication and sense of identity</li> <li>• compare aspects of culture that affect communication and notice how their own culture impacts on language use</li> <li>• understand cultural expectations in language use based on age, cultural status and the purpose of the interaction, such as appropriate greetings (polite vs familiar forms, singular vs plural)</li> </ul>	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• shift from the use of <i>vous</i> to <i>tu</i> to signal a closer relationship and use of first name</li> <li>• compare own culture(s) to the cultures in French-speaking countries by looking at attitudes towards public holidays, leisure activities and the importance of sports</li> <li>• recognise how their own cultural etiquette may be interpreted when interacting with French people and notice their own body language and gestures, such as understanding the Australian tendency to be informal with people of all ages</li> <li>• examine how Aboriginal and Torres Strait Islander languages have strong connections to Country/Place and how these can be compared to language variations across French-speaking countries and regions, using an Aboriginal languages map of Australia and <i>carte des dialectes français</i></li> </ul>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reflect on the impact of regional and cultural diversity on French-speaking communities and how this is evident in expressions, such as <i>la France gastronomique: la choucroute alsacienne, la quiche lorraine, le bœuf bourguignon, la tapenade provençale</i></li> <li>• explain the multicultural differences and similarities in Australia and French-speaking countries and regions, such as religious beliefs, music styles, body art and fashion styles</li> <li>• compare and interpret gestures used in French, Australian English and other known languages, and incorporate some of them into their own language use</li> <li>• examine how Aboriginal and Torres Strait Islander languages have strong connections to Country/Place and how these can be compared to language variations across French-speaking countries and regions</li> </ul>	<p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reflect on and explain protocols required to authentically co-create an 'Acknowledgement of Country/Place' with an Aboriginal and/or Torres Strait Islander, to present in French to a group of French-speaking visitors at a school assembly</li> <li>• explore intercultural communication, considering how cultural ways of thinking and behaving affect attitudes, and influence other people's responses or interpretations, and how these responses change over time</li> <li>• reflect on how learning French has given them insight into the close connection between language and culture, and evaluate how their own assumptions have changed</li> </ul>