



FRENCH: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	<p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as <i>Bonjour Madame; Bonjour la classe; Ça va, Emilie ? Ça va bien, merci</i></p> <p>Introduce and share information about themselves, for example, <i>Comment t'appelles-tu ? Je m'appelle...; Tu as quel âge ? J'ai cinq ans/Cinq ans; Tu aimes ... ? Oui/non</i></p>	<p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, <i>Moi, j'ai six ans; Où habites-tu ? J'habite à Perth/à la campagne/en banlieue/en ville; J'aime le sport; Moi, je préfère le fromage; Tu as un stylo ? Oui, j'ai un stylo</i></p>	<p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, <i>Lundi, je mange une pomme; Mon anniversaire, c'est le trente mars; Bonne fête, Hafiz !; Joyeux Noël !; Aujourd'hui, il fait beau</i></p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, for example, <i>Bonjour, Madame Patou, comment allez-vous ?; Salut, Nicole, ça va ? Pas mal, et toi ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !</i></p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>J'arrive à l'école à 8h 30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages — mais mon ami adore la musique !</i></p>	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p>	<p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>Le soir, je fais les devoirs et je joue aux jeux vidéo ou je surfe sur Internet. Et toi ?; Qu'est-ce que tu fais le soir ?; Est-ce que tu veux aller au café ?; Quand il fait beau, je vais à la plage</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences such as <i>C'est mon frère — il est sympa !; Excuse-moi Sophie, mais...à mon avis; Je pense que...bien sûr...; Je ne suis pas d'accord...</i></p>

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	<p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs such as <i>Tourne petit moulin</i></p> <p>Respond to teacher talk and instruction, for example, <i>Lève-toi !; Regardez-moi !; Écoutez !; Doucement !</i></p>	<p>Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction, for example, <i>Monsieur, s'il vous plaît ?; Je ne comprends pas; Donne-moi le crayon; Voilà/voici...merci</i></p>	<p>Participate in guided group activities, simple tasks, transactions and games, taking turns, exchanging and negotiating, using simple language such as in the game <i>Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux tomates et trois carottes...</i></p> <p>Respond to teacher talk and instruction, for example, <i>C'est à toi ? Non, c'est à moi</i></p>	<p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p>	<p>Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using French, developing projects or budgeting for a shared event</p>
Informing	<p>Recognise pictures, symbols, key words and phrases of spoken and written French in rhymes, songs, labels and titles related to their personal worlds</p>	<p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p>	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>
	<p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p>	<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>
Creating	<p>Engage by listening to and viewing a range of short, imaginative texts and responding through</p>	<p>Participate in listening to and viewing a range of short, imaginative texts and responding through</p>	<p>Participate in listening to, viewing and reading a range of imaginative texts and responding</p>	<p>Participate in and respond to a range of imaginative texts, acting out events, identifying</p>	<p>Participate in and respond to a range of imaginative texts, discussing messages and</p>	<p>Share responses to characters, events and ideas in imaginative texts such as stories,</p>	<p>Share and compare responses to characters, events and ideas and identify cultural</p>

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	action, dance, singing, drawing, movement and other forms of expression	action, dance, singing, drawing and collaborative retelling	through action, performance, shared reading and collaborative retelling	and comparing favourite elements and making simple statements about characters or themes	using modelled language to make statements about characters or themes	dialogues, cartoons, television programs or films and make connections with their own experience and feelings	elements in a variety of imaginative texts
	Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression	Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language	Create stories and perform imaginative scenarios, through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language	Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports	Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language	Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
Translating	Share with others familiar French words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages	Share with others simple French expressions, sounds and gestures, name familiar objects and use French and/or English to conduct simple conversations	Translate for others what they can express in French, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages	Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous and The Very Hungry Caterpillar; La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from French to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

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Reflecting	Begin to notice how French feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in French that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking French	Recognise similarities and differences between aspects of French and Australian cultural practices and related language use	Notice what looks or feels similar or different to their own language and culture when interacting in French, for example, gestures such as <i>la bise</i> or pronunciation of some sounds	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Understanding							
Systems of language	Recognise and experiment with reproducing the common vowel sounds and rhythms of spoken French by singing, reciting and repeating words and phrases in context	Recognise and reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English Become familiar with the French alphabet, noticing similarities and differences to English, for example, <i>double-v</i> , <i>i-grec</i> and the possible confusion between <i>g</i> and <i>j</i>	Reproduce the sounds and rhythms of spoken French, noticing how they are represented in words and symbols and explaining similarities and differences to English Experiment with the pronunciation of vowel combinations <i>ou</i> , <i>eu</i> , <i>au</i> Recognise and begin to write high-frequency words and expressions in familiar contexts	Experiment with the pronunciation of common vowel sounds, for example, <i>ou</i> (<i>vous</i> , <i>jour</i>), <i>oi</i> (<i>toi</i> , <i>voiture</i>), <i>on</i> (<i>bonbon</i> , <i>mon</i>), <i>ai</i> (<i>aimer</i> , <i>j'ai</i>), <i>ain</i> (<i>train</i> , <i>demain</i>) and <i>eau</i> (<i>château</i> , <i>beau</i>), letter combinations and intonation patterns Recognise and write high-frequency words and expressions in familiar contexts	Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns Write high-frequency words and expressions in familiar contexts	Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu -é</i> and conveying meaning with pitch, stress and rhythm	Explain and apply features of intonation, pronunciation and writing conventions used in different contexts and types of texts
	Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including: <ul style="list-style-type: none"> becoming aware of grammatical gender, noticing and using masculine or 	Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including: <ul style="list-style-type: none"> becoming aware of the French subject-verb-object structure, for example, <i>J'aime le</i> 	Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including: <ul style="list-style-type: none"> understanding the French subject-verb-object structure for example, <i>Ma famille</i> 	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb 	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb 	Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb 	Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: <ul style="list-style-type: none"> using <i>je/tu/il/elle/on/nous/vous/ils/elles</i> + present tense

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	<p>feminine forms of nouns, for example, <i>le chien, la maison, le copain, la copine</i></p> <ul style="list-style-type: none"> noticing appropriate pronouns to identify people, for example, <i>Je m'appelle Adam, et toi ? C'est Adam ?</i> developing number knowledge for numbers 0–10 responding non-verbally to simple imperative verb forms, for example, <i>Lève-toi !; Regardez-moi !; Écoutez !; Doucement !</i> repeating simple questions and statements, for example, <i>Tu t'appelles comment ? C'est un poisson</i> 	<p><i>basket; Tu as un frère</i></p> <ul style="list-style-type: none"> becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, <i>le chien, la maison, le petit garçon, la petite fille, le copain, la copine</i> using appropriate pronouns to identify people, for example, <i>Je m'appelle Anne, et toi, tu t'appelles comment ? C'est elle ?</i> recognising and using some prepositions in simple sentence structures, for example, <i>C'est devant la maison; Je suis sous la chaise</i> developing number knowledge for numbers 0-31 responding to simple imperative verb forms, for example, <i>Viens ici !; Écoutez bien !</i> developing understanding of singular forms of common verbs in the present tense, for example, <i>Je suis</i> 	<p><i>est grande; Il a deux amies</i> and the different patterns of adjective-noun order with some common adjectives coming before and some coming after the noun, for example, <i>le grand chien; la jolie fille; le papillon rose</i></p> <ul style="list-style-type: none"> noticing definite and indefinite articles in singular or plural forms, for example, <i>la fille, le concert, les croissants; un chapeau, une chaise; des amis</i>, including the <i>l'</i> form for nouns beginning with a vowel or letter <i>h</i>, for example, <i>l'hiver, l'école</i> recognising and using some prepositions in simple sentence structures, for example, <i>Elle est devant la maison; Je suis sous la chaise</i> developing number knowledge for ordinal numbers, for example, <i>premier, deuxième</i> developing language related to time (hour), months of year and days of 	<p>endings, using <i>je/tu/il/elle</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe</i></p> <ul style="list-style-type: none"> understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, <i>J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie</i> using an increasing range of adjectives, for example, <i>bizarre, magnifique, formidable</i>, including additional gender forms, for example, <i>blanc/blanche, gros/grosse</i> developing number knowledge for numbers 0-100 <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p>	<p>endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il se lève à sept heures; Je vais à l'école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30</i></p> <ul style="list-style-type: none"> expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i> using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i> using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i> <p>Begin to develop a metalanguage in French</p>	<p>endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, -er, -ir and -re verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i></p> <ul style="list-style-type: none"> formulating questions using <i>Est-ce que... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez-toi ?; As-tu une piscine chez-toi ?; Tu as une piscine chez-toi ?</i> understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Allons-y !; Commence !; Écoutez !</i> using additional prepositions to indicate direction or location, for example, <i>à gauche, à droite, à côté de...</i> <p>Build a metalanguage in French to comment on vocabulary and grammar,</p>	<p>of regular -er, -ir and -re verbs and of high-frequency irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i></p> <ul style="list-style-type: none"> using the indicative plus the infinitive, for example, <i>J'aime jouer au tennis; Ils vont faire du surf</i> and <i>le futur proche</i>, for example, <i>Je vais partir</i> becoming familiar with <i>le passé composé</i>, for example, <i>J'ai mangé trois biscuits; Elle a dormi sous les étoiles</i> formulating questions using <i>Est-ce que... ?</i> and experimenting with inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i> understanding and using negative constructions, for example, <i>Tu ne viens pas au cinéma ?</i> and including the use of <i>de</i> after a negative verb form, for

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		<p><i>Paul</i> and some forms of irregular verbs such as <i>aller</i>, <i>venir</i> and <i>faire</i></p> <ul style="list-style-type: none"> noticing and using simple questions and statements, for example, <i>Qu'est-ce que c'est ?</i>; <i>Qui est-ce ? Tu t'appelles comment ?</i>; <i>C'est un poisson</i>; <i>Je préfère les fraises</i> 	<p>week, for example, <i>Il est dix heures</i>; <i>Mardi je vais à l'école</i>; <i>C'est le vingt mars</i></p> <ul style="list-style-type: none"> using singular forms of common verbs in the present tense, for example, <i>Je suis chinois</i>; <i>Tu as trois frères</i>; <i>Il aime le football</i>; <i>Papa est grand</i> and some forms of irregular verbs such as <i>aller</i>, <i>venir</i> and <i>faire</i> using simple questions and statements, for example, <i>Qu'est-ce que c'est ?</i>; <i>Qui est-ce ?</i> 		<p>for talking about language, using terms similar to those used in English</p>	<p>describe patterns, grammatical rules and variations in language structures</p>	<p>example, <i>Je n'ai pas de photos</i></p> <ul style="list-style-type: none"> using exclamations to indicate agreement, disagreement, intention or understanding, for example, <i>D'accord !</i>; <i>Mais non !</i>; <i>Bien sûr !</i>; <i>Voilà !</i> <p>Build a metalanguage in French to describe patterns, grammatical rules and variations in language structures</p>
	<p>Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal</p>	<p>Understand that language is organised as 'text' and that different types of texts have different features</p>	<p>Understand that language is organised as 'text', that takes different forms and uses different structures and features to achieve its purpose</p>	<p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts</p>	<p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>	<p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<p>Understand how French texts use language in ways that create different effects and suit different audiences</p>
<p>Language variation and change</p>	<p>Recognise that in French, as in English and other languages, there are different ways of greeting and interacting with people, for example, <i>Bonjour Madame, comment ça va ?</i></p>	<p>Recognise that French speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, <i>Un bisou, Papa ! Je t'aime, ma puce !</i></p>	<p>Understand that French speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, <i>Pardon, Monsieur Falcon</i>; <i>Je suis désolé...</i></p>	<p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p>	<p>Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning</p>	<p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p>Understand that the French language is used differently in different contexts and situations</p>

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Role of language and culture	Recognise that French is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including French and that French and English borrow words and expressions from each other	Recognise that all languages, including French, change continuously over time through contact with each other and through changes in society	Notice differences between French, Australian and other cultures' practices and how these are reflected in language	Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others	Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge Understand that language and culture are integral to the nature of identity and communication

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Communicating				
Socialising	Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Ma sœur m’ennuie parce que...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés; Ce que je déteste/j’adore, c’est la musique/l’informatique /les maths; S’il faut redoubler... !</i>	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, <i>Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitent à Paris; Etes-vous parti(e) en voyage cet été ? Je suis allé(e) à Margaret River, puis je suis parti(e) pour Albany; Que faites-vous pour célébrer le réveillon du Jour de l’An ? Eh bien, nous nous réunissons avec nos amis et la famille pour le dîner. Cette année, nous avons joué des jeux de cartes jusqu’à minuit avant de sortir sur le balcon pour regarder les feux d’artifice</i>	Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Quand j’avais dix ans...; Maintenant...; À l’avenir...; C’est bien/dûr d’être ado car...; À mon avis...; À ton avis ?; Si tu me demandes...; Je ne suis pas d’accord du tout</i>	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues, for example, <i>la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur</i> Express feelings and justify opinions, for example, <i>C’est comment pour toi ?; C’est difficile pour vous d’apprendre le français ? Moi, je trouve que...; Que peut-on faire pour maintenir la santé de la terre ?; Qu’est-ce que vous étudierez l’année prochaine et pourquoi ?</i>
	Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a <i>vide-grenier</i> or <i>marché aux puces</i> , considering options, negotiating arrangements and participating in transactions	Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year’s Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services	Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers	Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience	Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented
	Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of	Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive	Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation	Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit

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	Year 7	Year 8	Year 9	Year 10
	presentation to suit different audiences and contexts	and expressive language to compare perspectives and experiences		different audiences or to achieve different purposes
Creating	Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in own language and culture	Discuss how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience	Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
	Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, <i>les chants d'amours, les virelangues, les récits de guerre, le rap, le rock</i>	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience
Translating	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and/or interpret texts including those that use language with colloquial or cultural associations and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular French expressions and idioms such as <i>Être bien dans sa peau; Dans son assiette; Avoir le cafard; Revenons à nos moutons</i> , can create confusion when translated literally
Reflecting	Interact and engage with members of the French-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events	Participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses	Monitor language choices when using French, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives	Reflect on the experience of learning and using French, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
	Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Explore and express own cultural identity and ability to act as a cultural mediator between French speakers and Australians

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Understanding				
Systems of language	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul; Ça suffit !; Quoi encore;</i> or sounds and facial expressions such as <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they combine to make or to change meaning</p>	<p>Increase control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents</p>	<p>Increase control of regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest</p>
	<p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> using reflexive verbs in <i>le présent</i> increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i> extending use of <i>l'impératif</i> and <i>le futur proche</i> using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois...; C'était...; Je suis allé au cinéma. C'était amusant</i> extending use of interrogative questions using <i>Est-ce que...</i> and with inverted form of the verb or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i> extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que...</i> using comparatives such as <i>plus...que, moins...que, aussi...que</i> + adjective, for example, <i>J'aime le français plus que les maths car c'est plus intéressant</i> 	<p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> increasing control of the conjugation of regular verbs in <i>le présent, le passé composé, l'imparfait</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i>, for example, <i>Je suis allée en France pour rendre visite à ma famille française</i> using <i>le passé composé</i>, recognising verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i> understanding the form and function of reflexive verbs, for example, <i>Il se lève très tard; Nous nous promenons chaque soir; Je veux m'asseoir à côté de toi</i> recognising and using idiomatic expressions such as those using <i>avoir</i>, for example, <i>avoir soif, avoir sommeil, avoir peur</i> extending use of <i>l'impératif</i> and <i>le futur proche</i> extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que</i> understanding how to use modal verb forms to express possibility, obligation and ability, for example, <i>Je peux m'imaginer...; Il doit partir demain... and</i> 	<p>Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> understanding the function of verb tenses to situate events in time, for example, <i>Ils vont partir demain matin; Je suis allée en France quand j'avais six ans</i> and to express intention or desire, for example, <i>Je voudrais bien aller à Tunis avec toi l'année prochaine !</i> recognising variations in conjugation for verbs such as <i>nettoyer, envoyer, essayer, appeler, acheter, manger</i>, for example, <i>nous mangeons, j'essaie</i> consolidating the use of <i>le passé composé</i>, using verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i> using <i>l'imparfait</i> to distinguish between a completed and a continuing action in the past, for example, <i>Nous étions déjà au lit quand Papa a téléphoné</i> understanding the function of the reflexive pronoun and practising using the reflexive verb structure, for example, <i>Je me suis levée à sept heures; Je me suis entraînée...</i> understanding the function and use of relative pronouns such as <i>qui, que, dont</i> 	<p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example, an imperative verb mood can indicate authority or enthusiasm such as <i>Arrêtez !; Allons-y !; Donnez-moi votre billet, Mademoiselle;</i> shifting from the use of <i>vous</i> to <i>tu</i> can signal a more informal, friendly relationship exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, <i>C'est un bon à rien/C'est un brave jeune homme; Ce sont des illégaux/Ce sont des réfugiés</i> using <i>le présent, l'impératif, le futur proche, le passé composé</i> and <i>l'imparfait</i> understanding and using in simple constructions <i>le futur</i> and <i>le conditionnel</i> understanding that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb <i>avoir</i>, for example, <i>J'ai acheté une tartelette aux fraises — je l'ai mangée trop vite !</i> understanding and using infinitive verb forms and phrasal verbs such as <i>avoir besoin de faire quelque chose; commencer à faire...</i>

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	Continue to build a metalanguage to describe grammatical concepts and to organise learning resources	<p>impersonal expressions such as <i>il faut...</i> and <i>on...</i></p> <ul style="list-style-type: none"> learning to use direct object pronouns in conjunction with the present tense, for example, <i>Je t'écoute, elle les mange tous les jours !</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	Further develop a metalanguage to discuss and explain grammatical forms and functions	<ul style="list-style-type: none"> using relative, emphatic and direct/indirect object pronouns, for example, <i>qui, que, elle, eux, lui, leur, le, la, les</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>
	Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	Examine the interrelationship between different text types, language choices, audience, context and purpose	Analyse how different types of text incorporate cultural and contextual elements
Language variation and change	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Analyse how and why language is used differently in different contexts and relationships	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
	Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted	Investigate the nature and extent of French language use in both Australian and global contexts	Explore changes to both French and Australian English and identify reasons for these changes such as media and new technologies, popular culture and intercultural exchange	Explain how French language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices
Role of language and culture	Understand that language use reflects cultural expression, assumptions and perspectives	Reflect on different aspects of the cultural dimension of learning and using French and consider how this might be interpreted and responded to by members of the community	Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation	Understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time