

Year 1 Syllabus

Year Level Description

Year 1 French: Second Language builds on the skills, knowledge and understanding required by students to communicate in the French language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the French language and culture is from their school learning environment.

Students communicate in French, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in French. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the French language, recognising and reproducing the sounds and rhythms of spoken French and become familiar with the French alphabet, noticing similarities and differences to English. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students 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. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and

others' languages and cultures.

Students learn French in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

Communicating

SOCIALISING

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, *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*

[\(ACLFRC001\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in guided group activities, using simple repetitive

Understanding

SYSTEMS OF LANGUAGE

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, double-v, i-grec and the possible confusion between g and j

[\(ACLF RU012\)](#)

 Literacy

 Critical and creative thinking

Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:


- becoming aware of the French


language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning

[\(ACLFRC002\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Respond to teacher talk and instruction, for example, Monsieur, s'il vous plaît?; Je ne comprends pas; Donne-moi le crayon; Voilà/voici...merci

[\(ACLFRC003\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related

subject-verb-object structure, for example, J'aime le basket; Tu as un frère

- becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, le chien, la maison, le petit garçon, la petite fille, le copain, la copine
- using appropriate pronouns to identify people, for example, Je m'appelle Anne, et toi, tu t'appelles comment ?; C'est elle ?
- recognising and using some prepositions in simple sentence structures, for example, C'est devant la maison ; Je suis sous la chaise
- developing number knowledge for numbers 0–31
- responding to simple imperative

to their personal worlds

[\(ACLFRC004\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

[\(ACLFRC005\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling

[\(ACLFRC006\)](#)

 Literacy

verb forms, for example, Viens

ici !; Écoutez bien !

- developing understanding of singular forms of common verbs in the present tense, for example, Je suis Paul and some forms of irregular verbs such as aller, venir and faire
- noticing and using simple questions and statements, for example, Qu'est-ce que c'est ?; Qui est-ce ?; Tu t'appelles comment ?; C'est un poisson; Je préfère les fraises

[\(ACLF RU013\)](#)

 Literacy




 Numeracy

 Critical and creative thinking

Understand that language is organised as 'text' and that different types of texts have different features






[\(ACLF RU014\)](#)

 Literacy

-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

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




[\(ACLFRC007\)](#)


-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding


TRANSLATING

Share with others simple French expressions, sounds and gestures, name familiar objects and use French and/or English to conduct simple conversations

[\(ACLFRC008\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability





-  Information and Communication Technology (ICT) capability

-  Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

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, Un bisou, Papa ! Je t'aime, ma puce !




[\(ACLFRC015\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

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

[\(ACLFRC016\)](#) [\(ACLFRC017\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability

REFLECTING

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

[\(ACLFRC010\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students interact in French with their teacher and each other through guided group activities, classroom instructions and routines to provide information about themselves, their age and where they live, and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as *Où habites-tu ? J'habite à Perth en ville*. Students locate most key words and information in simple spoken and written texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms

of expression and well-rehearsed modelled language. When translating, they use French and/or English to share with others simple French expressions, sounds and gestures and to name some familiar objects. Students talk about how voice, behaviour and body language may change when speaking French.

Students become familiar with the systems of the French language, recognising and reproducing the sounds and rhythms of spoken French with a satisfactory level of accuracy. They identify most similarities and differences in pronunciation to English, and explain that French uses the same alphabet when written. They use words and expressions to convey factual information at word and simple sentence level, and use some first elements of grammar to write simple texts, such as lists, labels and captions with a satisfactory level of accuracy. Students begin to use the French subject-verb-object structure, such as *J'aime le basket*, grammatical gender and masculine or feminine forms of nouns and adjectives, such as *le petit garçon* and *la petite fille*. They use appropriate pronouns to identify people and use some prepositions in simple sentence structures. Students develop number knowledge for numbers 0–31 and respond to simple imperative verb forms, such as *Écoutez bien !*, simple questions and statements. They begin to use singular forms of common verbs in the present tense and some forms of irregular verbs, such as *aller*, *venir* and *faire*. They make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that French speakers use language differently in different situations and usually act accordingly. Students recognise that French is one of the many languages spoken in Australia, and identify some words and expressions that French and English borrow from each other.

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