

Year 2 Syllabus

Year Level Description

Year 2 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in French, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns, exchanging and negotiating, or respond to teacher talk and instruction in French. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, experimenting with the pronunciation of vowel combinations and explaining similarities and differences to English. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar such as the French subject-verb-object structure, to generate language for a range of purposeful interactions.

In Year 2 students recognise that all languages, including French, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of French and Australian cultural practices and related language use.





Students learn French in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Communicating

SOCIALISING

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, Lundi, je mange une pomme; Mon anniversaire, c'est le trente mars; Bonne fête, Hafiz !; Joyeux Noël !; Aujourd'hui, il fait beau

[\(ACLFRC001\)](#)

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



Participate in guided group activities, simple tasks,

Understanding

SYSTEMS OF LANGUAGE


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 ou, eu, au
[\(ACLF RU012\)](#)

-  Literacy
-  Critical and creative thinking

Recognise and begin to write high-frequency words and expressions in familiar contexts

[\(ACLF RU030\)](#)

-  Literacy
-  Critical and creative thinking

Notice and use context-related


transactions and games, taking turns, exchanging and negotiating, using simple language such as in the game Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes...

[\(ACLFRC002\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


Respond to teacher talk and instruction, for example, C'est à toi ? Non, c'est à moi

[\(ACLFRC001\)](#) [\(ACLFRC003\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING


Identify specific points of information from familiar types of simple spoken, written or digital

vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:

- understanding the French subject-verb-object structure, for example, Ma famille est grande; Il a deux amies and the different patterns of adjective-noun order with some common adjectives coming before and some coming after the noun, for example, le grand chien; la jolie fille; le papillon rose
- noticing definite and indefinite articles in singular or plural forms, for example, la fille, le concert, les croissants; un chapeau, une chaise; des amis, including the l' form for nouns beginning with a vowel or letter h, for example, l'hiver, l'école
- recognising and using some prepositions in simple sentence structures, for example, Elle est

texts to complete guided tasks related 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 familiar words and phrases, simple statements and modelled language
[\(ACLFRC005\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling
[\(ACLFRC006\)](#)

 Literacy

devant la maison, Je suis sous la chaise




- developing number knowledge for ordinal numbers, for example, premier, deuxième
- developing language related to time (hour), months of year and days of week, for example, Il est dix heures; Mardi je vais à l'école; C'est le vingt mars
- using singular forms of common verbs in the present tense, for example, Je suis chinois; Tu as trois frères; Il aime le football; Papa est grand, and some forms of irregular verbs such as aller, venir and faire
- using simple questions and statements, for example, Qu'est-ce que c'est ?; Qui est-ce ?

[\(ACLFRC013\)](#)

 Literacy






 Numeracy

 Critical and creative thinking

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

Create stories and perform imaginative scenarios, through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language



[\(ACLFRC007\)](#)

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

TRANSLATING




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

[\(ACLFRC008\)](#)

-  Literacy
-  Critical and creative thinking

Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose





[\(ACLFRU014\)](#)

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking

LANGUAGE VARIATION AND CHANGE


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, Pardon, Monsieur Falcon; Je suis désolé...

[\(ACLFRU015\)](#)

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

ROLE OF LANGUAGE AND CULTURE

Recognise that all languages, including French, continuously


 Personal and social capability

 Intercultural understanding

REFLECTING

Recognise similarities and differences between aspects of French and Australian cultural practices and related language use
[\(ACLFRC010\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

change over time through contact with each other and through changes in society

[\(ACLF RU016\)](#) [\(ACLF RU017\)](#)

 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 routine exchanges, guided group activities, instructions and transactions, to share information about how they are, offer wishes and talk about events in the day and over the year. They use simple descriptive or expressive modelled language and gestures, such as *Aujourd'hui, il fait beau*. Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of familiar words and phrases, simple statements and modelled language, to convey factual information about their personal worlds. They listen to, view and read a range of imaginative texts and respond using simple verbal and non-verbal forms of expression and some modelled language. They create stories with some guidance and perform imaginative scenarios, using familiar words

and modelled language. They translate for others some of what they can express in French, and state how meanings are similar or different in English. Students identify some similarities and differences between cultural practices and related language use of French-speaking communities and Australia.

Students become familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, and the pronunciation of vowel sounds *ou*, *eu* and *au* with a satisfactory level of accuracy. They use words and expressions to convey factual information at word and simple sentence level, and some first elements of grammar to write simple texts, such as lists, captions and descriptions with a satisfactory level of accuracy. Students use the French subject-verb-object structure and the different patterns of adjective-noun order, such as *le grand chien* and *la jolie fille*. They begin to use definite and indefinite articles in singular or plural forms and some prepositions in simple sentence structures, such as *Elle est devant la maison*. They develop number knowledge for ordinal numbers and time words associated with months of year and days of week, to talk and write about events in their personal worlds. They use singular forms of common verbs in the present tense, such as *Il aime le football* and some forms of irregular verbs, such as *aller*, *venir* and *faire*. They use simple questions and statements, such as *Qu'est-ce que c'est ?* They identify some different forms of texts that use different structures and features to achieve their purpose. Students identify some ways that French speakers use language differently in different situations, and between different people, and some ways that the French language has changed over time through its contact with other languages and changes in society.

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