

# Year 3 Syllabus

## Year Level Description

Year 3 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in French, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the French language, experimenting with the pronunciation of common vowel sounds letter combinations and intonation patterns. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions such as the relationship between subject pronouns and verb endings and an increasing range of adjectives. They begin to develop a metalanguage in French for talking about language, using terms

similar to those used in English.

Students are encouraged to describe their French learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use French as much as possible for classroom routines, social interactions and for learning tasks.

---

## Communicating

### SOCIALISING

---

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, 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 !

Participate in routine exchanges such as asking each other how they are and offering wishes, for example, Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame

## Understanding

### SYSTEMS OF LANGUAGE

---

Experiment with the pronunciation of common vowel sounds, for example, ou (vous, jour), oi (toi, voiture), on (bonbon, mon), ai (aimer, j'ai), ain (train, demain) and eau (château, beau), letter combinations and intonation patterns

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

[\(ACLF RU030\)](#)

 Literacy

 Critical and creative thinking

Patou, comment allez-vous ?;  
Bonne nuit, Papa !; Bonjour  
Messieurs; A demain,  
Mademoiselle; A bientôt !; Bon  
courage !

[\(ACLFRC019\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in class experiences,  
activities and everyday  
transactions that involve following  
instructions, asking questions and  
making statements, asking for help  
and permission

[\(ACLFRC020\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

## INFORMING

---

Locate specific points of  
information in a range of short

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:

- observing the relationship  
between subject pronouns and  
verb endings, using je/tu/il/elle +  
present tense of verbs  
associated with familiar actions  
and environments, for example,  
Il chante bien; Je suis fatigué; Tu  
aimes le yaourt; Elle est en  
classe
- understanding the difference  
between definite and indefinite  
articles and how to refer to a  
specific or unspecific person,  
place or object, for example,  
J'aime la musique; Le chien est  
brun; J'ai un frère; Il a une amie
- using an increasing range of  
adjectives, for example, bizarre,  
magnifique, formidable,  
including additional gender

written, spoken, multimodal and digital texts related to their personal worlds

[\(ACLFRC022\)](#)


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

[\(ACLFRC023\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

---

Participate in and respond to a range of imaginative texts, acting

forms, for example,

blanc/blanche, gros/grosse

- developing number knowledge for numbers

0–100

Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English

[\(ACLFPU031\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts

[\(ACLFPU032\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking





## LANGUAGE VARIATION AND CHANGE

---

Understand and demonstrate how language use varies according to





out events, identifying and comparing favourite elements and making simple statements about characters or themes

[\(ACLFRC024\)](#)

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

Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports

[\(ACLFRC025\)](#)

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

## TRANSLATING





---

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

[\(ACLFRC026\)](#)

the participants' age, gender and relationship and the context of use

[\(ACLFRC033\)](#)






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





## ROLE OF LANGUAGE AND CULTURE

---

Notice differences between French, Australian and other cultures' practices and how these are reflected in language

[\(ACLFRC018\)](#)

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





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

## REFLECTING

---

Notice what looks or feels similar or different to their own language and culture when interacting in French, for example, gestures such as la bise or pronunciation of some sounds

[\(ACLFRC028\)](#)

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

## Achievement standard

At standard, students interact and socialise in French with their teacher and each other through class experiences, activities and everyday transactions, to exchange information about friends and family members. They use simple descriptive or expressive modelled language and gestures to provide information, ask questions and make statements, such as Salut, Nicole, ça va ?, Mon amie Julie est très jolie ! and J'ai deux sœurs et j'ai un frère. They locate specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple

statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students use some modelled strategies to translate, with a satisfactory level of accuracy, familiar words and most expressions in simple texts. When interacting in French, students identify similarities or differences between French and their own language and culture.

Students become familiar with the systems of the French language, reproducing common vowel sounds, letter combinations ou, oi, on, ai, ain and eau, and intonation patterns. They write words, expressions and short texts, such as descriptions or simple narratives using vocabulary and applying elements of grammar with a satisfactory level of accuracy. They use je/tu/il/elle + present tense of verbs and apply the relationship between subject pronouns and verb endings, such as Je suis fatigued. They distinguish between definite and indefinite articles and are able to refer to a specific or unspecific person, place or object, such as Il a une amie and Le chien est brun. They use an increasing range of adjectives, such as magnifique and formidable and develop their number knowledge from 0-100. They begin to describe their French learning experiences and use terms, such as verb, adjective and gender, to talk about language and learning. They apply some of the language features and textual conventions in simple, familiar texts. Students show how the French language may need to be adjusted to suit different situations and relationships. They identify the differences between French, Australian and other cultures' practices and how these are reflected in language.

## **Year Level Description**

Year 3 French: Second Language builds on the skills, knowledge and

understanding required to communicate in the French language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in French, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the French language, experimenting with the pronunciation of common vowel sounds letter combinations and intonation patterns. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions such as the relationship between subject pronouns and verb endings and an increasing range of adjectives. They begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.

Students are encouraged to describe their French learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.



In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use French as much as possible for classroom routines, social interactions and for learning tasks.