

Year 6 Syllabus

Year Level Description

Year 6 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the French language and culture and their own.

Students communicate in French, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using French. They 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 and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the French language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as using the present tense and becoming familiar with le passé composé to generate

language for a range of purposes. Students begin to build a metalanguage in French to describe patterns, grammatical rules and variations in language structures.

Students understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and French. They are encouraged to use French as much as possible for interactions, structured learning tasks and language experimentation and practice.

Communicating

SOCIALISING

Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *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*

Participate in routine exchanges to express feelings, opinions and personal preferences such as *C'est mon frère – il est sympa !; Excuse-*

Understanding

SYSTEMS OF LANGUAGE

Explain and apply features of intonation, pronunciation and writing conventions used in different contexts and types of texts

[\(ACLF048\)](#)

 Literacy


 Critical and creative thinking

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to

moi Sophie, mais...à mon avis; Je pense que...bien sûr...; Je ne suis pas d'accord...

[\(ACLFRC037\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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

[\(ACLFRC038\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING


Gather, compare and respond to information and supporting details from a range of written, spoken,

generate language for a range of purposes, including:


- using
je/tu/il/elle/on/nous/vous/ils/elles
+ present tense of regular -er, -ir and -re verbs and of high-frequency irregular verbs such as avoir, être, aller and faire
- using the indicative + the infinitive, for example, J'aime jouer au tennis; Ils vont faire du surf and le futur proche, for example, Je vais partir
- becoming familiar with le passé composé, for example, J'ai mangé trois biscuits; Elle a dormi sous les étoiles
- formulating questions using Est-ce que... ? and experimenting with inverted form of the verb, or changed intonation, for example, Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?

digital and multimodal texts related to their personal and social worlds
[\(ACLFRC040\)](#)

 Literacy

 Information and Communication Technology (ICT) capability


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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
[\(ACLFRC041\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Share and compare responses to characters, events and ideas and identify cultural elements in a

- understanding and using negative constructions, for example, Tu ne viens pas au cinéma ?, and including the use of de after a negative verb form, for example, Je n'ai pas de photos
- using exclamations to indicate agreement, disagreement, intention or understanding, for example, D'accord !; Mais non !; Bien sûr !; Voilà !

Build a metalanguage in French to describe patterns, grammatical rules and variations in language structures

[\(ACLFRC049\)](#)

 Literacy

 Critical and creative thinking

Understand how French texts use language in ways that create different effects and suit different audiences

[\(ACLFRC050\)](#)


 Literacy

variety of imaginative texts

[\(ACLFRC042\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

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

[\(ACLFRC043\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

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

 Critical and creative thinking


LANGUAGE VARIATION AND CHANGE

Understand that the French language is used differently in different contexts and situations

[\(ACLFRF051\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

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

[\(ACLFRF052\)](#) [\(ACLFRF054\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

[\(ACLFRC044\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


REFLECTING

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

[\(ACLFRC046\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Intercultural understanding

Achievement standard

At standard, students initiate, with guidance, interactions in French with others through collaborative tasks, class experiences, activities and

transactions to exchange information and relate experiences about free time. They use mostly descriptive and expressive language to express feelings, opinions and personal preferences, such as *C'est mon frère – il est sympa !* and *Excuse-moi Sophie, mais ... à mon avis ...*. Students 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. They gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey simple information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare with some guidance, responses to characters, events and ideas and identify several cultural elements in a variety of imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They translate short texts from French to English and vice versa, explaining or providing a description, with guidance, to some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the French language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy. Students use *je/tu/il/elle/on/nous/vous/ils/elles* + present tense of regular -er, -ir and -re verbs and of high-frequency irregular verbs. They use the indicative plus the infinitive, such as *Ils vont faire du surf*, le futur proche, such as *Je vais partir* and become familiar with le passé composé. They formulate questions

using Est-ce que ... ? and experiment with the inverted form of the verb, or changed intonation. Students use negative constructions, and include the use of de after a negative verb form. They use exclamations to indicate agreement, disagreement, intention or understanding. Students describe, with guidance, how the French language works, describing patterns, grammatical rules and variations in language structures. They discuss how French texts use language in ways that create different effects and suit different audiences, and explain how the French language is used differently in different contexts and situations. Students discuss how the French language is constantly changing due to contact with other languages and the impact of new technologies and knowledge, and explain how language and culture are integral to the nature of identity and communication.

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