

## F-10 Australian Curriculum: Languages – French – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family	Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds	Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy	Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating	Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers
		Taking action	Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions	Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items	Participate in guided tasks such as organising displays, developing projects or budgeting for events	Engage in tasks and activities that involve negotiation and problem-solving	Engage in shared activities such as planning and managing events, exchanging resources and information
		Building language for classroom interaction	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions	Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention	Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning	Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions	Compare and reflect on the experience of learning and using French

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Identify key points of information in simple texts	Locate specific points of information in different types of texts relating to social and natural worlds	Gather and compare information from a range of sources relating to social and cultural worlds	Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues	Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented
		Conveying and presenting information	Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials	Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts	Convey information and ideas in different formats to suit specific audiences and contexts]	Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with a range of imaginative texts through action, dance, drawing and other forms of expression	Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes.	Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings	Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audience	Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
		Creating and expressing imaginative experience	Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression	Create short imaginative texts that allow for exploration and enjoyment of language	Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts	Create simple songs, plays or stories to entertain others, involving imagined contexts and characters	Create imaginative texts involving moods and effects designed to engage different audiences

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and interpreting	Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings 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 simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation	Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture	Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another
		Creating and using bilingual resources	Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards	Create bilingual versions of texts such as picture dictionaries, action games or captions for images	Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks	Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language	Create glossaries to interpret cultural aspects of contemporary and traditional French texts
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the experience of intercultural communication	Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words	Notice what looks or feels similar or different to own language and culture when interacting in French	Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use	Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions	Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making
		Reflecting on identity and intercultural communication	Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures	Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people	Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios	Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication	Reflect on own cultural identity and how it shapes personal ways of communicating and thinking

### Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols	Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts	Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts	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	Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression
		Grammatical and vocabulary knowledge	Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions	Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts	Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations	Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities	Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning
		Text structure and organisation	Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes	Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English.	Understand how different French texts use language in ways that create different effects and suit different audiences	Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction	Analyse how different types of text incorporate cultural and contextual elements

### Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Language variation in practice	Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom	Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning	Understand that language is used differently in different contexts and situations	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Analyse and explain how and why language is used differently in different contexts and relationships
		Language change	Understand that all languages continuously change through contact with each other and through changes in society	Understand that languages change over time and influence each other, and that French has influenced many languages, including English	Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge	Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted	Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange
		The nature, function and power of language	Recognise that Australia is a multilingual society with speakers of many different languages, including French	Know 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	Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world	Investigate the nature and extent of French language use in both Australian and global contexts	Identify examples of French language used to influence social and cultural relationships and practices
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language culture and communication	Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Notice differences between French, Australian and other cultures' practices and how these are reflected in language	Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others	Reflect on different aspects of the cultural dimension of learning and using French	Understand that language and culture are interrelated, that they shape and are shaped by each other

## F-10 Australian Curriculum: Languages – French – Year 7–10 (Year 7 Entry) Sequence

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes	Socialise and exchange views on local and global issues
		Taking action	Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating	Participate in collaborative projects that make connections between French language and culture and other curriculum areas
		Building language for classroom interaction	Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission	Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Locate factual information from a range of texts and resources and use the information in new ways	Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas
		Conveying and presenting information	Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms	Convey information on selected topics using different modes of presentation to suit different audiences
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects	Respond to a range of traditional and contemporary texts, and compare themes and language style
		Creating and expressing imaginative experience	Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences	Create imaginative texts to entertain, convey ideas and express emotions

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and interpreting	Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not	Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another
		Creating and using bilingual resources	Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated	Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the experience of intercultural communication	Engage with French speakers and resources, noticing how interaction involves culture as well as language	Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making
		Reflecting on identity and intercultural communication	Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity	Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking

### Understanding

#### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation	Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways
		Grammatical and vocabulary knowledge	Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs	Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense
		Text structure and organisation	Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English	Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Language variation in practice	Recognise that French language use varies according to context, situation and relationship	Recognise that French is used in varying ways to achieve different purposes
		Language change	Understand the dynamic nature of French and other languages	Examine the nature of language change in response to changing cultural conditions
		The nature, function and power of language	Recognise that French is both a local and a global language	Understand the symbolic nature of language in local and global contexts
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	Language culture and communication	Explore the relationship between language and culture	Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs