## Communicating

Socialising

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 guided group activities using simple repetitive language in songs, rhymes, games and transactions
Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions
Informing
Identify key points of information in simple texts
Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials
Creating
ngage with a range of imaginative texts through action, dance, drawing and other forms of xpression
Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression
Translating
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
Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards
Reflecting
Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words
Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures

## Understanding

Systems of language
Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produce Recognise and reproduce the sounds and rhythms of
and how they are represented in words and symbols

Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions
Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes
Language variation and change
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 all languages continuously change through contact with each other and through changes in society
Recognise that Australia is a multilingual society with speakers of many different languages, including French
Role of language and culture
Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them

Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds

Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items
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

Locate specific points of information in different types of texts relating to social and natural worlds
Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts

Iteract using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy

Participate in guided tasks such as organising displays, developing projects or budgeting for events
Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning

Gather and compare information from a range of sources relating to social and cultural worlds Convey information and ideas in different formats to suit specific audiences and contexts

Participate in interactive stories and performances, acting out responses, identifying favourit elements, and making simple statements about characters or themes
Create short imaginative texts that allow for exploration and enjoyment of language

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
Create bilingual versions of texts such as picture dictionaries, action games or captions for images

Notice what looks or feels similar or different to own language and culture when interacting in French
Explore their own sense of identity, including elements such as family, friends and interests, and ways ox using language with different people

Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feeling
Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation
Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks

Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use
Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts

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
Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English

Understand that different ways of using French reflect different regions and countries, differen relationships and different ways of making meaning

Understand that languages change over time and influence each other, and that French has influenced many languages, including English
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

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

Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts
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 exclamation
Understand how different French texts use language in ways that create different effects and suit different audiences

Understand that language is used differently in different contexts and situations

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 there are different forms of spoken and written French used in different context within France and in other regions of the world

Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others

## chievement Standar

the end of Level 2 , students interact with teachers and each other through action-related talk and play. They exchange greetings such as Bonjour! Comment ca va? Trìs bien merci and respond to question cues with single words or set phrases: Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci. They choose between options when responding to questions such as Tu veux rouge ou le bleu? They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They mimic French pronunciation,
approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making tatements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, repositions and simple present tense forms of regular verbs.
Students recognise that French sounds different to English but that it uses the same alphabet when written. They recognise that some words are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They recognise that language is used differently in different situations and between different people. They identify differences and similarities between their own and other's languages and cultures.

By the end of Level 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instruction and information express positive que c'est? and Qu'est-ce que tu fais? They shar' sin pas la pluie) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (Je suis australien et italien; J'habite à Brisbane; Je vais partir demain). They approximate the sound hyythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, ammiliar vocabulary and language features. hey use modelled sentence structures to compose short original texts such as descripions, caption or simple narratives, using conjunctions such as et and mais, and prepostions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (une petite maison, les grands chiens).
Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure many shared words) and different in other ways (use of titles, gestures, some new sounds such as and $u$, gender forms). They recognise that languages change over time and influence each other. They identify French words used in English (menu, mousse) and English words used in French (le and relationhips (for example formal and informal language different text types). They uld French hi is own rules for pronuciation, non-verbal comunication and rama. They use erms such as verb, adjective and gender for taking about language and learning Students understand that languages are connected with cultures, and that the French language, like the reflects ways of behaving and thinking as well as ways of using language.

By the end of Level 6 , students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (Est-ce que je peux ? Tu peux ?) using appropriate pronunciation intonation and non-verbal communication strategies. They recognise appropriate forms of address for different audiences, using tu forms with friends and family member and using vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices They create connected texts such as descriptions, conversations and picture books, using structured models and processes of dratiting and re-drating. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (et, mais, parce que, plus tard, maintenant), positive and negative statements (j'ai trois amis, je n'ai plus d'amis), and adverbs such as (très, aussi, beaucoup, un peu and lentement). The recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passe composé ('jai + regular forms of past participle) as set phrases. They recognise l'imparfait when reading (c'était, il était) but do not yet use it in their own speech or writing. They use possessive pronouns and adjecives ant, derrière).
Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for text structures. They use metalanguage for languan explan inferences in language eaures and language body language) and for reflecting on the experience of French languae and culture learning They recognise relationships between parts of words (suffixes prefixes) and stems of lpréparer préparation: le marché le supermarché lhypermarché) Students make comprisons words between French and their own language and culture, drawing from texts which relate to familia routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (bon appeett, bonne fette). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

