

## Year (A) 5 and 6 French

### Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 5 and 6.

By the end of Year 6, students use written and spoken French for classroom interactions and transactions. They are able to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and nonverbal communication strategies. They use appropriate forms of address for different audiences. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, 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 drafting and redrafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs. They recognise certain past and future tense forms as set phrases when reading and may use them with teacher support. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place.

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types, commenting on differences in language features and text structures. They use metalanguage for language explanation and for reflecting on the experience of French language and culture and learning. They identify relationships between parts of words and stems of words. Students make comparisons between French and their own language and culture, drawing from texts that relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

### Delivery (mode, time requirements, lessons)

Students can access one scheduled lesson each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

### Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 1: Introductions – Who am I?</b> In this unit, students use language to communicate ideas relating to personal names and identity (names, ages, numbers and alphabet) and create short texts using simple, descriptive language. Students will engage with simple texts about personal identity and will use a range of language to give and ask for personal information.</p>
		<p><b>Assessment – Listening, Reading and Reflecting</b> Students:</p> <ul style="list-style-type: none"> <li>reflect on their own cultural identity in light of their experience of learning French, explaining how their ways of communicating are influenced by their membership of cultural groups.</li> <li>identify key points and supporting details when reading and listening.</li> </ul>
	Term 2	<p><b>Unit 2: What is family?</b> In this unit, students use language to learn about family members, pets and friends, and to explore the concept of family in French speaking countries. Students will discuss family members and activities, create their own family tree and reflect on differences between written and spoken words in French.</p>
		<p><b>Assessment – Speaking</b> Students:</p> <ul style="list-style-type: none"> <li>convey information in a format to suit specific audiences and contexts, create connected texts such as descriptions and use spoken French to exchange personal feelings.</li> <li>use possessive adjectives with modelling and support and use present tense verb forms of regular verbs.</li> </ul>
Semester 2	Term 3	<p><b>Unit 3: My Place, Your place</b> In this unit, students use language to explore homes in French-speaking countries. Students will share information about aspects of their personal spaces and use and analyse a range of language describing aspects of housing.</p>
		<p><b>Assessment - Reading and Analysing</b> Students:</p> <ul style="list-style-type: none"> <li>use metalanguage for language explanation including terms such as gender and plural and for reflecting on the experience of French language learning.</li> <li>identify key points and supporting details when reading.</li> </ul>
	Term 4	<p><b>Unit 4: Sports and Hobbies</b> In this unit, students explore the concepts of group identity and belonging through their own individual interests. Students will discuss leisure activities and interests, analyse texts about interests in French-speaking countries, and reflect on how interests relate to personal and group identity.</p>
		<p><b>Assessment - Writing</b> Students:</p> <ul style="list-style-type: none"> <li>use written French to exchange personal experiences and feelings.</li> <li>create connected texts such as picture books, using structured models and processes of drafting and re- drafting.</li> <li>use present tense verb forms, conjunctions and connectives, positive and negative statements.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.