

Year (B) 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 scheduled lessons 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.

Year (B) 5 and 6 French

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1: What's in a name? Students use greetings and make self-introductions as well as understand information about others. They reflect on and compare languages and cultures and explain expressions that reflect cultural practice.</p>
		<p>Assessment - Listening and Reflecting Students:</p> <ul style="list-style-type: none"> • gather and compare information from a range of texts. • make comparisons between French and their own language and culture, drawing from texts. • explain to others French terms and expressions that reflect cultural practices.
	Term 2	<p>Unit 2: My School In this unit, students explore the concept of school life in French speaking countries. They will use a range of language to discuss school experiences, and engage with a range of texts about the school experience in French speaking countries.</p>
		<p>Assessment - Speaking and Writing Students:</p> <ul style="list-style-type: none"> • ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation • use present tense verb forms, positive and negative statements and adverbs and connectives • use appropriate forms of address for different audiences, such as vous for teachers and other adults.
Semester 2	Term 3	<p>Unit 3. The journey of the Tale In this unit, students use language to discuss characteristics of people and or characters they admire. They will engage with a range of written texts about the representation of characters from traditional French stories -a fairy tale and a fable.</p>
		<p>Assessment - Reading & Analysing Students:</p> <ul style="list-style-type: none"> • identify key points and supporting details when reading and interpret • use metalanguage for language explanation • identify differences in commonly- used text types, commenting on differences in language features and text structures
	Term 4	<p>Unit 4. Out and About In this unit, students explore the shopping experience in French speaking countries with a focus on food. They write shopping lists and a conversation in which they are planning to go shopping.</p>
		<p>Assessment – Writing Students:</p> <ul style="list-style-type: none"> • use with support verb forms such as le futur proche (je vais + l’infinitif) • use present tense verb forms & positive statements • create connected texts using models

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