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|  | Years 3 and 4 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — French |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 3–4 | Languages subject: French |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — Japanese* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — French*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — French* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  At this level, children are developing awareness of their social worlds and of their memberships of various groups including of the French class. They are developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning French. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.  French language learning and use  A balance between language knowledge and language use is established. Activities that focus on grammar, vocabulary and pronunciation are integrated with purposeful, varied communicative activities. The development of oral proficiency at this stage continues to rely on rich language input. Learners engage in a lot of listening, developing active-listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. The language they hear is authentic with modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations. They exchange simple ideas and information, negotiate predictable activities and interactions, and participate in shared tasks, performance and play. They continue to build vocabulary that can be adapted for different purposes. They control simple grammatical forms with some accuracy to communicate in familiar contexts.  Contexts of interaction  The context in which students interact is primarily the language classroom and the school environment, with some sharing of their learning at home. They also have some access to wider communities of French speakers and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.  Texts and resources  Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and computer games introduce them to the expressive and cultural dimensions of French. Procedural, informative and descriptive texts, such as timetables, tuckshop orders or class profiles, show how language is used to organise, to describe and to ‘get things done’. Learners may have access to resources developed for children in France, such as television programs, advertisements or web pages, as a way of developing cultural knowledge.  Features of French language use  Learning French contributes to the process of making sense of the children’s worlds that characterises this stage of development. As they encounter French language and culture they understand that French and English have many similarities and also some interesting differences. They notice features of French communication such as the use of gestures, facial expressions, intonation patterns and polite forms of address. They make comparisons with their own ways of communicating. This leads them to think about identity and difference and about what it means to speak more than one language.  Level of support  This stage of learning involves extensive support. This is primarily provided by the teacher, who provides instruction, explanations, examples, repetition, reinforcement and feedback. Tasks and activities are carefully scaffolded and resourced. Time is allowed for experimentation, drafting and redrafting. Learners are supported to self-monitor and reflect on their learning.  The role of English  Learners are supported to use French as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language for sharing ideas about language and culture systems. It enables them to ask questions to support their learning and to reflect on the experience of moving between languages and cultures. Using both French and English in the classroom develops a sense of what it means to be bilingual. | | |
| **Phase curriculum focus** | Curriculum focus: Years 3 to 6  The Australian Curriculum across Years 3–6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.  The Languages curricula enable the continued study of additional languages throughout primary school. In Years 3–6, the curricula build on earlier stages of oracy and literacy development. Students begin to translate and interpret familiar and unfamiliar texts, to analyse how a language works and to understand the dynamic relationship that exists between communication, culture and context. | | |
| **Achievement standard** | By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to familiar instructions and to questions such as *Qu’est-ce que c’est?* and *Qu’est-ce que tu fais?* They share simple ideas and information, express positive and negative feelings (for example, *Je suis très contente; Je n’aime pas la pluie*) and ask for help, clarification and permission. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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 (for example, *Je suis australien et italien; J’habite à Brisbane; Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais*, and prepositions such as *sous, sur* and *devant*. They use vocabulary related to familiar contexts and their personal worlds, and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) gender and number agreements in simple constructions (for example, *une petite maison, les grands chiens*).  Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as *r* and *u* and gender forms). They know that languages change over time and influence each other. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) French words used in English (such as *menu, mousse*) and English words used in French (such as *le weekend, stop!*). They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year and Units 5–8 have been written for the upper year. | Unit 1 — My place your place | Unit 2 — A day in a French school | Unit 3 — Active kids | | | | Unit 4 — Out and about | | | | | |
| Students use language to explore the concept of housing in France and make connections with own experiences.  They will:   * share information about aspects of their personal spaces (such as their bedrooms) * engage with a range of texts about housing in France * use a range of language to discuss and describe aspects of housing * participate in intercultural experiences to notice, compare and reflect on language and culture associated with French homes. | Students use language to explore the concept of school life in France and make connections with own school experiences.  They will:   * engage with a range of texts about school experiences in France * use a range of language to discuss school experiences * participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences. | Students use language to explore the concept of leisure time and group activities.  They will:   * engage with a range of texts about children’s activities in French-speaking cultures * use a range of language to participate appropriately in group activities * compare types of games and language used in games in French-speaking cultures and Australia * participate in intercultural experiences to reflect on language and culture associated with leisure activities. | | | | Students use language to explore the concept of community and everyday community interactions.  They will:   * engage with a range of texts about places in the community * use a range of language to discuss preferences for items in a store/restaurant * participate in intercultural experiences to compare shopping interactions and experiences in France and Australia. | | | | | |
| Unit 5 — On holiday | Unit 6 — How do we celebrate? | Unit 7 — Mini chef | | | | Unit 8 — The journey of the tale | | | | | |
| Students explore the concept of holidays in French-speaking cultures and make connections with their own experiences.  They will:   * engage with a range of texts about different family holidays in French-speaking cultures * use a range of language to describe various spaces * explore the geography of France in comparison to Australia * participate in intercultural experiences to reflect on language and culture relating to ideas of space. | Students use language to explore the concept of celebrations and make connections with own experiences.  They will:   * engage with a range of texts about celebrations in France * use a range of language to discuss and describe a variety of celebrations * compare celebrations in different countries * collaborate in shared tasks such as cooking or craft activities * participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity. | Students will explore the concept of cuisine and ways of communicating about cooking and cuisine.  They will:   * explore the traditions around cooking and eating in French-speaking countries * use a range of language to discuss and describe traditional French dishes * participate in shared cooking activities * participate in intercultural experiences to reflect on the language and culture associated with cooking and cuisine in French and English-speaking cultures. | | | | Students will use language to explore the different representations of characters in traditional stories.  They will:   * engage with a range of traditional French stories * explore the representation of characters in traditional stories * participate in intercultural experiences to reflect on language and cultural values relating to character representation in imaginative texts. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | |
| Socialising | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds [Key concepts: [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), politeness, friendship; Key processes: interacting, listening, questioning, responding] [(ACLFRC019)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC019) | | | ✓ | ✓ |  | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items [Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging] [(ACLFRC020)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC020) | | |  |  | ✓ | | ✓ |  |  | ✓ |  |
| 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 [Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding] [(ACLFRC021)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC021) | | |  | ✓ | ✓ | | ✓ |  |  | ✓ |  |
| Informing | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Locate specific points of information in different types of texts relating to social and natural worlds [Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation] [(ACLFRC022)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC022) | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |  |
| Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts [Key concepts: home, school, information; Key processes: selecting, presenting, comparing] [(ACLFRC023)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC023) | | | ✓ |  |  | |  | ✓ | ✓ |  |  |
| Creating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters) or themes [Key concepts: response, action, expression; Key processes: participating, imagining, interpreting] [(ACLFRC024)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC024) | | | ✓ |  |  | |  | ✓ | ✓ |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) short imaginative texts that allow for exploration and enjoyment of [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing] [(ACLFRC025)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC025) | | |  |  |  | |  |  |  | ✓ | ✓ |
| Translating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| 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](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) [Key concepts: [translation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Translation), meaning, [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture); Key processes: noticing, explaining, comparing] [(ACLFRC026)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC026) | | |  |  |  | |  |  | ✓ |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual versions of texts such as picture dictionaries, action games or captions for images [Key concepts: [translation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Translation), meaning; Key processes: selecting, code-mixing, explaining] [(ACLFRC027)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC027) | | |  |  |  | | ✓ |  |  |  |  |
| Reflecting | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Notice what looks or feels similar or different to own [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) when interacting in French [Key concepts: [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), difference, respect; Key processes: noticing, comparing, reflecting] [(ACLFRC028)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC028) | | |  | ✓ | ✓ | |  |  | ✓ |  |  |
| Explore their own sense of [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), including elements such as family, friends and interests, and ways of using [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) with different people [Key concepts: [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), friends, groups; Key processes: noticing, describing, identifying] [(ACLFRC029)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC029) | | |  |  | ✓ | |  |  |  | ✓ |  |
| Understanding | | | | | | | | | | | |
| Systems of language | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Experiment with the [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation) of vowel sounds, letter combinations and [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation) patterns, and recognise and write high-frequency words and expressions in familiar contexts [Key concepts: [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation), [accent](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Accent), spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words] [(ACLFRU030)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU030) | | | ✓ | ✓ | ✓ | | ✓ |  |  | ✓ | ✓ |
| 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 [Key concepts: sentence, gender, number; Key processes: recognising, applying, naming] [(ACLFRU031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU031) | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English. [Key concepts: [mode](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Mode), [medium](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Medium), [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language+features); Key processes: noticing, comparing, describing, explaining] [(ACLFRU032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU032) | | |  | ✓ |  | |  | ✓ | ✓ |  | ✓ |
| Language variation and change | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning [Key concepts: variation, [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), tenor; Key processes: observing, explaining] [(ACLFRU033)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU033) | | |  |  | ✓ | |  |  |  |  | ✓ |
| Understand that languages change over time and influence each other, and that French has influenced many languages, including English [Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting] [(ACLFRU034)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU034) | | |  | ✓ |  | |  | ✓ |  |  |  |
| Know that French is an important global [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) used by communities in many countries around the world and that it has connections with several other languages [Key concepts: global [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication); Key processes: collecting data, mapping, grouping] [(ACLFRU035)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU035) | | |  | ✓ |  | |  |  | ✓ |  |  |

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|  |  | Role of language and culture | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Notice differences between French, Australian and other cultures’ practices and how these are reflected in [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) [Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) as process and practice, beliefs, values; Key processes: identifying, describing, discussing] [(ACLFRU036)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU036) | | |  | ✓ |  | |  |  | ✓ |  | ✓ |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 3 to 6 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-3-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-3-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-4-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-4-languages). | Unit 1 — My place your place | Unit 2 — A day in a French school | Unit 3 — Active kids | | | | Unit 4 — Out and about | | | | | |
| Collection of work  Skills assessed: Speaking, Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * comprehend simple spoken, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features to help make meaning * use modelled sentence structures to compose short original texts, using conjunctions and prepositions * use vocabulary related to familiar contexts and their personal worlds, and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) gender and number agreements in simple constructions * [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how French has its own rules for pronunciation. | Comprehension  Skills assessed: Reading, Reflecting  The assessment will gather evidence of the student’s ability to:   * comprehend simple written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features * [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) nonverbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways in which languages are connected with cultures * know that French is a significant language spoken in many parts of the world, including Australia. | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * interact with teachers and each other through classroom routines, action-related talk and play * [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to familiar instructions and to questions * approximate the sounds, rhythms and pitch of spoken French * [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how French has its own rules for nonverbal communication and grammar. | | | | Collection of work  Skills assessed: Listening, Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * exchange greetings and wishes * ask for help, clarification and permission * share simple ideas and information, express positive and negative feelings * [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) nonverbal and contextual cues such as intonation, gestures and facial expressions * apply gender and number agreements in simple constructions * know that French is similar to English in some ways and different in other ways. | | | | | |
| Unit 5 — On holiday | Unit 6 — How do we celebrate? | Unit 7 — Mini chef | | | | Unit 8 — The journey of the tale | | | | | |
| Collection of work  Skills assessed: Speaking, Analysing  The assessment will gather evidence of the student’s ability to:   * share simple ideas and information, express positive and negative feelings * make statements using the present tense and present and infinitive form about self, family and interests * approximate the sounds, rhythms and pitch of spoken French * [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) French words used in English and English words used in French * know that languages change over time and influence each other. | Collection of work  Skills assessed: Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use modelled sentence structures to compose short original texts using conjunctions and prepositions * use vocabulary related to familiar contexts and their personal worlds * [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) gender and number agreements in simple constructions * [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. | Collection of work  Skills assessed: Listening, Analysing  The assessment will gather evidence of the student’s ability to:   * interact with teachers and each other through classroom routines and action-related talk * [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to familiar instructions and to questions * comprehend simple, spoken, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features * [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) visual, nonverbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * use terms such as verb, adjective and gender for talking about language and learning. | | | | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * use modelled sentence structures to compose short original texts using conjunctions and prepositions * use vocabulary related to familiar contexts and their personal worlds * [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) gender and number agreements in simple constructions * [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of the fact that language may need to be adjusted to suit different situations and relationships. | | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — French Years 3 and 4 Achievement Standard*. | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)