

## What our Semester 1 classes are learning this term:

**Year 3:** The students are continuing to exchange greetings and respond to question cues with single words or set phrases.

They participate in guided group activities using simple repetitive language in songs and rhymes.

The students will create their first French books. They are learning that the French (among other languages) have masculine and feminine forms for nouns and these are reflected in the feminine and masculine forms of some colours. They will use modelled examples to convey information at word and simple sentence level in their animal books.

Here are some pages from their books:



Lillia Risk



Knox Irwin

They will also use modelled examples and formulaic language to convey information at word and simple sentence level, such as writing and understanding simple descriptions about their teachers. Students use some pronouns, prepositions and simple present tense forms of regular verbs.

***The students are doing this by creating descriptions about their teachers.***

**Year 4:** The students are learning about descriptions related to parts of the face.

They make statements using the present tense and present + infinitive form about monsters. They approximate the sounds, rhythms and pitch of spoken French.

They comprehend simple written and visual 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 about the monster faces.

They use vocabulary related to familiar ideas and previous learnings, and apply gender and number agreements in simple constructions.

They use terms such as verb, adjective and gender for talking about language and learning.

**Voici mon monstre.**

**Il s'appelle Cyclops.**



*The students are doing this by creating a PowerPoint describing monsters.*

**Year 5:** The students are creating imaginative texts that allow for exploration and enjoyment of language.

They participate in interactive stories and performances as modelled language.

They translate high frequency words and expressions in simple texts such as recurring lines in a story, noticing which ones are difficult to interpret.

They create bilingual versions of texts for a Year Three audience.

They notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple written texts.

*The students are doing this by creating a short bilingual story (fairy-tale) to teach younger students specific vocabulary.*



**Year 6:** The students will be preparing a speech in French. This involves learning more advanced vocabulary and introducing themselves in detail. They notice what looks or feels similar or different to their own language and culture when interacting in French.

They recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts.

They understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge.

*The students are doing this by using previous knowledge and audio clips to develop and improve their pronunciation and vocabulary.*

Audio clips can be found here...



Harry O'S.m4a



Brianna.m4a



Lottie.m4a