

Japanese

F–10 Sequence

Foundation to Level 2

Foundation to Level 2 Description

Students become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. They learn to pronounce individual sounds and sound combinations. They understand basic word order in simple sentences, indicate affirmative or negative responses, respond to requests, and notice different levels of formality when addressing friends, family and teachers. They discuss similarities and differences between Japanese and their other language(s) and culture(s), including adjective–noun patterns, adding か to ask a question, and ways of showing respect.

Students focus on listening to the sounds and patterns of Japanese. They identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Students experiment with simple responses to prompts and cues.

They are introduced to the scripts through initial exposure to high-frequency kanji, focusing on their ideographic nature before learning the associated Japanese sounds.

F–10 Sequence

Levels 3 and 4

Levels 3 and 4 Description

Students recognise the predictable nature of pronunciation in Japanese and apply their knowledge of sound–letter associations to spell new words. They recognise and use elements of grammar including simple verb forms, adjectives, interrogatives and some particles to understand and create simple spoken and written texts. Students use appropriate word order and sentence structures, including time, counter classifiers, and present, past and negative forms. As they encounter elements of Japanese language they make comparisons with their own language(s) and consider their own ways of communicating.

The development of oral proficiency at this stage continues to rely on rich language input. Students develop their active listening and comprehension skills. They participate in classroom routines and tasks and use some spontaneous language to describe feelings related to classroom activities. Students engage with texts through teacher-generated questions and prompting. They give short presentations related to their personal worlds, including simple descriptions.

F–10 Sequence

Levels 5 and 6

Levels 5 and 6 Description

Students observe the relationship between stress, pacing and meaning, and use appropriate intonation patterns to exclaim, make a statement or ask a question. They continue to acquire a wider range of vocabulary and to build grammatical and textual knowledge. They use verbs, nouns and adjectives, a variety of particles, prepositions, counters and conjunctions. They differentiate between animate and inanimate objects and apply their knowledge ofこそあど in context. They develop metalanguage to describe patterns, rules and variations in language structures. As students use Japanese to interact in different situations, they develop understanding of how language and culture influence each other, and reflect on their own ways of communicating and using language. Students begin to experience and reflect on the challenges and opportunities involved in moving between languages and different ways of making meaning.

Students use Japanese for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing,

Students learn hiragana using a play-based approach. As they learn to read hiragana they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements.

Reading skills begin with recognition of single kanji or hiragana and progress to reading whole words and familiar phrases. Writing skills progress from labelling pictures with single kanji and tracing and copying words in hiragana to scaffolded writing of words and short phrases. Students practise and repeat formulaic expressions and gestures that differ in Japanese from ways of communicating in English.

As students progress to using Japanese for functions such as asking and answering questions, responding to classroom instructions and taking turns in games, children begin to notice that language behaves differently in different situations. They practise and repeat formulaic expressions and gestures such as bowing that differ in Japanese from ways of communicating in English.

Foundation to Level 2 Content Descriptions

Communicating

Socialising

Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures (VCJAC109)

Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support

With support they create labels, captions and short sentences. They expand their use of the language in familiar interactions and situations, including exchanging simple information and participating in shared tasks, performances and play. They continue to control simple grammatical forms and build vocabulary that can be adapted for different purposes. Students learn the use of diacritic marks to create voiced sounds. They learn to produce and pronounce characters. They read and write words written in hiragana and in high-frequency kanji. There is a combined focus on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Levels 3 and 4 Content Descriptions

Communicating

Socialising

Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others (VCJAC127)

Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities (VCJAC128)

Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation (VCJAC129)

responding to learning experiences, and interacting with Japanese language resources. They are developing greater fluency and accuracy in communication. As students draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing improve. They begin to use Japanese more spontaneously when interacting with one another, and use an increasing range of body language and gestures. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Japanese.

Levels 5 and 6 Content Descriptions

Communicating

Socialising

Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others (VCJAC145)

Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance (VCJAC146)

Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting

understanding and to convey meaning (VCJAC110)

Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour (VCJAC111)

Informing

Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks (VCJAC112)

Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials (VCJAC113)

Creating

Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (VCJAC114)

Participate in shared performances and presentations of stories, songs, chants and rhymes (VCJAC115)

Translating

Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English (VCJAC116)

Create simple print or digital bilingual texts for the classroom environment, such

Informing

Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects (VCJAC130)

Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts (VCJAC131)

Creating

Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements (VCJAC132)

Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance (VCJAC133)

Translating

Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features (VCJAC134)

Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories (VCJAC135)

Reflecting

Notice what is similar or different to own language and

one another, thanking, apologising and expressing preferences (VCJAC147)

Informing

Gather, classify and compare information from a range of sources related to concepts from other learning areas (VCJAC148)

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions (VCJAC149)

Creating

Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements (VCJAC150)

Create and present or perform imaginative texts for a variety of purposes and audiences (VCJAC151)

Translating

Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning (VCJAC152)

Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus (VCJAC153)

Reflecting

Reflect on the experience of learning and using Japanese, and identify how language

as captions, labels and wall charts (VCJAC117)

Reflecting

Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression (VCJAC118)

Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups (VCJAC119)

Understanding

Systems of language

Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts (VCJAU120)

Recognise and copy some hiragana and a few high-frequency kanji (VCJAU121)

Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar (VCJAU122)

Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features (VCJAU123)

Language variation and change

Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and

culture when interacting in Japanese in different contexts and situations (VCJAC136)

Notice how ways of communicating and behaving reflect identity and relationships (VCJAC137)

Understanding

Systems of language

Understand that hiragana symbols can be combined to represent words (VCJAU138)

Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji (VCJAU139)

Understand and identify elements of basic grammar and sentence structure and interaction patterns (VCJAU140)

Recognise that texts such as stories, games and conversations have particular language features and textual conventions (VCJAU141)

Language variation and change

Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used (VCJAU142)

Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region (VCJAU143)

Role of language and culture

Understand that the ways people use language reflect

reflects cultural practices and norms (VCJAC154)

Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self (VCJAC155)

Understanding

Systems of language

Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning (VCJAU156)

Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text (VCJAU157)

Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes (VCJAU158)

Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations (VCJAU159)

Language variation and change

Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal (VCJAU160)

Recognise that the Japanese language is both influenced by in turn influences other languages and cultures (VCJAU161)

addressing people
(VCJAU124)

Recognise that Japanese and English borrow words and expressions from each other and from other languages
(VCJAU125)

Role of language and culture

Understand that language and culture are closely connected
(VCJAU126)

Foundation to Level 2 Achievement Standard

By the end of Level 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて ください。みて ください。 , and respond to questions, for example, だれ、なに、どこ with single words and set phrases and by selecting images or objects, for example, いぬ ですか。ねこ ですか。 . They present information about themselves, their family, friends and favourite things at

where and how they live and what is important to them
(VCJAU144)

Levels 3 and 4 Achievement Standard

By the end of Level 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペアになってください。大きいこえでいってください。 . They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？ . They respond to simple questions using short spoken statements, for example, いますか。なにがすきですか。 . They use counter classifiers in response to questions such as なん人(にん)、なん月(がつ)、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました

Role of language and culture

Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication
(VCJAU162)

Levels 5 and 6 Achievement Standard

By the end of Level 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？ , and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ)、小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい人です。 . They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure

word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい、りんご、おおきい、まるい. They indicate ownership by using, for example, だれ の ですか。わたし/ぼく の です。

They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人、木、山、川、月、日、一、二、三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、and in simple sentences, such as おりがみが すきです。そう は おおきい です。 . They provide examples of different ways of

and ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency *kanji* such as 月、日、先生.

They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of

sentences using particles, for example, へ、で、を、が and prepositions, for example, の上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。 noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら です か。なんびき? なんこ? . Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use,

addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ~せんせい/~さん/~くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

participants, and according to the situation, for example, なまえ/おなまえ、はし/おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

such as ways of deflecting praise, for example, じょうずです ね。いいえ。.