



LCSS Languages: Japanese - Scope & Sequence

Updated February 2021 (This document is reviewed on a regular basis and is subject to change.)

Years P-2

Achievement Standards

By the end of Year 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. どうぞ. 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, 書いて. ください. みて. ください. , and respond to questions, for example, だれが. どこ. with single words and set phrases and by selecting images or objects, for example, いぬ. です. か. ね. です. か. . They present information about themselves, their family, friends and favourite things at 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. ですが. わたし. ほん. 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, . . . the 46 *hiragana* symbols, and some *hiragana* words such as ouchi. 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 *さんせい*. 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 addressing friends, family and teachers or other adults. They use pronouns, such as わたし. / ぼく. and titles/suffixes, such as ~さん. / ~ちゃん. / ~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 ドック. ティ. ビ. They identify similarities and differences between Japanese and their own languages and cultures.

Years 3-4

Achievement Standards

By the end of Year 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, バスに. なって. 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, はい. そうです. か. なに. が. すき. です. か. . They use counter classifiers in response to questions such as なん. にん. が. 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. and ません. They read and write the 46 *hiragana*, including long vowels (for example, おう. さん. おお. きい.) , voiced sounds (for example, かず. く. たべ. ます.) , and blended sounds as formulaic language (for example, きょう. じ. しょう.) , 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 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.

Year 5-6

Achievement Standards

By the end of Year 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 毎日. 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, 小さい, 雨. 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 sentences using particles, for example, へ. で. を. が. and prepositions, for example, の. 上. 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. ました. し. 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. せん. せん. い. っ. こ. は. っ. び. 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 バ. ン. 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, such as ways of deflecting praise, for example, じ. ょ. う. ず. です. ね. い. い. ね. |