

Languages – Japanese – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4
	<p>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 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.</p> <p>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。ぞう 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 ~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.</p>	<p>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, ペア に なって ください。大きい こえ で いて 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, いつ ですか。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、ましよう、ました 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).</p> <p>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.</p>

Achievement Standard	Years 5 and 6	Years 7 and 8
	<p>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 <i>まい日、ときどき</i>. 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 <i>そして、それから</i>. They show concern for and interest in others by making enquiries such as <i>だいじょうぶ？</i>, 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, <i>犬いぬ、小さい、雨あめ</i>. 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, <i>やさしい 人</i> です. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, <i>へ、で、を、が</i> and prepositions, for example, <i>のうえに</i>, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective <i>です</i>. noun <i>です/でした</i>. and present/past/negative verb forms, for example, <i>のみます、たべます、見ました、いきません</i>. They use counter classifiers in response to questions such as <i>いくら ですか。なんびき？なんこ？</i>. 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.</p> <p>Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as <i>を、へ、は、</i> and <i>です</i>. They understand and apply the rules and phonetic changes related to counter classifiers, such as <i>さんぜんえん、いっこ、はっぴき</i>. 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 <i>パソコン、メール、パスタ</i>, 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, <i>じょうず ですね。いいえ。</i></p>	<p>By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb <i>ましょう</i> for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, <i>だれと、何なんで、いつ、どこで</i>, using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, <i>でも すが、わたしは フットボールが 好きです。でも、母は フットボールが 好きじゃないです。</i>. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, <i>行きます、見ます、来きます</i>), nouns (for example, <i>先生、父、母、月曜日</i>), adjectives (for example, <i>早い</i>), and the pronoun <i>私</i>. They read some compound words such as <i>日本語</i>. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, <i>いくつ、何まい、何本、何分</i>. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, <i>だから</i>), and adverbs of frequency (for example, <i>いつも</i>), time (for example, <i>時、半、分、前まえ</i>) and direction, for example, <i>みぎ、ひだり、前、うしろ</i>. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as <i>が、へ、から、まで</i>, including for example <i>に</i> to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.</p> <p>Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use <i>い</i> and <i>な</i> adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as <i>ひとつ、さんぼん、じゅっぶん</i>. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, <i>お母さん</i> and <i>母</i>), phrases (for example, <i>どうぞよろしく。</i>), prefixes (for example, <i>お</i> and <i>ご</i>), suffixes (for example, <i>～さん</i> and <i>～さま</i>) and titles (for example, <i>～先生</i>) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, <i>もうすこしが っぱりましょう。</i>. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.</p>

Achievement Standard	Years 9 and 10
	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲のみます, nouns, for example, 新聞, 会話かいわ, 外国語がいこくご and adjectives, for example, 早い, 上手な, 下手へたな. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p> <p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内うち/外そと and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours.</p>