

## Languages – Japanese – Foundation to Year 10 – Scope and Sequence

Communicating Strand							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures	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	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	Interact with others to share interests and experiences, exchange information and express opinions and feelings	Engage in discussions and comparisons of young people's interests, activities and lifestyles
		<b><i>Taking action</i></b>	Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning	Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities	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	Engage in activities that involve collaboration, planning, organising, negotiating and transacting	Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion

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		<b><i>Building the language of classroom interaction</i></b>	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	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	Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences	Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification	Develop language to reflect on the experience of learning and using Japanese
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Locate items of information in simple texts such as charts, songs, rhymes, video clips and <i>anime</i> to complete guided tasks	Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects	Gather, classify and compare information from a range of sources related to concepts from other learning areas	Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats	Analyse ideas presented in a range of texts, identifying context, purpose and intended audience
		<b><i>Conveying and presenting information</i></b>	Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials	Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions	Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts	Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation

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Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b>Participating in and responding to imaginative experience</b>	Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement	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	Listen to, read and view different imaginative texts such as <i>anime</i> , folk stories and <i>manga</i> , describe and give opinions about characters and events, and identify cultural elements	Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences	Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences
		<b>Creating and expressing imaginative experience</b>	Participate in shared performances and presentations of stories, songs, chants and rhymes	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	Create and present or perform imaginative texts for a variety of purposes and audiences	Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others	Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating and explaining</b>	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	Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features	Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning	Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other	Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture

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Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		<b>Creating bilingual texts</b>	Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts	Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories	Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus	Work collaboratively to design bilingual resources to convey information to the school community	Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Experiencing intercultural communication</b>	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	Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations	Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms	Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use	Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication
		<b>Reflecting on identity in intercultural interaction</b>	Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups	Notice how ways of talking and behaving reflect identity and relationships	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	Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating	Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions

Understanding Strand							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b>Sound systems</b>	Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts	Understand that <i>hiragana</i> symbols can be combined to represent words	Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning	Understand that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds	Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar <i>kanji</i> in different compounds
		<b>Writing systems</b>	Recognise and copy some <i>hiragana</i> and a few high-frequency <i>kanji</i>	Recognise the systematic order within the <i>hiragana</i> character set; commence <i>hiragana</i> script writing and recognise and write frequently used <i>kanji</i>	Recognise some single and whole word <i>katakana</i> and develop the ability to use <i>hiragana</i> and <i>kanji</i> in a single text	Recognise and use all <i>katakana</i> and understand the relationship in texts between <i>hiragana</i> , <i>katakana</i> and <i>kanji</i>	Use knowledge of familiar <i>kanji</i> to predict meaning of unknown words
		<b>Grammatical and vocabulary knowledge</b>	Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar	Understand and identify elements of basic grammar and sentence structure and interaction patterns	Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes	Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation	Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations
		<b>Text structure and organisation</b>	Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features	Recognise that texts such as stories, games and conversations have particular language features and textual conventions	Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations	Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or <i>manga</i>	Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English

Understanding Strand							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b>Language variation in practice</b>	Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people	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	Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal	Explain variations in Japanese language use that reflect different levels of formality, authority and status	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
		<b>The dynamic and influential nature of language</b>	Recognise that Japanese and English borrow words and expressions from each other and from other languages	Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region	Recognise that the Japanese language is both influenced by in turn influences other languages and cultures	Understand that the Japanese language has evolved and developed through different periods of influence and change	Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b>The relationship of language and culture</b>	Understand that language and culture are closely connected	Understand that the ways people use language reflect where and how they live and what is important to them	Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication	Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other	Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret

## Languages-Japanese-Years 7-10 (Year 7 entry) Sequence-Scope and Sequence

Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures	Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
		<b><i>Taking action</i></b>	Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances	Participate in activities that involve transacting, negotiating, planning and participating in events and experiences
		<b><i>Building language for classroom interaction</i></b>	Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement	Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Locate key points of information in a range of texts and resources and use the information in new ways	Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
		<b><i>Conveying and presenting information</i></b>	Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms	Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience

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<b>Sub strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b><i>Participating in and responding to imaginative experience</i></b>	Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts	Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content
		<b><i>Creating and expressing imaginative experience</i></b>	Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources	Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b><i>Translating and explaining</i></b>	Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions	Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
		<b><i>Creating bilingual texts</i></b>	Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions	Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication	<b><i>Experiencing intercultural communication</i></b>	Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own language use and behaviour	Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making



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Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
	and identity	<b>Reflecting on identity in intercultural interaction</b>	Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity	Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time

Understanding Strand				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b>Sound systems</b>	Recognise and use principal features of the Japanese sound system, including pitch, accent, rhythm and intonation	Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds
		<b>Writing systems</b>	Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji	Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words
		<b>Grammatical and vocabulary knowledge</b>	Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity	Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas

Understanding Strand				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
		<b><i>Text structure and organisation</i></b>	Identify textual conventions of familiar spoken, written and multimodal types of texts	Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b><i>Language variation in practice</i></b>	Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants	Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships
		<b><i>The dynamic and influential nature of language</i></b>	Understand that the Japanese language both influences and is influenced by other languages and cultures	Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>The relationship of language and culture</i></b>	Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages	Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony