



JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	<p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、さようなら、じゃあね</p> <p>Introduce and share information about themselves, for example, <i>name</i> です; 五さい です</p> <p>Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example, だいじょうぶ?; たいへん?; すごい!; よくできました; ありがとうございます; ありがとう</p>	<p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example, ちいさい 目 です; ねずみ です; ちいさい です; かわいい です; はいいろ です; すいか です; おいしい です; いちご が すきです; へび が すきじゃない です</p> <p>Express praise, support and respect for others, using formulaic expressions such as おめでとう、がんばって、じょうず</p>	<p>Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, かぞく は 六人 です。おとうさんと おかあさんと おねえさんと ぼくと いもうと と あかちゃん です。いもうと は 五さい です。おかあさん は やさしい です。おとうさん は くるま が すきです。</p>	<p>Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日に ともだち と うみに いきます; たん生日 に ケーキ を たべます/たべません</p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しまか; いつ しますか; 土よう日 に サッカー を します; サッカー が すき ですか; ぼく も すき です</p> <p>Recount past activities, for example, まち に きました</p>	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました; たのしかったです; へや に ふとん が あります; だいどころ に おかあさん が います; まっすぐ 行って、みぎに まがって、としょかん が あります; がっこう に いきましょう; はい、いきましょう/いいえ、ちょっと</p>	<p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか; いつ しますか; サッカー が とくい ですか; けんくん は テニス が じょうず です; 父 は サッカー が とくい です</p> <p>Negotiate an invitation for a shared experience, for example, 日よう日 に うみに いきますか; いいえ、日よう日 は ちよっと; じゃあ、土よう日 に いきましょう</p>

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example,</p> <p>むすんでひらいて、 ひげじいさん、 しあわせならてをたたこう</p> <p>Respond to teacher talk and instruction, for example, たってください； うたいましょう</p>	<p>Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as じゃんけんぽん, transactions, gestures and pictures, to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction, for example, Tiaさんはいません； はい、います；おやすみです； おくれて すみません</p>	<p>Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language</p> <p>Respond to teacher talk and instruction, for example, たって/すわって/かいて /みて/よんで/きいて ください</p>	<p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p>	<p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p>	<p>Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event</p>
Informing	<p>Recognise symbols, key words and phrases of spoken and written Japanese in rhymes, songs, labels, titles and captions in their environment and related to their personal worlds, for example, 男の子、女の子、トイレ</p>	<p>Locate key words, simple <i>kanji</i> or <i>hiragana</i> and information in simple spoken and written texts such as charts, lists, <i>anime</i>, rhymes and songs related to their personal worlds ちいさいです； ももたろうはつよいです</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p>	<p>Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>
	<p>Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words, for example, あか、おおきい</p>	<p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example, ぼくのえんぴつです；いぬがすきです</p>	<p>Convey factual information about their personal worlds using simple statements, modelled language and support materials</p>	<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p>	<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts</p>

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	<p>Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression, for example, あたまかたひざボン、こぶたたぬききつね、キャベツの中から</p> <p>Make simple statements about favourite characters in stories or songs, for example, やさしい、かわいい、こわい、つよい</p>	<p>Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example, だれ ですか；ちいさい ですか；おおきい ですか；かわいい ですか</p> <p>Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おに は こわい！； いっすんぼうし は ちいさい です； ももたろう は つよい です</p>	<p>Respond to Japanese versions of familiar children’s stories and Japanese folk tales, comparing expressions at key points in the stories with English-language versions or other known stories, and re-enacting with puppets, props or actions, for example, おおきなかぶ、ももたろう</p>	<p>Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p>	<p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p>	<p>Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings</p>	<p>Share and compare key messages in imaginative texts such as the moral of a folk story, ideas or values expressed in songs or characterisation in <i>anime</i> and compare their treatment across cultural contexts and time</p>
	<p>Participate in the shared performance of songs or rhymes, playing with sound patterns, verbal and non-verbal forms of expression</p>	<p>Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example, おむすびころりん</p>	<p>Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions</p>	<p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なん ですか； なんさい ですか</p>	<p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です； かわ に すんで います；～に ～を たべます；とても こわい です</p>	<p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts</p>	<p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p>

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Translating	Share with others the meaning of simple expressions related to their day, for example, どうぞ; おはようございます; いただきます; ありがとう	Identify key words in children’s stories or songs and provide English translations or explanations of meaning, for example, むかしむかし; おわり Find examples of Japanese words used in English and explain what they mean, for example, <i>sushi, karate, origami</i>	Identify Japanese expressions that do not translate readily into English, for example, おべんとう、せんせい、～さん/くん/ちゃん Identify Japanese cultural practices that are not commonly used by English speakers, for example, using two hands for giving and receiving and まる/ばつ (○×)	Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれてすみません、しつれいします Demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response	Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いってきます/ただいま; counter classifiers; the indication of politeness by using です Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま; おかえり; いらっしやいませ Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource
Reflecting	Begin noticing how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese	Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use	Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding							
Systems of language	Recognise and experiment with reproducing sounds and rhythms of spoken Japanese by singing, reciting and repeating words and phrases in context	Recognise and reproduce the sounds and rhythms of spoken Japanese Learn how sounds are produced and represented in the three different scripts	Reproduce sounds, rhythms and intonation patterns of spoken Japanese Produce and represent basic units of sound in the three different scripts	Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o) Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character	Understand that <i>hiragana</i> symbols can be combined to represent words Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for 'no' and <i>いえ ie</i> for 'house'	Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, <i>きって</i> and <i>りょうり</i> Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different	Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i>
	Recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use Notice that Japanese can be written vertically or horizontally Recognise simple <i>kanji</i> , using early language strategies, for example, making play dough <i>kanji</i> characters over a template	Recognise, trace and copy some <i>hiragana</i> Recognise that <i>kanji</i> and <i>hiragana</i> have stroke order, for example, using <i>tai chi</i> to demonstrate stroke order Understand that each individual <i>kanji</i> represents meaning as well as sounds, for example, 月 Moon, 一月 January Recognise sequence of <i>hiragana</i> あ to ん, for example, through singing a <i>hiragana</i> rap song	Recognise and copy the 46 basic <i>hiragana</i> , using support such as mnemonic clues Identify known <i>hiragana</i> within a word and use that to predict the meaning Recognise and copy a few high-frequency <i>kanji</i> and <i>kana</i> such as numbers and pictographs (basic, high frequency <i>kanji</i> where the picture reflects the meaning) such as 山、川、口、目、上	Use a <i>hiragana</i> chart as a framework for reading and writing Commence basic <i>hiragana</i> script writing Begin to read and write words using <i>hiragana</i>	Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists Recognise and write frequently-used <i>kanji</i> Learn to read and write words using <i>hiragana</i>	Read and write all <i>hiragana</i> , including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i> , for example, わたしの本; わたしのかぞくです	Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i> Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Notice and use context-related vocabulary to generate language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> knowing common forms of greetings and noticing the different levels of formality, for example, おはようございます/おはよう understanding different question words such as <i>だれ/なに/どこ</i> and the sentence-ending particle <i>か</i> understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John <i>くん/はなこさん/Grant せんせい</i> building vocabulary to describe and label familiar and immediate objects and environments 	<p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> understanding basic word order in simple sentences, for example, <i>noun が すき です</i>; <i>りんご が すき です</i>; <i>adjective + noun です</i>; <i>おおき い いぬ です</i> referring to numbers of things using cardinal numbers 0–10, for example, 一、二、三 recognising that numbers 4, 7 and 9 have more than one reading learning to describe the colour, size and shape of things, for example, <i>みどり です</i>; <i>おおきい です</i>; <i>まる/しかく/ほし です</i> recognising and responding to a request using <i>verb ください</i>, for example, <i>すわって ください</i> 	<p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> indicating affirmative and negative responses using <i>はい/ いいえ</i>; <i>ちがいます</i> using some culturally specific parallel phrases related to giving and receiving, for example, <i>どうぞ</i>; <i>ありがとう</i> learning to use common onomatopoeia such as <i>ぺこぺこ, わんわん</i> beginning to use counters in Japanese, for example, <i>～人, ～さい</i> understanding how to specify items using the possessive particle <i>の</i>, for example, <i>わたしの かぞく</i>; <i>おばあさんの いえ</i> describing people, animals, places and things using adjective–noun phrases, for example, <i>大きい 目</i>; <i>おいしい もも</i> 	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in <i>ます</i> and negative form <i>ません</i> describing actions using <i>verb ます</i> form, for example, <i>すし を たべます</i> understanding the rules of Japanese word order (subject + object + verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, <i>noun が すき です</i> understanding time words associated with days of the week, months of the year and seasons beginning to use general counters in Japanese, for example, <i>ひとつ, ふたつ</i> 	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense <i>～ました/ませんでした</i> beginning to use counters in Japanese, for example, <i>～人, ～さい, ～月</i> indicating time and frequency using expressions such as <i>まいにち, ときどき</i> telling time using <i>～じ/～じはん</i> <i>です</i>; <i>なんじ ですか</i> understanding words and expressions indicating direction or means of transportation, for example, <i>くるま まで がっこう に いきます</i> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>	<p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – <i>let's..., ～ましょう</i> understanding and identifying elements of different sentence structures and the use of particles such as <i>へ/で</i> understanding the use of <i>～が あります/います</i> to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, <i>noun は place に あります</i>; <i>noun は place に います</i> knowing how to use prepositions to describe the position of objects, for example, <i>つくえ の 上 に 本 が あります</i> knowing how to use common counters and classifiers such as <i>こ/ひき/びき/ぴき/えん</i> 	<p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – <i>Would you...? Shall we ...? ～ませんか; ～ましょうか</i> understanding the use of <i>これ/それ/あれ/どれ</i> using the verb <i>て</i> form as a formulaic expression, such as when giving instructions or seeking permission, for example, <i>見て ください</i>; <i>トイレ に いっても いい ですか</i> knowing how to use common counters and classifiers such as <i>こ/ひき/まい/びき/えん</i> using conjunctions such as <i>そして, それから</i> to link ideas <p>Build a metalanguage in Japanese to talk about language</p>

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, for example, なに が すき ですか; なんさい ですか <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> understanding Japanese numerical place order, for example, 一、十、百、千、万 understanding different question words such as いくら/どれ <p>Build a metalanguage in Japanese to talk about language</p>	
	Recognise that language is organised as ‘text’ that can be spoken, written, digital, visual or multimodal	Understand that language is organised as ‘text’ and that different types of texts have different features	Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts	Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose	Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations	Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values
Language variation and change	Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは	Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions can vary between cultural contexts, for example, the use of titles in Japanese ~さん/~せんせい compared with the informal use of names in Australian English	Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for example, おはよう/おはようございます; いってらっしゃい; いってきます; いただきます; おかえり; なに?/なんですか	Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning	Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and the context of use, for example, おはよう/おはようございます; はし/おはし; なまえ/おなまえ	Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop	Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれい します; よろしく おねがいします

JAPANESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Role of language and culture	Recognise that Japanese is one of many languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, <i>sushi, origami, anime</i> and <i>manga</i>	Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society	Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language	Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan Understand that Japanese borrows from and influences other languages Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others	Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication

JAPANESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Communicating				
Socialising	Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースのなつはとて もあついですよ；あのレストランはおいしいです。だから、いきましよう。；わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。	Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。；五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。；J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。 Express feelings and justify opinions, for example, あ、それはいいですね；どう思いますか；それはどうですか
	Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましよう；バスでえんそくに行きます	Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year’s Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イスターにビーチに行きましようか、ビーチは、ちょっと…；キャンプはどうですか；このT シャツはL サイズですね。ちょっと大きいです。M サイズをください。	Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりよこうについて、おしえてください；きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。	Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse views for example, 食べ物をのこののはもったいないです；日本では家の中でくつをはいてはいけません
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience	Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented
	Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts	Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences	Convey information and ideas and offer their own views in on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation	Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes

JAPANESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Creating	Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture	Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience	Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as poems, songs, dance, street art and performance
	Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences
Translating	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and/or interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, おじゃまします
Reflecting	Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events	Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses	Monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives	Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
	Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions	Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians

JAPANESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Understanding				
Systems of language	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech</p>	<p>Understand that <i>katakana</i> is used for loan words and use available combinations of <i>katakana</i> to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード</p>	<p>Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking</p> <p>Identify the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べる？/食べましょうか</p>	<p>Recognise multiple readings of familiar <i>kanji</i> in different compounds, for example, オーストラリア人/やさしい人/三人；新しい/新聞/聞きます</p>
	<p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車；小さい木</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p>	<p>Read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Understand the relationship in texts between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p>	<p>Convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters</p> <p>Use understanding of <i>hiragana</i> to predict meaning of unknown words</p>	<p>Use knowledge of familiar <i>kanji</i> to predict meaning of unknown words</p>
	<p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles such as が (topic marker), を (object marker), に (time, date, place, destination, for) と (and, with), で (location, action, means), へ (direction, destination), から ~まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます using い and な adjectives in the present tense in negative forms, for example, おいしくないです；しずかじゃないです using noun phrases with an adjective, for example, きれいなうみです；おいしいレストランです 	<p>Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:</p> <ul style="list-style-type: none"> using verbs to indicate – I want to ~たいです using い and な adjectives in present and past tenses in negative forms such as たのしくなかったです；しずかじゃなかったです using both affirmative and negative forms of particular grammatical elements in different tenses creating cohesion and flow by using conjunctions, for example, だから、それで、それに using counter classifiers, for example, ~時/~分、~つ、~まい、~本 using superlatives, for example, 一番好きです 	<p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, the forms they are listed under in dictionaries understanding that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group using verb て form to connect events, for example, 朝おきてジョギングをします understanding and using the different functions of verb て form 	<p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group requesting and giving permission and expressing prohibition using verb て form, for example, ~てもいいです；~てはいけません；~てはだめです using verb stems with grammatical features such as ~やすい/にくいです exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？/見る？ expressing opinions, intentions and thoughts using the plain form, for example, plain verb つもりです；verb /adjective とおもいます

JAPANESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding the role of sentence-ending particles in conversation, such as <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis using adverbs as formulaic expressions, for example, <i>いつも</i>、<i>ときどき</i> creating cohesion and flow by using conjunctions, for example, <i>でも</i> understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前</i> ; <i>先生のごかぞく</i> <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p>	<ul style="list-style-type: none"> using adverbs and intensifiers such as <i>ぜんぜん</i>、<i>たいてい</i> <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p>	<ul style="list-style-type: none"> using present continuous tense using <i>verb</i> <i>ています</i>, for example, <i>ラジオを聞いています</i> using verb stems with grammatical features such as <i>～に行きます</i> expressing number of actions, for example, <i>～たり～たりします</i> using adverbs as formulaic expressions, for example, <i>早く</i>、<i>おそく</i> increasing cohesion within paragraphs by using conjunctions, for example, <i>ですから</i> <p>Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures</p>	<ul style="list-style-type: none"> using adverbs and intensifiers such as <i>かなり</i> increasing cohesion within paragraphs by using conjunctions, for example, <i>それに/それで</i> indicating the status of actions using adverbs such as <i>まだ</i> and <i>もう</i> understanding the concept of <i>uchi-soto</i> <i>内</i> と <i>外</i> for making appropriate choices of register, for example, <i>食べる？</i> ; <i>食べますか？</i> <p>Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures</p>
	<p>Understand how and why different scripts are used in different types of texts</p>	<p>Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or <i>manga</i>, to explain the relationship between the language and structure used and the purpose of the text</p>	<p>Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose</p>	<p>Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media</p>

JAPANESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Language variation and change	Understand variations in Japanese language use that reflect different levels of formality, authority and status	Apply 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	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
	Understand that the Japanese language has evolved and developed through different periods of influence and change	Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures	Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange	Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices
Role of language and culture	Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other	Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values	Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret	Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation