



Japanese: Second Language – Scope and sequence 7–10 (Year 7–Year 10 sequence)

	Year 7	Year 8	Year 9	Year 10
<b>Communicating</b>				
<b>Socialising</b>	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, ~先生、おはよう。; さようなら、Simon さん。; じゃあね name です。おはようございます。; こんにちは。はじめまして。どうぞよろしく (with bowing and appropriate eye contact). わたしの ともだちは おもしろい です。; 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 五才 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>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, and compare routines, interests and leisure activities, for example, 何年生ですか。; 八年生です。; すうがくが好きです。九時に おきます。; それから、あさごはんを たべます。えいが に行きます。; すしが好き です。でも、さしみが 好きじゃない です。すしが好き です。でも、さしみが 好きじゃない です。スポーツが 好き です。; スポーツが 好き です。; サッカー を しますか。; 何時に しますか。; 四時 に サッカー を します。サッカー が 好き ですか。; ぼく も 好き です。; 日本のレストラン に 行きましょう。</p>	<p>Initiate and maintain interactions with others orally and in writing to exchange personal information and descriptions and discuss routines and leisure activities, such as when on holiday, for example, 父は せがたかい です。; ケイトリンは かがみながい です。; 母は目が大きくて、ちやいろです。トムは スポーツが とくいです。; ケイトリンは りかが にがてです。; トムは りょうりが できます。; ケイトリンは ぜんぜん ダンスが できません。; 兄は くらいズボン を はいています。; ケイトリンは ピンク としろのシャツを きています。; あしたはあめでしょう。; パースははれのちくもりでしょう。; うみに行きたいです。; およぎたくないです。; かいものに行きましよう。; きょうとでなっとうを 食べました。</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange and compare information related to home, school and places visited whilst travelling in Japan and/or Australia, for example, 私のうちに プールが あります。; 兄のしんじつは おふるぼのとなり に あります。; ねこは 家の 中に います。; 日本の家に わしつが あります。; 学校に ばいてんが あります。; じゅぎょうちゅう、はなしてはいけません。; じゅぎょうちゅう、水をのんでもいいです。; てんぷらを 二つください。; コーヒーを 二はのみました。; 一つ五百三十円で す。いつも 学校におべんとうを もって行きます。; あまり コーヒーを のみません。; 日本は すごかった です。; バスでセコヘスキーをしに行きます。; 今日は あつかった です。; 日本に 行きたかった です。 東京から 大阪まで 新幹線で 三時間ぐらい かかります。; あ、それはいい</p>

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				いですね。; どう思いますか。; それはどうですか。
	Engage in individual and collaborative tasks that involve working together to create displays, presentations or performances to showcase their language learning for family, friends and their school community	Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a Japanese restaurant or organising a class event	Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport	Engage in individual and collaborative tasks, such as exchanging resources and information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport
	Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, きりつ, れい, ちゃくせき, はい, います。; いません。; 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; はい, わかりました。; いいえ, ちょっと わかりません。; 日本語で何ですか。; すみません, もう いちど。; たって/すわって/かいて /みて/よんで/きいてください。	Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing personal preferences and responding to others' contributions, 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。; じょうず ですね。; いい ですね。; よく できました。; すごい ですね。; もうちょっと です。; がんばりましょう。	Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, いい です ね。; いいえ, それは ちょっと。	Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, いい と おもいます。
<b>Informing</b>	Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways	Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

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			information in different formats to inform or interest others	
	Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation	Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience	Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience	Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience
<b>Creating</b>	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture
	Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
<b>Translating</b>	Translate and interpret phrases and short texts from Japanese to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Japanese to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Japanese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Japanese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
<b>Reflecting</b>	Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication	Engage with Japanese speakers and texts, reflecting on how interaction involves culture as well as language	Engage with Japanese speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context	Engage with Japanese speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments

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	Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication	Reflect on own identity, including identity as a user and learner of Japanese, through connecting observations made about experiences or in attitudes to culture and intercultural communication	Reflect on the experience of learning and using Japanese and how it might add further dimension to own identity	Reflect on the experience of learning and using Japanese and how it might add further dimension to own sense of identity
<b>Understanding</b>				
<b>Systems of language</b>	<p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation</p> <p>Become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i></p> <p>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, たって and りょうり</p>	<p>Engage with authentic spoken language, recognising how words blend</p> <p>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, サッカー and ジョギング</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, for example, たべましょうか</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 さん にん あに にい きょうだい いえ かぞく 三人; 兄/お兄さん/兄弟; 家/家族, and that the pronunciation changes according to <i>kanji</i> compounds
	<p>Recognise the relationship between the character-based scripts of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Apply the basic principles of stroke order to read and write simple texts using all <i>hiragana</i>, and simple high frequency <i>kanji</i>, for example, 人、才、月、 and numbers 1 to 10</p>	<p>Understand the relationship between the character-based scripts of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Apply the basic principles of stroke order to read and write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 私は十三才です。</p>	Convey meaning by appropriately selecting and combining <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> characters	Use understanding of <i>kanji</i> to predict meaning of unfamiliar words

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	<p>Recognise all <i>hiragana</i>, including voiced, contracted and blended sounds, combined and long vowel sounds and double consonants, using the <i>kana</i> chart</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p>	<p>Understand the use of basic Japanese punctuation marks, such as まる (。)、てん (、) and <i>katakana</i> long vowel mark (ー), for example, in a student’s name, such as サリー</p> <p>Read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds, combined and long vowel sounds and double consonants, using the <i>kana</i> chart</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p>		
	<p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> <li>• understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb, for example, <ul style="list-style-type: none"> <li>▪ subject は noun です。</li> <li>▪ subject は adjective です。</li> <li>▪ subject が います。</li> </ul> </li> <li>• recognising that pronouns are used far less frequently in Japanese than in English</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> <li>• using the rule that Japanese sentences end with a predicate and that there are three types of predicates; noun plus copula, adjective plus copula, and verb, for example, <ul style="list-style-type: none"> <li>▪ subject は noun です。</li> <li>▪ subject は adjective です。</li> <li>▪ subject は object を verb ます。</li> </ul> </li> <li>• understanding that pronouns are used far less frequently in Japanese than in English</li> </ul>	<p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> <li>• using more time expressions, such as days of the week</li> <li>• understanding and beginning to use a range of particles, for example, <ul style="list-style-type: none"> <li>▪ へ (direction)</li> <li>▪ に (time, destination, purpose)</li> <li>▪ で (location of action, by means, such as ペンで、日本語<sup>にほんご</sup>で)</li> </ul> </li> <li>• understanding and using い and な adjectives in the present tense and negative form, such as 大きくないです。しずかじゃないです。</li> </ul>	<p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> <li>• using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group</li> <li>• understanding and applying the rules of the <i>te</i>-form</li> <li>• 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</li> <li>• understanding and using verb て forms to express a range of ideas, such as</li> </ul>

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	<ul style="list-style-type: none"> <li>understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> <li>が (subject, topic marker: ～が好きです、～がいます)</li> <li>の (possession)</li> <li>と (and, with)</li> <li>も (also)</li> </ul> </li> <li>understanding the role of sentence-ending particles, such as か and ね</li> <li>understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles</li> <li>understanding how to use い and な adjectives in the present tense in basic sentences, such as たのしいです。; ゆうめいです。</li> <li>understanding and responding to formulaic expressions that use て form, such as 見て ください。; トイレに 行っても いい ですか</li> <li>creating cohesion and flow using conjunctions, for example, そして、それから、でも</li> <li>counting from 1 to 1000 一～千</li> <li>using common counters and classifiers, such as ～人、～才、～月、～時</li> </ul>	<ul style="list-style-type: none"> <li>understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> <li>は (subject, topic marker)</li> <li>が (subject, topic marker: ～が好きです、～がいます)</li> <li>を (object)</li> <li>に (time, destination)</li> <li>で (transport)</li> <li>の (possession)</li> <li>と (and, with)</li> <li>も (also)</li> </ul> </li> <li>using basic time expressions, such as clock times, months, for example, 一時、二月</li> <li>building vocabulary that relates to familiar environments, such as the classroom, school and personal world</li> <li>understanding the rules of verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした</li> <li>understanding different question words, such as 何、どこ、何時、なに、で、どんな、いつ、だれ、いくら</li> <li>using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します</li> </ul>	<ul style="list-style-type: none"> <li>using verb stems with grammatical features, such as ～たい、～たくない</li> <li>creating cohesion and flow by using conjunctions, for example, だから、それで、それに、だから、しかし、それに、けれども</li> <li>asking and responding to questions, such as 何で? (what transport/what method) いくら/いくつ?</li> <li>building vocabulary that relates to personal world, daily activities, routines and travel</li> <li>understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated <i>kanji</i>, for example, 百、千、万</li> <li>extending the use of counter classifiers, for example, ～円、～分、～まい、～本、～つ、～日 (date)</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>	<ul style="list-style-type: none"> <li>requesting and giving permission and expressing prohibition, for example, ～てもいいです。; ～てはいけません。; ～てはだめです。</li> <li>describing locations of homes, people and things using basic structures, such as, noun は place に あります。; noun は place に います。; place に noun が います。</li> <li>using a range of particles, for example, <ul style="list-style-type: none"> <li>が (subject, topic marker ～がいます/あります)</li> <li>か (or)</li> <li>に (purpose, indirect object, location)</li> <li>で (location of action, by means, such as ペンで、日本語で)</li> </ul> </li> <li>using い and な adjectives in the present and past tenses</li> <li>using verb stems with grammatical features, such as ～たい、～たくない、～かった</li> <li>asking and responding to questions, such as どのぐらい?; いくつ?</li> <li>increasing cohesion within paragraphs by using conjunctions, for example, それに/ それで</li> </ul>

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	<ul style="list-style-type: none"> <li>understanding the use of <i>こそあど</i> series in concrete contexts, for example, <i>これ、それ、あれ、どれ</i></li> <li>building vocabulary that relates to familiar environments, such as self, the family and personal world</li> <li>understanding the use of the prefixes <i>お</i> and <i>ご</i> before some words to indicate respect, for example, <i>おなまえは？、ごかぞく</i></li> <li>identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements, such as pronouns</li> </ul> <p>Build metalanguage to talk about vocabulary and grammar concepts</p>	<p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>		<ul style="list-style-type: none"> <li>elaborating ideas or statements using expressions, such as <i>今しゅう</i>、<i>せんしゅう</i>、<i>らいねん</i>、<i>いつも</i>、<i>ぜんぜん</i>、<i>あまり</i></li> <li>expressing superlative forms using <i>いちばん</i> for example, <i>いちばん好きなかもくは日本語です</i></li> <li>building vocabulary that relates to familiar environments, such as home and school, as well as places visited whilst travelling in Japan and/or Australia</li> <li>understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated <i>kanji</i>, for example, <i>ひゃく</i>、<i>せん</i>、<i>まん</i></li> <li>extending the use of counter classifiers to include <i>～円</i>、<i>～分</i>、<i>～まい</i>、<i>～本</i>、<i>～つ</i>、<i>～日</i> (date)</li> <li>expressing the location of items by using prepositions, such as <i>右</i>、<i>ひだり</i>、<i>まえ</i>、<i>うし</i>、<i>うえ</i>、<i>した</i>、<i>となり</i>、<i>そば</i></li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>
	<p>Identify and use text structures and language features of common spoken, written and multimodal texts, and</p>	<p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts</p>	<p>Apply understanding of the interrelationship between text structures and language features to different types</p>	<p>Apply understanding of the interrelationship between text structures and language features to different types</p>



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	compare with structures and features of similar texts in English	are structured and use particular language features to suit different contexts, purposes and audiences	of texts, including simple narrative, informative and persuasive texts	of texts, including simple narrative, informative and persuasive texts
<b>Language variation and change</b>	Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register  Understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures	Examine linguistic features in texts to understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures	Analyse how Japanese is used in varying ways to achieve different purposes	Analyse how Japanese is used in varying ways to achieve different purposes, and changes over time and place
	Recognise that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan and Japanese-speaking communities in Hawaii and Brazil	Understand the dynamic nature of Japanese, and how it influences and is influenced by other languages and cultures	Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge	Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge
<b>Role of language and culture</b>	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Japanese, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs