

Year 5 Syllabus

Year Level Description

Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.

Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.

Students become familiar with the systems of the Japanese language, reading and writing all hiragana with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using 一緒に or describing the location of homes. Students build a metalanguage in Japanese to talk about language.

Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.

In Year 5 students are widening their social networks, experiences and






communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example,
○○ ○ ○○○○○○○○○○○○○ ○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○
○○○○○○○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○
○○○○○○○○○○○○○○○○○○○○○○○○○○○○

[\(ACLJAC145\)](#)



-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding

Understanding

SYSTEMS OF LANGUAGE

Pronounce all the sounds in the kana chart, including voiced and unvoiced sounds ○○○○ and ○○, combined and long vowel sounds and double consonants, for example, ○○○ and ○○○○

Understand that the sounds of hiragana and katakana are identical, even though the associated scripts are different [\(ACLJAU156\)](#)

-  Literacy
-  Critical and creative thinking

Read and write all hiragana, including voiced, combined and long vowel sounds and double consonants using a hiragana chart for support

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

[\(ACLJAC149\)](#)

- 📖 Literacy
- 👤 Information and Communication Technology (ICT) capability

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as anime, folk stories and manga, making connections with personal experiences and feelings

[\(ACLJAC150\)](#)

- 📖 Literacy
- 👤 Information and Communication Technology (ICT) capability

- 🧠 Critical and creative thinking

inanimate/animate objects

- describing locations of homes, people, animals and items, using basic structures, for example, noun 場所 place 場所 noun 場所 place 場所
- knowing how to use prepositions to describe the position of objects, for example, 場所 場所 場所 場所
- knowing how to use common counters and classifiers such as 個/冊/冊/冊/冊
- understanding Japanese numerical place order, for example 場所 場所 場所 場所
- understanding different question words such as 場所/場所

Build a metalanguage in Japanese to talk about language


[\(ACLJAU158\)](#)

- 📖 Literacy
- ➕ Numeracy

- 🧠 Critical and creative thinking

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


REFLECTING

Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use

[\(ACLJAC155\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

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

[\(ACLJAU161\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

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

[\(ACLJAU162\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences,

counters and classifiers and understand Japanese numerical place order. They understand different question words such as 何/どの. They talk in Japanese, with guidance, about how the Japanese language works. They explain with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss 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. They identify some ways that the Japanese language has changed over time through contact with other languages.

Year Level Description

Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.

Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.

Students become familiar with the systems of the Japanese language, reading and writing all hiragana with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese

grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using 一緒に or describing the location of homes. Students build a metalanguage in Japanese to talk about language.

Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.