

Year 1 Syllabus

Year Level Description

Year 1 Japanese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Japanese language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Japanese language and culture is from their school learning environment.

Students communicate in Japanese, interacting with the teacher and peers in Japanese to share information about themselves and to talk about their favourite things. They participate in guided group activities, using simple and repetitive language in songs, rhymes and games. They respond to teacher talk and instruction in Japanese and use formulaic expressions to express support and respect for others during class activities. Students locate key words and simple kanji or hiragana in texts such as charts, lists, rhymes and songs that relate to their personal worlds. They engage with the shared reading and viewing of Japanese texts and use simple language to describe and respond to the characters in these texts. They participate in shared performance of short imaginative texts re-enacting and retelling stories in Japanese using modelled language.

Students become familiar with the systems of the Japanese language, beginning to recognise the sequence of hiragana from a to n and to trace some hiragana characters. They build on their understanding of stroke order and that individual kanji represent meaning as well as sounds.

In Year 1 students start to explore Japanese words that are used in English and notice how their behaviour and body language may change when they are speaking in Japanese.

Students learn Japanese in the early years through rich language input.

Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

Communicating

SOCIALISING

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,

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[\(ACLJAC109\)](#)

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

Express praise, support and respect for others, using formulaic expressions such as □□□□□□
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[\(ACLJAC127\)](#)

Understanding

SYSTEMS OF LANGUAGE

Recognise and reproduce the sounds and rhythms of spoken Japanese

Learn how sounds are produced and represented in the three different scripts
[\(ACLJAU120\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking

Recognise, trace and copy some hiragana

Recognise that kanji and hiragana have stroke order, for example, using tai chi to demonstrate stroke order

Understand that each individual kanji represents meaning as well as sounds, for example,
🌕 Moon, 🗓 January

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

Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as $\square\square\square\square\square\square\square$, transactions, gestures and pictures, to support understanding and to convey meaning

[\(ACLJAC110\)](#)

- 📖 Literacy
- 🔢 Numeracy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Respond to teacher talk and instruction, for example,

$\square\square\square\square\square\square$ Tia $\square\square\square\square\square\square\square\square$
 $\square\square\square\square\square\square\square\square\square\square\square\square\square\square$

[\(ACLJAC111\)](#)

- 📖 Literacy
- 🔢 Numeracy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability

Recognise sequence of hiragana \square to \square , for example, through singing a hiragana rap song

[\(ACLJAU121\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking


Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:

- understanding basic word order in simple sentences, for example, noun $\square\square\square\square\square\square\square\square\square\square$ $\square\square\square\square\square\square\square\square$ adjective + noun $\square\square\square\square\square\square$
- referring to numbers of things using cardinal numbers 0–10, for example $\square\square\square\square$
- recognising that numbers 4, 7 and 9 have more than one reading
- learning to describe the colour, size and shape of things, for example, $\square\square\square\square\square\square\square\square\square\square\square\square$ $\square/\square\square\square/\square\square\square\square$

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

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,

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□□□□□□□□

Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, □□□□□□
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(ACLJAC114)

 Literacy

 Information and Communication

Technology (ICT) capability


 Critical and creative thinking

 Personal and social capability

(ACLJAU124)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


ROLE OF LANGUAGE AND CULTURE

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, sushi, origami, anime and manga

(ACLJAU125)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Intercultural understanding

Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example,

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[\(ACLJAC115\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Identify key words in children's stories or songs and provide English translations or explanations of meaning, for example,

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Find examples of Japanese words used in English and explain what they mean, for example, sushi, karate, origami


[\(ACLJAC116\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

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 ([ACLJAC119](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students interact in Japanese with their teacher and each other through shared performance, guided group activities, classroom instructions and routines to provide information about themselves and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as $\square\square\square \square \square\square\square\square$ They express praise

and support and show respect for others, using some modelled expressions. Students locate most key words, simple kanji and hiragana in texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, they use Japanese and/or English to share with others meanings of key words in Japanese stories and songs. Students talk about how voice, behaviour and body language may change when speaking Japanese.

Students become familiar with the systems of the Japanese language, recognising and reproducing the sounds and rhythms of spoken Japanese with a satisfactory level of accuracy. They show some awareness of how sounds are produced and represented in the three different scripts. Students use words and expressions, trace and copy some hiragana and kanji to convey factual information at word and simple sentence level, and use some first elements of grammar with a satisfactory level of accuracy. Students begin to use basic word order in simple sentences, such as 青い 箱 (blue box), 大きい 箱 (big box), adjectives to describe the colour, size and shape of things, and experiment with responding to requests using verb ください (please), such as ください (please) ください (please). Students develop number knowledge for numbers 0–10 and recognise that 4, 7 and 9 have more than one reading. They make some comments about how language is organised as ‘text’ and that different types of texts have different features. They recognise that in Japanese there are different ways of greeting, addressing and interacting with people. Students recognise that Japanese is one of the many languages spoken in Australia and identify some words and expressions that Japanese and English borrow from each other.

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