

Year 4 Syllabus

Year Level Description

Year 4 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Japanese, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students engage with a range of Japanese imaginative texts and identify key language and cultural behaviours in them. They create, perform and present imaginative texts for different audiences that allow for the exploration and enjoyment of language.

Students become familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions such as using time expressions and using verbs in the past such as the ました and ました form. They read and write words in hiragana and high frequency kanji with support and scaffolding. Students are supported to reflect on Japanese language protocols that relate to their personal worlds. They begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to ensure familiar vocabulary and simple

sentence structures. Students continue to be encouraged to use Japanese as much as possible for social interactions and in learning tasks.

Communicating

SOCIALISING

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, 毎朝学校に行きます。毎晩お風呂に入ります。毎週末公園に行きます。

毎朝学校に行きます。

毎晩お風呂に入ります。

毎週末公園に行きます。

毎朝学校に行きます。

Recount past activities, for example,

毎朝学校に行きました。

[\(ACLJAC127\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Understanding

SYSTEMS OF LANGUAGE

Understand that hiragana symbols can be combined to represent words

Understand that vowel length can differentiate words in Japanese, for example, いいえ for 'no' and いえ for 'house'

[\(ACLJAU138\)](#)

 Literacy

 Critical and creative thinking




Commence writing their own words, structures and phrases in hiragana with the support of a hiragana chart and word lists

Recognise and write frequently-used kanji

Learn to read and write words using hiragana







[\(ACLJAU139\)](#)

 Literacy

-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

[\(ACLJAC131\)](#)

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




CREATING

View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours

[\(ACLJAC132\)](#)



-  Literacy
-  Information and Communication

[\(ACLJAU140\)](#)

-  Literacy
-  Numeracy
-  Critical and creative thinking

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





[\(ACLJAU141\)](#)

-  Literacy
-  Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, $\frac{1}{2}$ / $\frac{1}{2}$

$\frac{1}{2}$ / $\frac{1}{2}$
[\(ACLJAU142\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using *keigo*. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

Students become familiar with the systems of the Japanese language, explaining that hiragana symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in hiragana with visual supports. They write some frequently-used kanji and read and write words using hiragana with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense *shiroi*/*shiroimashita* and indicate time and frequency using expressions such as *shiroi*. Students tell the time using *shiroi*/*shiroimashita* *shiroi* *shiroi* and use words and expressions indicating direction or means of transportation. They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions

or practices.

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