



# Juunishi Times

Konnichiwa!

I hope you had a happy and safe summer holiday!

In Japanese this term, our focus will be on self and a self-introduction.

## RECEPTION-YEAR 2

By the end of the term students, will introduce themselves, including their age and a like. They will do this by:

- using modelled language;
- using visual, non-verbal and contextual supports such as pictures, gestures and facial expressions to make meaning of simple texts;
- mimicking Japanese pronunciation, intonation and rhythm through shared reading;
- identifying key 'self' related vocabulary such as I, age, likes, and demonstrate comprehension by drawing or labelling, when listening to simple repetitive spoken texts;
- matching, labelling and sorting characters, in hiragana
- identifying patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい (sensei), and in simple sentences, such as です (desu).
- using expressions and gestures daily, interacting with others, including exchanging greetings and farewells, for example, おはようございます (ohayogozaimasu)、おはよう (ohayou)、こんにちは (konnichiwa)、さようなら (sayounara)、thanking and apologising, for example, ありがとう (arigatou)、ごめなさい (gomenasai).

## YEAR 3-YEAR 4

By the end of the term students, will have created a short spoken informative text related to themselves.

They will do this by:

- using supported modelled language, scaffolded examples and resources such as word lists
- identifying specific items of information, such as facts about or key characteristics of others, when listening to or viewing texts such as other students self-introductions.
- using cues such as visual images and familiar vocabulary to assist comprehension;
- reading and writing some hiragana, including long vowels (for example, どうぞよろしく), voiced sounds (for example, です), as well as some high-frequency kanji (私 watashi);
- applying word order in simple sentences;
- comprehending short written texts such as texts that use familiar and repetitive language
- translating simple texts using classroom resources such as charts or word lists
- understanding the role of particles, for example, が (ga)、は (wa); the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か
- identifying examples of cultural differences between ways of communicating in Japanese and in their own language

## YEAR 5-YEAR 6

By the end of the term students will, have created a spoken informative text related to themselves. They will do this by:

- asking and responding to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation;
- reading and writing hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and some high-frequency kanji;
- locating specific information and some supporting details in a range of spoken, written and multimodal texts;
- structuring sentences using particles, for example, が(ga), は(wa);
- translating familiar texts
- commenting on similarities and differences in ways of expressing values such as politeness, consideration and respect compared to other languages and cultures.
- understanding and using the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を (wo), へ (e), は (wa), and です (desu).

## YEAR 7

By the end of the term students will have created a spoken informative text related to themselves. They will do this by:

- asking and responding to a small range of questions (ie. ...が すき です。 ga suki desu/すきじゃないです。 suki j'anai desu); using both rehearsed and some spontaneous language;
- applying rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words;
- reading and writing hiragana, katakana, including elongated vowels, double consonants;
- locating, analysing and summarising information from a range of spoken, written and multimodal texts such as video clips;
- planning, drafting and presenting informative texts with the support of modelled resources;
- translating from Japanese into English and vice versa;
- understanding that the pronunciation of Katakana is the same as that of hiragana and that the pronunciation of borrowed words is influenced by the Japanese sound system
- applying appropriate word order in their spoken and written language

Please feel free to contact us via the school or our emails:

[erin.bath601@schools.sa.edu.au](mailto:erin.bath601@schools.sa.edu.au)

[Rebecca.Gilbert876@schools.sa.edu.au](mailto:Rebecca.Gilbert876@schools.sa.edu.au)

Regards,

Erin Sensei and Rebecca Sensei.

