



Juunishi Times

Konnichiwa!

Welcome back to Term 2. This year seems to be flying already.

In Japanese this term, we will be continuing our focus 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:

- identifying key 'self' related vocabulary such as I, age, likes, and demonstrate comprehension by drawing or labelling, when listening to simple repetitive spoken texts;
- mimicking Japanese pronunciation, intonation and rhythm through shared reading;
- presenting information about themselves at a word and simple sentence level using formulaic and modelled language using modelled language.

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:

- 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;
- using formulaic and rehearsed language to exchange information about personal worlds and in familiar interactions;
- creating short spoken informative and descriptive texts relating to their personal world with the support of modelled language and scaffolded examples.

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:

- describing and recounting events and experiences in time, for example, adjective です.noun です/でした and present verb forms, for example, します。
- using counter classifiers in response to questions such as 何人？
- translating familiar texts, recognising formulaic expressions and culturally specific textual features and language use.
- using formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events.
- asking and responding to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation.
- understanding and using the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules.
- creating connected texts of a few sentences, such as descriptions, dialogues or skits.
- structuring sentences using particles, for example, へ、で、を、が and applying the rules of punctuation when writing.
- applying their knowledge of stroke order to form characters.

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 range of questions, (ie.が すき です。 ga suki desu/すきじゃないです。 suki janai desu); using both rehearsed and some spontaneous language.
- translating and interpreting short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible.
- 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.
- 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, varying the order of noun phrases without altering the meaning.
- planning, drafting and presenting informative and imaginative texts with the support of modelled resources.
- writing hiragana and familiar katakana words, including elongated vowels, double consonants and contractions.

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

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Regards,

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