

## **Level description: Years 1 and 2**

In Years 1 and 2, Japanese language learning builds on each student's prior learning and experiences with language . Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening , speaking and viewing. They interact in Japanese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Japanese-speaking communities in Australia, Japan and diverse locations. They continue to receive extensive support through modelling, scaffolding , repetition and reinforcement.

Students recognise key words and phrases , imitate language gestures and pronunciation , and use modelled language to communicate with others. They transition from spoken to written language using single kana and high-frequency kanji, and understand that scripts represent the sounds and meanings of Japanese words . They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes , picture and story books, animated cartoons, films and performances . They notice that languages contain words which have been borrowed from another language , and that there are similarities and differences between Japanese language and culture and their own.

## **Achievement standard: Years 1 and 2**

By the end of Year 2, students use Japanese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).