

Level description: Years 5 and 6

In Years 5 and 6, Japanese language learning builds on each student's prior learning and experiences with language . Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening , speaking , reading and viewing, and writing . They interact in Japanese to exchange information and ideas relating to their interests, school and local environment, and engage with Japanese-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources. Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. With support, they use their knowledge of hiragana, including voiced sounds, long vowel sounds, double consonants and blends , and high-frequency kanji, to identify Japanese language structures and features. They apply knowledge of stroke order in writing and recognise katakana, developing their understanding of the relationship between hiragana, katakana and kanji in texts . They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity .

Achievement standard: Years 5 and 6

By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context.

Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.