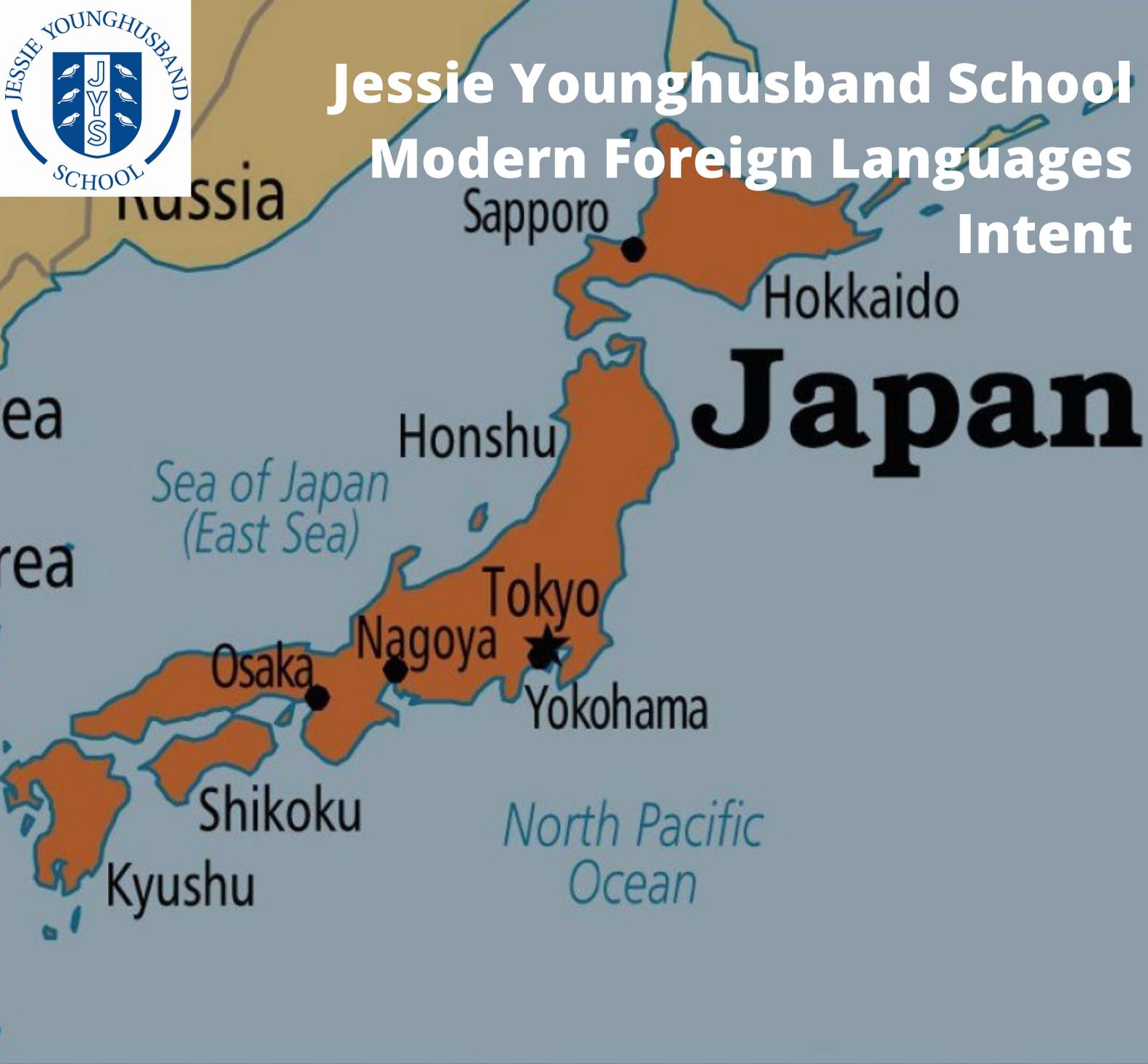




Jessie Younghusband School Modern Foreign Languages Intent



At Jessie Younghusband School, our intent is for our children to be immersed in Japanese language and culture by the time they leave us in Year 6. We want them to develop an interest in learning languages and skills in practical communication. We want our children to have learnt some essential Japanese vocabulary by the time they leave us. We want them to be able to speak confidently, to be able to use a range of language learning strategies and to have some understanding of the differences between how the language is communicated in writing.

Japanese is taught by a native speaker in two short sessions each week. We want all of our teachers to build the confidence to reinforce the learning at other times and so they are present for each session. By the end of KS2, we want children to be able to listen attentively to the spoken language and show understanding by joining in and responding, expressing opinions, developing accurate pronunciation and intonation and appreciating stories, songs, poems and rhymes in the language.

We are committed to always ask the question 'What is the same?' when comparing Japan and the Japanese culture to where we are in Chichester so that we develop a shared understanding and respect. We then look at differences, but through using the question 'What can we learn from the differences?' so that we truly develop a sense of global respect and we begin to counteract stereotypes.

In the background of this is our connected approach to learning, and we endeavour to make the abstract nature of learning a modern foreign language more concrete through the use of text, images, films and hands-on experiences. This is also supported with our cross-curriculum approach as we can then be exploring this through other subjects, and particularly through the arts.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper in exploring the language and culture.

Speaking and Listening

YEAR 2

- To listen to authentic Japanese voices.
- To listen to a song in Japanese.

YEAR 3

- To begin to form words correctly understanding some simple pronunciation.
- To recognise and join in with greetings.
- To listen to, and join in with, a simple rhyme in Japanese.
- To understand greetings questions and respond.
- To recognise, understand and respond to classroom imperatives.
- To recognise numbers to 20, out of sequence.
- To begin to recognise dates and days of the week when spoken by an authentic speaker.

YEAR 4

- To listen to and join in with colours spoken in Japanese.
- To recognise some of the language used to identify animals.
- To perform a simple play which draws upon the language learnt.
- To begin to express some simple feelings in Japanese.
- To learn the names of basic body parts and join in with 'heads, shoulders, knees and toes'.

YEAR 5

- To listen to and join in with language associated with food.
- To listen to and join in with language to describe today's weather in Japanese.
- To listen to and join in with numbers up to 100.
- To say some vehicles' names in Japanese.
- To recognise, ask and answer questions relating to positions and directions.

YEAR 6

- To understand words that describe feelings and say the words with feeling.
- To ask and answer questions about Japanese cities.
- To listen and respond to language around sports and hobbies.
- To ask and answer questions about likes and dislikes.
- To be able to listen to and express simple opinions.

KEY STAGE 3

- To listen to a variety of forms of spoken language to obtain information and respond appropriately.
- To transcribe words and short sentences that they hear with increasing accuracy.





Reading and Writing

YEAR 2

- To look at how writing in Japanese is different to how we form our text.

YEAR 3

- To recognise some elements of the Japanese Alphabet. Pronunciation
- To read and write own name in Japanese.
- To read and recognise simple greetings in Japanese.
- To write a birthday / greetings card for a friend.

YEAR 4

- To read and write family names in Japanese.
- To read and recognise simple colours.
- To read and recognise common animals.
- To be able to express a favourite colour / animal in a simple written sentence from memory.
- To recognise the symbols for various body parts.
- To read dates in Japanese with support.

YEAR 5

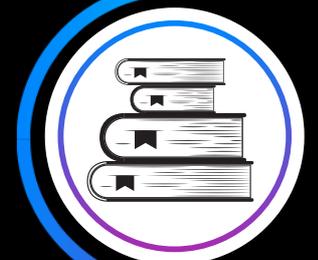
- To identify which days of the week correspond to 日, 月, 火, 水, 木, 金, 土. and write these.
- To read simple questions asking for information about a person.
- To respond in writing to simple questions about themselves.
- To have an understanding of how punctuation is different in Japan.
- To look at the similarities and differences in basic grammar.

YEAR 6

- To recognise key words and key phrases from a story.
- To be able to describe people, places and things.
- To write a simple passage describing people, places and things.
- To look at the similarities and differences in basic grammar.

KEY STAGE 3

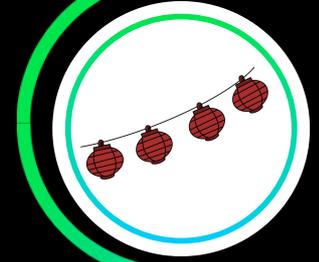
- To write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.
- To use accurate grammar, spelling and punctuation.



Cultural Understanding

YEAR 2

- To look at where Japan is in the world and discuss what we know about Japan.



YEAR 3

- To discuss why greetings differ in Japan depending on the situation.
- To look at where Japan is and how the geography is similar / different to Chichester.
- To look at how schools are similar / different to our own.
- To discuss some Japanese celebrations and compare these to the celebrations we know.



YEAR 4

- To look at how clothing is different in Japan and to appreciate that clothing is used to mark different events.
- To look at the similarities and differences between food.
- To understand what the sacred scripts represent and why they are important.



YEAR 5

- To look at the similarities and differences between traditional stories and rhymes; to compare and contrast these.
- To discuss and compare Japanese music cultural to the music children are familiar with; to compare and contrast these.
- To look at significant events in Japanese history, where do these fit with our own knowledge of history?



YEAR 6

- To present the similarities and differences between a city in Japan and Chichester to an audience, sharing key facts and knowledge of the cultural similarities and differences.
- To share some of the Japanese language with a wider audience, to teach some basic greetings and names to others.

