



MACCLESFIELD PRIMARY SCHOOL

LANGUAGES-JAPANESE



LANGUAGES OTHER THAN ENGLISH (LOTE)

Learning languages in the PYP

All students at Macclesfield Primary School are provided with the opportunity to learn a second language - Japanese.

This can happen in different ways. For example, students might be learning in:

- a programme with one dominant language of instruction, which may be the student's mother tongue or an additional language.
- a bilingual programme where, most often, one of the languages of instruction is the student's mother tongue.
- a programme that offers support for students who are new to the language(s) of instruction, as well as additional mother-tongue support.

The PYP acknowledges that development of mother-tongue language is crucial for both cognitive development and maintaining cultural identity.

Teaching languages in the PYP

Language is involved in all learning and is an essential vehicle for inquiry and the construction of meaning. It provides an intellectual framework to support conceptual development and critical thinking.

All PYP teachers have a responsibility to address the language needs of their students in the language of instruction. When teachers plan learning experiences that enable students to develop language within meaningful and enjoyable contexts, students are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. [Teaching languages in the PYP](#)

Teaching languages at Macclesfield

Japanese is an integral part of the curriculum at Macclesfield Primary School. It is taught once a week for grades F-6 for 60 minutes. The content is currently based on the [Victorian Curriculum-Japanese](#) and taught through the PYP Programme of Inquiry. Teachers guide students to engage with and inquire into Japanese language and Asian culture by using written and digital texts and ICT resources.

In the early years of learning Japanese, lessons use songs, games, rhymes, stories and plays using gestures to help students' understanding and memory. The emphasis is on oral language. Students become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. Students practise and repeat formulaic expressions, statements and asking and answering questions. Students learn individual words and basic word order in simple sentences. They are introduced to the scripts of hiragana and high frequency kanji and learn to copy using the correct stroke order. Students are familiarised with common Japanese gestures and polite social interactions such as bowing.

As the students' progress through to Year 6 they increasingly communicate orally and in writing in addition to working with visual texts as they continue to explore Japanese language and culture. They recognise and use elements of grammar including simple verb forms, adjectives and nouns including present, past and negative forms. Students engage in purposeful communicative activities and experiences to imitate real world situations. They respond to and create their own texts and reflect on their own learning.

There is evidence of the Japanese language and culture throughout the school to enhance learning; labelling, displays, school website, resources, books etc.

Japanese is linked into level inquiries where authentic and is represented within the programme of inquiry at each year level. The inquiry is collaboratively planned with all teaching staff involved in the teaching of the inquiry. Additionally, an assessment piece is included in each students Progress Journal to demonstrate their learning and shared with parents/carers at the student-led conference in Term 3. Stand-alone units of inquiry are also part of the Japanese program and are assessed and reported on.

Students are assessed using the [Victorian Curriculum Scope and Sequence and achievement standards](#).

Further resources:

[Victorian curriculum resources](#)

For further information on language development in the PYP, IB educators can access materials in the IB's MyIB and learning communities which contain free materials, only available to IB World Schools.

LANGUAGES POLICY REVIEW

The Principal, in collaboration with the PYP Coordinator, School Council and Additional Language teacher will identify necessary minor changes annually in-line with the implementation of AIP.

The Languages Policy will be reviewed biannually involving the Principal, PYP Coordinator, School Council team, Additional Language teacher, Classroom teachers, Specialist teachers and other teaching staff. It will be ratified by the governing School Council.

As a result the school action plan will be updated based on what has been achieved and areas for further development.

There is an Essential Agreement to support this document.

NAME	POSITION	DATE	SIGNATURE
Andrew Bagnall	Principal		
Emma Nielsen	School Council President		
Andrea Goodey	PYP coordinator		
Rohan Buttenshaw	Japanese teacher		

*Next reviewed in 2023

- Staff Essential Agreement – attached

ESSENTIAL AGREEMENT

I acknowledge that I have read the [Languages-Japanese Policy](#) and I will agree to implement the document in my role at Macclesfield Primary School where appropriate.

DATE	NAME	SIGNATURE
	Damien Jones	
	Emilya McDonald	
	Karla Taylor	
	Bess Britton	
	Caitlyn Harding	
	Chelsea Davy	
	Leah Stevens	
	Jarren Boyd	
	Marissa Cashmore	
	Melanie Jessop	
	Rohan Buttenshaw	
	Rosie Moulton	
	Andrea Goodey	
	Andrew Bagnall	
	Andrea Hagar	
	Selina Rose	
	Charmaine Kavalic	