

Year 6/7 Second Language Learners

Reading — Average

Content

Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure, and recreation, lifestyles and their immediate environment (e.g. food preferences, shopping, clothing).

Some short texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g. food, restaurant), greeting cards, or public information (e.g. public signs, place names, instructions, or labels), and messages relating to cultural events (e.g. Spring festival). Texts are generally less than 50 characters in length and are generally glossed in pinyin.

Texts may be longer if information is to be processed selectively, or if appropriate support is available (e.g. from word lists) or if texts are presented in pinyin.

Knowledge of Linguistic Forms

Students regularly engage with texts specifically developed for particular themes and topics that contain only familiar, high-frequency vocabulary in simple sentence patterns (e.g. simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是, 有, 在, 喜欢), modal verbs, action-object phrases (e.g. sports, daily routines, hobbies, and interests), question words (e.g. 谁, 什么, 哪儿, 几, 多少), pronouns (personal, demonstrative), adjectives (e.g. 好, 大, 小, 多, 好看, 可爱, 好吃), and colour words. Time words include dates, days of the week, clock time, and specific time words (e.g. 今天, 明天).

Task Requirements/Processing

Students attempt to identify the sound and meaning of individual characters and words. They recognise a limited range of individual characters but may find it difficult to differentiate between related forms (e.g. 妈 - 吗).

They translate simple subject-verb-object sentences presented in pinyin (e.g. wǒ de péngyǒu kàn shū) or in characters (e.g. 我喜欢学习汉语). They recognise greetings and simple polite phrases (thanks, apology) and write an appropriate response in pinyin (e.g. nǐ hǎo ma?). They identify questions and make changes in word order to create affirmative or negative statements. They select keywords (e.g. a noun or verb phrase) from options to complete sentences or phrases containing familiar information or to caption images or objects presented in pinyin or to complete a sentence (e.g. wǒ měitiān wǎnshàng a)hěn hǎokàn b)kàn diànshì). They complete sentences containing key points of information (e.g. particular time, place, participant, activity, or event) with their own preferences. They read aloud sentences in pinyin and state the meaning of the sentence in English (e.g. wǒ de lǎoshī shì zhōngguó rén). If it is a question they offer a possible answer based on their own knowledge or experience (e.g. nǐ jiā yǒu shénme dòngwù?). Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items.

They read texts in characters and identify individual characters and words and suggest the meaning and purpose of the overall text.