

Year 6/7 Background Language Learners

Writing — High

Content

Students' writing includes a wide range of information related to their personal lives, extending beyond personal details and information about their family and friends to include information about their home life, leisure interests, sports, etc. Their writing reflects features of their Chinese identity as home users of Chinese, and their relationship to Chinese language and culture (e.g.我周末喜欢去中文学校).

They elaborate their writing to express feelings and opinions, and qualify their information using coordinating conjunctions, for example, but (但是)(e.g. 我的房子很大, 有一个游泳池。但是太脏了, 所以不能游泳)。Students write texts of 100 to 150 characters (five to eight sentences) in length without support.

Vocabulary

Students use a wide range of vocabulary to communicate ideas about themselves, their family, and friends, and to describe personal activities and experiences, such as playing the piano (钢琴), reading (阅读), and playing computer games (玩电脑游戏). They use a range of adjectives (e.g.困难, 聪明), which are incorporated into sentences (e.g.我周末喜欢弹钢琴; 他喜欢煮菜给kè人吃).

Characters

Characters are generally well formed and accurate, with correct structure, balance, and proportion within each square. The quality of character writing reflects long-term attention to literacy development in their Chinese learning, with a neatness and fluency, or personality in their writing, reflecting frequent use for personal communicative needs.

Writing is generally presented with appropriate use of squared paper and appropriate spaces for punctuation.

Forms and Structures

Students' expression is simple and effective displaying control of basic sentence structures and sentences often containing more than one idea (e.g. 我的爱好是玩 运动, 跟动物玩和跟我的朋友玩). Forms of expression are natural, though often reflecting oral sentence patterns, with ellipsis used to connect ideas in a simple, effective manner. Verb structures are generally simple though students occasionally use verb complements and verb negation.

A range of structures are used to provide specific details and to elaborate the message, including time phrases and relative time clauses (e.g.有困难的时候), prepositions 对, 跟, 给 (e.g. 跟朋友去玩), adjectives (e.g. 不大也不小), adverbs of scope and degree (e.g. 我很喜欢吃冰淇淋), relative clauses (e.g.我的很好的朋友是...), specifiers and attributive clauses (e.g. 每个人有不同的爱好), and indefinite pronouns (e.g. 什么宠物都没有).

Within sentences information is sequenced using a range of coordinating conjunctions including 可是, 但是, 或者 (e.g.可 (是) 很多是网友), and occasionally subordinating conjunctions using 因为 (because). More complex constructions are occasionally employed, for example, except/besides (除了), though use is not always accurate, reflecting English word order, for example, 他们都是中国的除了 [name].

Discourse

Students write for a range of purposes and audiences presenting simple narratives and descriptions about their personal world in paragraphs.

There is a sense of overall coherence, and some awareness of text type and recognition of audience.