

## Year 6/7 Background Language Learners

### *Writing — Average*

#### **Content**

Students' writing includes a range of topics of personal interest, such as factual information related to themselves, family members, and friends, as well as descriptions of interests and activities and their home. Students write texts of more than 50 characters, or five sentences in length.

#### **Vocabulary**

Students provide detailed information about personal topics using a range of high-frequency words and some specialised vocabulary (e.g. 手指, 体育, 健康, 鸭肉, 奶奶) related to their personal world.

#### **Characters**

Students write in characters that are generally well formed and accurate, with evidence of attention to balance and proportion of components and correct stroke number and sequence within each character. The quality of writing varies considerably, with some writing reflecting a lack of familiarity with character construction and a reliance on word lists in order to produce texts in characters. Students occasionally lack awareness of character spacing, with characters divided between squares (e.g. 睡 presented as 目 and 垂 in two squares), or characters presented as a simple assemblage of strokes, without evidence of stroke order or direction. They occasionally use pinyin for some keywords, for example, ti z(h)uqiu (play football) or for single characters that they cannot recall. Overall, use of pinyin is limited. When writing on squared paper paragraph indents are used and punctuation is usually allocated a square space, often using English rather than Chinese protocols for the (顿号) comma and the size and location of the full stop.

#### **Forms and Structures**

Students use basic sentence patterns (verb-object and adjectival phrases) containing a single idea effectively (e.g. 我喜欢打篮球) with some attempt to elaborate ideas by including expressions for time (我今年十一岁), and number-measure clauses (e.g. 我有一个弟弟).

They use the particle 了 to indicate past events or duration (e.g. 我来澳州十年了), and prepositional phrases (对, 跟, 给) to indicate participants in or direction of an action. They use the verb 是 (to be) at times inappropriately with adjectival and number phrases (e.g. 我是十一岁; 我的家是很大). Time phrases sometimes reflect English word order (e.g. 我游泳每星期五).

#### **Discourse**

Students write in a paragraph with ideas and information connected and sequenced, and evidence of text type and recognition of audience. Text formatting is usually evident in paragraphing