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## **Year 6/7 Background Language Learners**

### ***Reading — High***

#### ***Content***

Students regularly engage with pedagogic texts designed to focus on a particular topic relating to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment. They read authentic texts including children's readers, comics, advertisements or posters, personal messages, or public information (e.g. public signs, place names, instructions, or labels) and texts related to cultural events (e.g. Spring Festival). The length of texts depends on the nature of language and content included, but texts may be longer if sufficient support is available (e.g. from word lists or bilingual dictionaries).

#### ***Knowledge of Linguistic Forms***

Students regularly engage with texts containing new information or vocabulary. Texts may contain information relating to activities or routines, or be dialogues involving a sequence of questions and answers, or be descriptions of people, objects, places, or events. Students comprehend texts containing a range of verbs and action-object phrases (e.g. sports, daily routines, hobbies, and interests), adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

#### ***Task Requirements/Processing***

Students read sentences and short texts containing high-frequency characters without difficulty. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question, they answer based on their own knowledge or experience (e.g. 你的汉语老师是谁?). They select from choices or lists to complete sentences or phrases containing familiar information or to caption images or objects, providing key points of information (e.g. particular time, place, participant, activity, or event).

They move flexibly between pinyin and characters, selecting sentences to match to pictures of activities (e.g. yǒu yī gè xuéshēng pāzài zhuōzishàng shuìjiào. 有一个学生坐在窗台上向外看). Engagement with extended authentic texts includes extracting specific items of information, often relying on contextual clues or visual support, as well as word lists for low-frequency items. They can process texts containing unfamiliar characters and recognise when texts are presented in traditional (full) form.