

Year 6/7 Background Language Learners

Reading — Average

Content

Students 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, presented with supports. Content includes information related to aspects of daily routine, for example, home and school routines, sports and leisure activities, food choices, clothing, shopping. Students read a range of authentic material such as advertisements or posters, personal messages, public information (e.g. public signs, place names, instructions, or labels), and texts related to cultural events (e.g. Spring Festival). Texts may be longer if sufficient support is available (using word lists or dictionaries).

Knowledge of Linguistic Forms

Students regularly engage with texts that contain mostly known characters and familiar words but contain some new information. Texts may contain information relating to activities or routines, or include dialogues involving a sequence of questions and answers, or descriptions of people, objects, places, or events. Students comprehend texts containing number phrases, modal verbs, and action-object phrases, adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

Task Requirements/Processing

Students identify the sound and meaning of individual characters and words in order to map the character or word onto their oral vocabulary. They recognise greetings and simple questions and respond appropriately creating affirmative or negative statements. 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 complete sentences by providing key points of information (e.g. particular time, place, participant, activity, or event) based on their own preferences. They read short phrases (e.g. 我的汉语老师...) and create their own responses, and select noun or verb phrases from options to complete a sentence (e.g. 我爸爸喜欢打. a) 牛奶 b) 篮球). They select sentences in pinyin to match to pictures of activities, and can selectively choose sentences in characters to match to pictures based on the presence of key characters, that is, number or verb (e.g. yǒu sīgè xuéshēng zài huàhuà, 有一个学生在地板上玩). 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. Students' oral language extends beyond their reading ability, but once a character has been identified (i.e. from a word list) they are able to recognise and apply that new learning readily.