

Year 6/7 Second Language Learners

Reading — Average

Content

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.

Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

Students attempt to read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email); however, they experience difficulty developing gist and locating specific meanings without substantial support (e.g. teacher explanation, word lists, shared reading and visuals).

Knowledge of Linguistic Forms

Students recognise simple greetings (e.g. *Apa kabar? Kabar baik/baik baik saja*). They are familiar with question words that seek basic personal and general information such as *Siapa, Apa, and Berapa*. Questions such as *di mana* are challenging as students rely on translating meaning at a word-for-word level. Students understand simple time phrases (e.g. *jam dua*), relying on knowledge of the cardinal numbers 1–12.

Students recognise common nouns in the classroom environment (e.g. *buku, pena, meja*) and home environment (e.g. *rumah, kamar, mobil*). They know adjectives such as colours and characteristics (e.g. *lucu, besar*). Unfamiliar vocabulary can impede comprehension of sentences and whole text (e.g. *bangun, taman*).

Students recognise simple verbs (e.g. *makan, minum, suka*) and common *ber-* words (e.g. *bermain, berenang, bercakap, berjalan, berangkat*) and a small number of *me-* words (e.g. *membaca, menonton*). Students recognise familiar pronouns related to family, friends, and school (e.g. *saya, kamu, bapak, ibu, kakak, adik, Pak/Bu*). Students also know the conjunctions *dan* and *karena*.

Task Requirements/Processing

Students read texts for specific meaning and often in order to select a particular word or series of words to complete meaning at a sentence level. They are reliant on familiar vocabulary (e.g. *sekolah, makan, pergi, berenang, buku, meja, guru*) to comprehend overall meaning.

They use supporting examples, word lists, and textual features such as headings and illustrations to predict meaning and identify specific items of information.

At the sentence level, students are often required to read aloud and translate meaning into English. They rely on recognising familiar vocabulary and borrowed words from English (e.g. *televisi, bis (bus)*) to assist in comprehending texts.

In reading unfamiliar texts, students show initial skills in scanning texts for gist; however, meaning is limited without additional support.