

Year 6/7

Second Language Learners

Writing — High

Content

With support and scaffolding, students give information about themselves (e.g. favourite subjects, food, movies, sports, family members, school year, age) in five to six simple sentences.

They draw on suggested topics and vocabulary but may add other relevant content of their own. Some students use culturally appropriate content beyond that given in the prompt, for example, use of appropriate formulas for self-introductions such as よろしくおねがいします。

Content may be strongly influenced by recently learnt sentence patterns and vocabulary. For example, repeated use of すきな… は…です。 (The ... that I like is ...).

Vocabulary

Students use vocabulary provided in prompts to create sentences. They also draw on other vocabulary relating to family, pets, weekend activities, etc. Students use a limited range of concrete nouns and verbs (みます – to see いきます – to go します – to do たべます – to eat) and may use one or two adjectives (e.g. すき、おおきい、ちいさい、あたらしい).

Students are aware of *gairaigo* (loanwords). They tend to write vocabulary items for sports in English or *romanisation* (with an approximation of Japanese spelling). Movie titles, etc., are also given in English.

Scripts and Characters

Students' writing demonstrates an awareness of, and ability to discriminate between, hiragana and katakana, and some students also use a limited number of kanji (for numbers). Some students use only Japanese, while others use mainly Japanese with a small amount of romaji or English, mainly for loanwords (indicating that they realise hiragana is inappropriate). Japanese-style full stops are used consistently and accurately.

Writing is neat and becoming controlled, although the degree of control varies.

Students generally use hiragana accurately, although there are occasional errors and confusion between similar hiragana symbols (e.g. わ/ね/れ) and symbols with the same pronunciation (e.g. を/お). Other spelling errors owing to confusion with similar sounding syllables or the omission of long vowels or other syllables are also apparent (e.g. final い in たのしい).

At times more serious spelling errors, which cause confusion in meaning, occur, for example, にわ と さかな と ぬ (intended as *niwatori to sakana to inu*).

Students are able to write their own names in katakana and it is used for a limited number of other familiar words for which a model is provided in the prompt (e.g. スポーツ).

When symbols are unknown (particularly katakana) some students write words in romanisation, sometimes correctly using Japanese spelling (e.g. 'sports' – *supootsu*) and at other times making an attempt that reveals a developing understanding of the Japanese phonetic system (e.g. 'netball' – *Netaballu*). Sometimes students include English words directly (e.g. 'soccer').

Forms and Structures

Students use simple sentence constructions appropriately within the context of rehearsed language. They write complete sentences using *desu/masu* forms.

Students rely on repeated use of two or three rehearsed oral patterns and a limited range of verbs and other complements.

Commonly used patterns are XはYです(X is Y), Xをします (I do X), すきな N は X です/X が好きです(The X I like is Y/ I like X). Generally constructions are used accurately, suggesting successful rote learning.

Students do not generally use modifiers or coordinate constructions.

Discourse

Students are familiar with the じこしょうかい (self-introduction) genre and produce appropriate responses to the task using rehearsed formulas, for example, わたしのなまえは xxx です。(My name is XXX.)

Students include culturally appropriate phrases for the text type in their writing, for example, はじめまして (Pleased to meet you.)

Some structure is provided by the familiar genre, and the hints in the prompt, but there is little development of topics, or use of connectives. Each sentence gives a separate piece of information.

Year 6/7 Second Language Learners

Writing — Average

Content

With support and scaffolding, students write in Japanese to give information about themselves (e.g. favourite subjects, food, movies, sports, family members, school year, age) in up to five or six simple sentences.

They may use suggested topics and vocabulary where the language is familiar, but often rely on previously learnt rehearsed language, sometimes imperfectly recalled.

Some students use culturally appropriate content beyond that given in the prompt, for example, use of rote-learned appropriate formulas for self-introductions such as どうぞよろしく。

Vocabulary

Students use vocabulary relating to school, family, pets, weekend activities, etc. They use a limited range of concrete nouns and verbs (みます – to see いきます – to go します – to do たべます – to eat) but few modifiers. Occasional use of more sophisticated vocabulary is clearly the result of rote-learned expressions for particular contexts (e.g. **Okii enu kate imasu*. It should be *Ookii inu (o) katte imasu*. I have a large dog.) Students are aware of *gairaigo* (loanwords). There are many minor errors in spelling indicating either pronunciation or writing problems and a small number of words are not comprehensible. Students tend to write vocabulary items for sports and foods, etc., in English or romanisation (with an approximation of Japanese spelling), for example, すきなた bemono は ice cream です。(My favourite food is ice cream.)

Scripts and Characters

Students demonstrate varying levels of control and neatness in writing, and in mastery of hiragana. Some students write mainly in Japanese, with limited use of romanisation, but others use romanisation extensively with only limited use of hiragana (e.g. *skina tabenomowa* すしです。)

Students' writing generally demonstrates an awareness of, and ability to discriminate between, hiragana and katakana, but katakana usage is limited to their own name and sometimes words given in the prompt. Generally, *gairaigo* words are written in either romanisation (with an attempt at Japanese spelling) or English. Romanisation is also used for hiragana symbols that cannot be recalled.

Japanese-style full stops are used fairly consistently. A few students attempt to use kanji for numbers.