

Year 6/7 Second Language Learners

Reading (including bilingual) — High

Content

Texts that are well understood are typically those created for pedagogic purposes, for example, texts with a high degree of familiar vocabulary and simple sentence construction (in *desu/masu* form), for example, cloze exercises, matching words to pictures.

Texts are related to personal domains of language use such as body parts

(あし、くち、め、はな、おなか), fruits (すいか、りんご), pets (いぬ、ねこ),

and classrooms (せんせい、まど、ほん).

Knowledge of Linguistic Forms

Students draw on familiar/unfamiliar vocabulary knowledge to insert an appropriate word effectively to fill the gap. They recognise subject-object-verb sentence construction and draw on this grammatical knowledge to understand the type of word required (e.g. a noun) to fill the gap accurately.

Students accurately identify characters from each of the three writing systems and provide clearly written and appropriate examples of each. They also recognise conventions of writing in script, for example, that Japanese can be written vertically or horizontally.

Task Requirements/Processing

Students draw on familiar/unfamiliar vocabulary knowledge to identify keywords to match words/sentences to pictures (e.g. body parts). Students understand meanings without support from texts or test questions. They use known literacy strategies to support their reading, for example, they use cloze exercise strategies of crossing out 'knowns' to clearly visualise and aid the elimination process.

Students read and understand words and short sentences written in hiragana. In addition, they read some basic kanji (日本) and some romanisation.

Students look at characters holistically and accurately identify meaning by drawing on familiar vocabulary knowledge (e.g. students accurately read 日本 as meaning 'Japan').

They recognise conventions of different writing styles both in terms of handwritten and printed scripts and vertical and horizontal styles. Students' ability to read/match characters is not impeded by font or vertical/horizontal writing.

Students use their knowledge of text types and read the Japanese text to accurately identify the meaning, for example, students read the card which says せんせいありがとう！ and accurately identify when this might be used in Japan.