

## Year 6/7 First Language Learners

### Writing

#### Content

Students' writing demonstrates logical development of ideas. Writing is well sequenced, often with an introduction, body, and conclusion. Often three to four sentences are written to extend discussion of a particular topic. Students express themselves easily and write at length about their future, feelings, thoughts, and opinions, as well as describing facts, for example,  
おとなになったらやきゅうのせんしゅうになりたいです。  
ぼくはやきゅうを見るのも好きです。

Students' writing has a natural tone and incorporates a range of complex structures and culturally appropriate expressions, for example,  
ぼくはまだしょうらいなにになりたいかわからないけど、たぶんサッカーのせんしゅうになりたいと思っています。'I'm still not sure what I would like to become in the future. However, I'm thinking perhaps that I want to be a soccer player.'

#### Vocabulary

Students confidently use an extensive range of BASIC vocabulary  
(e.g. しゅうまつは家ぞくではくぶつかんに行ったり、友だちとえいがかんに行ったりします。)

Students use adjectives and quantifiers confidently in their writing  
(e.g. お母さんはりょうりがじょうずです。私のともだちはほとんどかん国人です。)

Complex time expressions are also incorporated effectively  
(e.g. 2004年のはじめごろに、オーストラリアにきました。)

Students select the appropriate word for a particular context and use unique, natural, and appropriate, specialised vocabulary, for example, 妹はくいしんぼう (gourmand)です。

Students use appropriate forms when referring to their own family, for example, they use ちち/はは—  
かぞくは兄と弟と父と母です。

This demonstrates some command of appropriate sociolinguistic conventions.

Sometimes students make minor errors in vocabulary choice (e.g. counters . 三こ の 家).

#### Scripts and Characters

Students write fluently and neatly, showing mastery of the rules for use of the three scripts.

Students' writing demonstrates variation in accuracy in katakana spelling; generally, however, there is a high level of competence and blended sounds are written correctly.

Writing includes appropriate use of kanji; however, the range of kanji varies. This may reflect how recently the student has come to Australia.

#### Forms and Structures

Students use a wide range of forms and structures in both simple and complex sentences, for example, a variety of verb endings しょうらい、日本にすみたいです。  
しゅうまつはかぞくではくぶつかんに行ったり、友だちとえいがかんに行ったりします。  
Complex sentences include both coordinate and subordinate clauses.

Writing sometimes illustrates influences from English (e.g. use of comma instead of と for 'and'). The use of Japanese punctuation (especially commas) is not fully developed in all students.

**Discourse**

Students use hints in the task prompts, but go beyond these to incorporate content that is appropriate for a Japanese self-introduction at this age (e.g. including future ambitions). The content and structure generally conform to the conventions of the genre.

Cohesive devices are evident in students' writing, for example,  
さいしょはえい語ができませんでした。でも、今はえい語のほうがとくいです。

Writing includes culturally appropriate endings, for example, こんなぼくですが、おねがいします。

**Year 6/7 First Language Learners****Oral****Content**

Conversations are quite wide ranging and students' comprehension level enables the conversation to flow freely based on their responses.

Students introduce themselves fluently using a standard format, for example, わたしのなまえは/ぼくのなまえは (name) です。(My name is xxx.)

Students speak comfortably about familiar topics (e.g. likes/dislikes, school, food, sport). They also discuss broader contexts such as favourite things about a recent school trip to Japan (e.g. たべものかりよかん — the food or the ryokan).

Other topics discussed confidently based on stimulus photos include weather, soccer, Japanese school, shopping, and Japanese food.

Students provide detailed, informative responses to questions, most elaborating with more than a short phrase response. For example, when asked when a student had been to Japan she responded: しゅうがくりよこうのすこしまえ (I went) a bit before the school trip.

**Vocabulary**

Students use an extensive range of vocabulary and rarely hesitate to find the appropriate word.

They are familiar with vocabulary relating to Japanese culture (e.g. わしよく、しゅうじ、やきゅう).

They express time using vocabulary such as さいしょに、ことし and use a range of quantifiers (e.g. 五ばん、みんな、一人).

**Forms and Structures**

Students accurately construct both plain and polite form sentences and use a range of tenses to describe activities (e.g. なくなった、ぬりました、わらっています、かぞえています、すんでる、みえます).

Sentences describe personal information and opinions using both simple and complex sentences (e.g. あめがふりはじまりました。).

Modification devices, including quantifiers, are used to provide detailed information (e.g. ぜんぶ、たくさん).

Students use particles appropriately

(e.g. いちねんせいのいちがつきのおわりまでにオーストラリアにきました。  
I came to Australia at the end of Term 1 in Year 1.)