

## 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: *しゅうがくりょこうのすこしまえ* (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.)