

Year 6/7 Writing Exemplars

Second Language Learners

Writing — High (1)

じこしょうかい

わたしの なまえは ナツ です。

11 さいです。

たんじょうびは 10 がつ 10 にちです。

すきな おもちゃ は たいいく です。

すきな スポーツ は netuballu です。

すきな たべもの は りんご です。

すきな あか は New Moon と Harry Potter です。

Do yubi に cricket を みました。

すきな なつ は なつ です。

Commentary

Learner Background and Program Context

This student is a second language learner of Japanese whose first language is Sinhalese. She was born in Australia and her parents were born in Sri Lanka. She uses both Sinhalese and English at home. The student is in her seventh year of learning Japanese and began when she started school. The Japanese program is 60 minutes per week from Prep to Year 4 and 120 minutes per week in Years 5 and 6.

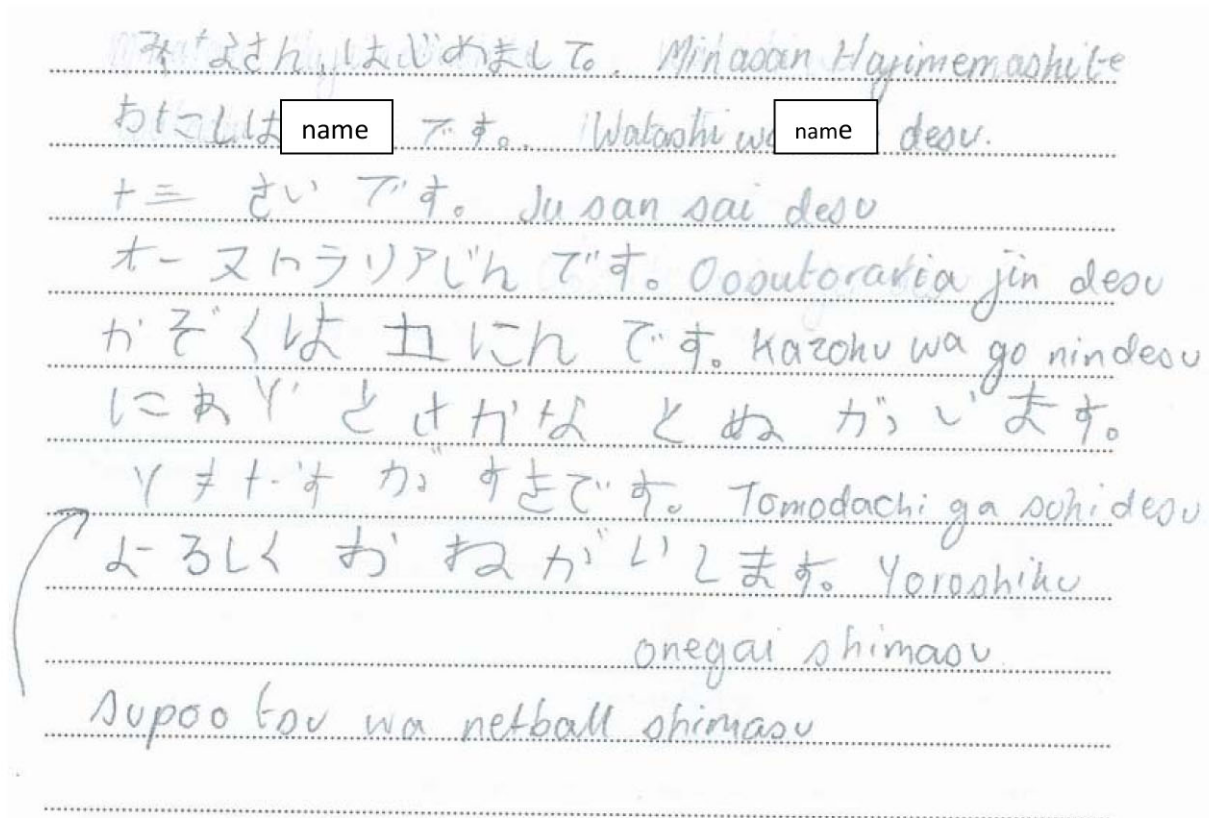
Features of Achievement in this Sample

The student uses the scaffolded sentences on the task sheet to give her name and birthday. She writes about a number of her favourite things by repeating the phrase すきな subject は object です five times to give her favourite subject (PE), sport (netball), food (apple), movie (New Moon and Harry Potter) and season (summer). She also describes what she did on the weekend using the past tense of the verb 'to see' (みました). The common nouns she uses relate to her favourite things (i.e. りんご、なつ、たいいく).

The student uses hiragana, katakana (for her name and for スポーツ, given in the prompt), and kanji to give her age. She uses romanisation to attempt Japanese spelling of the word for netball (*netuballu*) and also includes English words for items such as sports and movies (e.g. cricket, Harry Potter). Her writing is neatly formed.

Year 6/7 Second Language Learners

Writing — High (2)



Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. She and her parents were born in Australia. The student is in her third year of studying Japanese and has also learnt French for 4 years. The Japanese program is 90 minutes per week.

Features of Achievement in this Sample

The student uses culturally appropriate phrases to begin and conclude her self-introduction. はじめまして、よろしくおねがいします。 She includes a number of additional pieces of information beyond the usual range of personal details such as name, age, and family topics suggested in the prompt by including her nationality, pets, sports, and likes. Her writing is well sequenced – moving from personal details to family, pets, hobbies, and interests.

The student includes some common nouns (e.g. さかな、ともだち、かぞく) and counters (e.g. 五人) in her writing. She uses a range of patterns appropriately and accurately to list relevant information, including xxxはxxxです、xxxがすきです and xxxとxxxがいます。 She uses hiragana, katakana (e.g. オーストラリア), and kanji (e.g. 十三) in her writing. These are not always neatly formed but generally this does not interfere with intelligibility. She also uses romanisation to transcribe the sentences, perhaps to clarify/support understanding or to demonstrate knowledge. At times her romanised spelling is correct but use of hiragana is incorrect (e.g. tomodachi). She also adds one additional sentence in roomaji only, perhaps because of limited time available to complete the task.