

Key Performance Measures - Indonesian Year 6/7

Skills	Knowledge of language as a system	Sociocultural knowledge
<p>Reading and Viewing</p> <ul style="list-style-type: none"> understands sentences, gist, key words; main ideas, single items of information recognise features of common text types identify text purpose, e.g. statement, request, question infer meaning from context deal with some minimal unpredictability recognise basic text organisation, e.g. sequence of events recognise roles & relationships within the text. <p>Listening and Viewing</p> <ul style="list-style-type: none"> understands gist, sentences, key words; main ideas, single items of information recognise features of common text types identify text purpose, e.g. statement, request, question infer meaning from context deal with some minimal unpredictability recognise basic text organisation, e.g. sequence of events recognise roles & relationships within the text recognise intonation interpret gestures and facial expressions. <p>Writing</p> <ul style="list-style-type: none"> use correct spelling and punctuation use modelled language and formulaic expressions begin to experiment, eg use new vocabulary in well rehearsed structures write linked sentences to form a short paragraph plan and edit own work <p>Speaking</p> <ul style="list-style-type: none"> use correct pronunciation ask for clarification (e.g. <i>ma'af, saya tidak mengerti</i>) use modelled language and formulaic expressions begin to experiment, e.g. use new vocabulary in well-rehearsed structures use gestures and facial expressions to convey meaning. 	<p>Comprehend or produce simple, well-rehearsed, formulaic language, including:</p> <ul style="list-style-type: none"> basic sentences, e.g. <i>ini buku, saya suka es krim.</i> basic word order (including noun phrases; using adjectives / possessives), e.g. <i>Itu pena, rumah itu tinggi, buku biru saya, nama saya Bill.</i> simple questions, e.g. <i>apa itu?, siapa nama kamu?, di mana buku saya?</i> prepositions, e.g. <i>di atas, di bawah, di depan</i> adjectives, e.g. <i>besar, kecil</i> negatives, e.g. <i>tidak, bukan, belum</i> pronouns, e.g. <i>saya, dia, kamu, mereka</i> plurals, e.g. <i>buku-buku saya, dua buku</i> verbs, e.g. <i>jalan, minum, makan, suka, main</i> basic word formations, eg <i>ber- / me- prefixes</i> link words, eg <i>dan, tetapi, juga, karena, sebelum, sesudah, lalu, kemudian</i> comparatives, eg <i>lebih, kurang ...</i> 	<p>Awareness of explicitly taught aspects of culture, values and practices, e.g.:</p> <ul style="list-style-type: none"> body language, gestures, intonation and other cues greetings e.g. <i>selamat pagi, apa kabar?</i> forms of address <i>kamu, Ibu, Bapak</i>, using the person's name instead of 'you' aspects of lifestyle e.g. <i>mandi</i> other important conventions, e.g. use of the right hand

KPMs – Indonesian Years 6/7 cont.

Contexts	Text-types	Task-types	Level of support
<p>Familiar or predictable contexts relating to young learner’s immediate interests, needs or experience, e.g. personal and community life, leisure and recreation.</p>	<p>Reading and Viewing</p> <ul style="list-style-type: none"> ▪ Short Texts comprising single words or phrases, e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines; ▪ Longer texts containing simple structures and contextual support, e.g. simple illustrated stories and simple folk tales, letters, simple procedures, email messages, subtitles, in print or in multimedia format. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Short phrases and sentences, e.g. questions, statements, classroom instructions, announcements ▪ Several linked utterances, e.g. short conversations, poems, songs ▪ Longer texts with repetitive or well-rehearsed language and contextual support (such as pictures, realia, tone, gestures and facial expressions), e.g. simple stories, procedures, in live, taped or multimedia format. 	<p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Complete a chart or graph, enter personal details on a form, select the best title for a story, follow simple instructions, select or draw a picture to illustrate a text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Complete a chart or graph, produce simple, formulaic responses ▪ Respond nonverbally, e.g. using actions (e.g. Simon says) or miming, following simple instructions (e.g. classroom procedures, colouring), draw a picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ Write single words or phrases, e.g. write a list or complete a card, name tag, labels (e.g. for classroom objects), cartoon speech bubbles ▪ Substitute language items in a familiar model to produce original text, e.g. a simple narrative, recount or report, letter, personal opinion, description, diary entry, email, simple message. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Interaction: great and introduce; exchange person information; request information; respond to simple and predictable questions (e.g. <i>Apa kabar?</i>) ask prepared questions as part of a simple dialogue ▪ Monologue; name and describe objects; present information, recount events, actions, or stories give directions, leave simple messages, make a simple announcement. 	<ul style="list-style-type: none"> ▪ Access to teacher support and feedback ▪ Access to multimedia resources ▪ Use of realia. <p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Access to dictionaries, word banks, charts and other environmental print ▪ Access to visual cues, e.g. photos, illustrations ▪ Difficult vocabulary may be glossed or pre-taught ▪ Highly contextualised <p>Listening and Viewing</p> <ul style="list-style-type: none"> ▪ Speed and delivery may be modified ▪ The listening text may be repeated a number of times ▪ Difficult vocabulary may be pre-taught ▪ Access to visual cues, e.g. pictures, realia, tone, gestures and facial expressions ▪ Subtitles may be provided for movies/documentaries. <p>Writing</p> <ul style="list-style-type: none"> ▪ Language required has been well-rehearsed ▪ Access to models or scaffolds, e.g. concept maps, planning charts ▪ May occasionally use some English words to cover gaps in their Indonesian. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Language required has been well- rehearsed ▪ Access to models ▪ May occasionally use some English words to cover gaps in Indonesian ▪ Access to notes, cue cards, prompting.