

Chinese Language Scope and Sequence

Reading

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Illustrations convey meaning.</p> <p>Written language works differently from spoken language.</p> <p>Stories can tell about imagined worlds.</p> <p>Printed information can tell about the real world.</p> <p>People read for pleasure.</p>	<p>The sounds of spoken language can be represented visually.</p> <p>The words people see and hear enable them to create pictures in their minds.</p> <p>Consistent ways of recording words or ideas help members of a language community to communicate.</p> <p>There are established ways of setting out print and organising books.</p> <p>People read to learn.</p>	<p>Different types of text serve different purposes.</p> <p>What people have already known helps them to understand what they read.</p> <p>People use strategies to understand a new text.</p> <p>Curiosity helps people to understand a text.</p> <p>The structure and organisation of a text shapes the meaning.</p>	<p>Reading and thinking work together to enable people to make meaning.</p> <p>Rereading and reviewing help people develop the ability to understand a new text.</p> <p>Identifying the main ideas in a text enhances the depth of understanding.</p> <p>People choose what to read based on what they want to know and learn.</p> <p>Knowing what they aim to achieve helps people to select useful reference material to conduct research</p>	<p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events that help to make the author's intention clear.</p> <p>Synthesising ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens people's minds to multiple perspectives and helps them to understand how people think, feel and act.</p>

Level 1

Students read at an age appropriate level and show understanding as they can:

- Distinguish between pictures and Chinese characters.
- Recognise a character as a unit of print.
- Distinguish between English words and Chinese characters.
- Show interest in reading material.
- Participate in shared reading.
- Look at books independently and display reading-like behaviour.
- With assistance, locate and select reading materials that they are interested in.
- Attempt to read and understand familiar texts from the immediate environment.
- Become interested in reading resources with rhymes, refrains, and repeated texts.
- With assistance, use some strategies to comprehend, e.g. predicting and connecting.
- With assistance, demonstrate an understanding of the conventions of print, e.g. left to right, and top to bottom.
- With assistance, identify relevant information in a story, such as people, time, place.
- With assistance, make connections between personal experience and storybook characters.

Level 2

Students read at an age appropriate level and show understanding as they can:

- Recognise some common pictographic Chinese characters.
- Recognise a small bank of high frequency characters.
- Recognise the meaning of some basic radicals of Chinese characters.
- Recognise Pinyin as the phonetic aids for Chinese characters.
- Be aware of the conventions of print, e.g. title and punctuation.
- Participate in shared reading, posing and responding to questions.
- Begin to comprehend reading resources that use high-frequency characters and words.
- Begin to comprehend reading resources in familiar topics about daily life.
- Begin to independently locate and select texts appropriate to their purpose, interest, and readability, e.g. skim the contents page.
- Identify main story settings, events and principal characters in a story.
- Make predictions and revise or confirm predictions as the story progresses.
- Make simple comments about the people, ideas and feelings in the story.
- Use some strategies to comprehend, e.g. comparing, predicting, connecting.

Level 3

Students read at an age appropriate level and show understanding as they can:

- Identify common radicals of Chinese characters.
- Understand that radicals are related to the meanings of characters.
- Understand that phonetic components of Chinese characters are related to the pronunciation.
- Attempt to understand and read out characters using their knowledge of radicals and phonetic components.
- Predict the meaning of new characters from their different components.
- Identify information and main ideas explicit in simple texts.
- Participate in shared reading, using a comfortable language to recall key information explicitly in a text.
- Make connections between personal experience with reading text.
- Comprehend reading texts that use high frequency characters and words and simple sentence structures.
- Comprehend reading texts in a wider range of familiar topics.
- Understand that images can be used as illustrations of written texts.
- Become aware of the writer's purpose, e.g. to entertain, to instruct.
- Recognise some text types, e.g. poetry, plays, stories, articles.
- Use different strategies to comprehend, e.g. self-questioning, adjusting reading rate.

Level 4

Students read at an age appropriate level and show understanding as they can:

- Identify characters they know in a sentence.
- Attempt to predict the meaning of unknown characters.
- Apply the knowledge of characters in learning new characters.
- Begin to build a vocabulary of characters and words.
- Identify information and explicit and some implicit ideas in extended texts.
- Comprehend reading texts that have less frequently-used characters and words and some complex sentence structures.
- Understand and attempt to interpret reading texts in some unfamiliar topics.
- Appreciate authors' use of language in word choices and rhetorical devices.
- Recognise and understand figurative language, such as similes, metaphors, and idioms.
- Become aware that purpose, structure, and language style may vary while using different text types and writing forms.
- Become familiar with some common text types, e.g. poetry, story.
- Recognise the different parts of a book, such as the content, index, and glossary.
- Make connections between multimodal and verbal texts to enrich the reading experience.
- Recognise that their own interpretation may differ from that of other readers or the author.
- Improve their reading skills using a variety of comprehension strategies, e.g. inferring, envisioning.
- Ask questions to enhance the comprehension.

Level 5

Students read at an age appropriate level and show understanding as they can:

- Build a vocabulary of characters and words.
- Use vocabulary confidently in comprehending reading texts.
- Become familiar with some proverbs and idioms and their link to folktales.
- Understand the cultural background of the proverbs and idioms.
- Identify information and ideas in reading texts and attempt to make interpretations.
- Comprehend reading texts that have less frequently-used characters and words and some complex sentence structures.
- Understand and attempt to interpret reading texts in topics related to broader personal and social life.
- Understand that authors and illustrators select information to suit a purpose and audience.
- Appreciate authors' use of language in making choice of words and employing rhetorical devices.
- Become familiar with an increased range of text types, such as letters, novels, and reports.
- Use a range of strategies to comprehend, such as locating the relevant information, summarising the main ideas.
- Use dictionaries to find out meanings of new characters and words.
- Become familiar with internet browsers and web-based applications in search of information.
- Reflect regularly on reading and set future goals.

Level 6

Students read at an age appropriate level and show understanding as they can:

- Appreciate the role of proverbs and idioms as a rhetorical device that enriches reading experience.
- Understand and interpret the ideas, feelings, and attitudes expressed in reading texts.
- Comprehend reading texts that use some low-frequency characters and words and more complex sentence structures.
- Understand and interpret reading texts in topics related to some significant cultural and social issues.
- Appreciate authors' use of language and interpret meaning beyond the literal.
- Begin to develop the ability to distinguish between facts and opinions.
- Understand that authors and illustrators attempt to influence readers.
- Make inferences and be able to justify them.
- Become familiar with major literary genres and some sub-genres such as mystery and historical story.
- Understand the interplay of visual and verbal texts and apply the knowledge in comprehension and enjoyment of reading.
- Select information from a text to suit a specific purpose, e.g. for Exhibition.
- Use dictionaries to understand new characters and words in a context.
- Attempt to use internet browsers and web-based applications in search for information and opinions presented in different forms.
- Reflect regularly on reading and set future goals.

Level 7

Students read at an age appropriate level and show understanding as they can:

- Understand that the meaning of a character or word may vary in different contexts.
- Understand and interpret literary and non-literary texts with a focus on content, theme, authorial intention and purpose.
- Analyse and evaluate literary and non-literary texts with a focus on language devices, authorial choices and the impact to readers.
- Understand reading texts that use some low-frequency characters and words and more complex sentence structures.
- Understand, interpret and evaluate reading texts in topics related to a range of personal, cultural and social issues.
- Recognise how one's values, attitudes, and beliefs impact the interpretation of multimodal texts.
- Compare and contrast reading texts to find similarities and differences.
- Develop critical thinking skills in their response to reading materials.
- Develop communication skills in presenting their findings and opinions about reading materials.
- Use dictionaries to understand new characters and words in a context.
- Use internet browsers and web-based applications with increasing independence and responsibility.
- Reflect regularly on reading and set future goals.

Writing

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Writing conveys meaning.</p> <p>People write to tell about their experiences, ideas and feelings.</p> <p>People can express themselves in writing and mark making.</p>	<p>People write to communicate.</p> <p>The sounds of spoken language can be represented visually by letters, symbols, characters, etc.</p> <p>Consistent ways of writing enable members of a language community to understand each other.</p> <p>Written language works differently from spoken language.</p>	<p>People write in different ways for different purposes.</p> <p>Different text types have their identifiable features.</p> <p>Applying a range of strategies helps people to express themselves so that others can enjoy their writing.</p> <p>Reading and life experience help people write stories themselves.</p> <p>The words people choose and the way they use them shape their ideas and imaginations.</p>	<p>People express themselves well when writing and thinking work together.</p> <p>An inquiring mind helps people to write more purposefully with clearer focus.</p> <p>The way people structure and organise their writings helps others to understand and appreciate them.</p> <p>Editing and revising give people the opportunity to better express themselves in their writing.</p>	<p>A well-structured writing helps to present a writer's intention more effectively.</p> <p>In their writing people analyse and synthesise sources from their own perspectives.</p> <p>The choice of writing form is determined by what a writer aims to achieve.</p> <p>Through planning, drafting, editing and revising, writing improves over time.</p>

Level 1

Students write at an age appropriate level and show understanding as they can:

- Show awareness that writings record what people say.
- Show awareness that symbols are used to record things that happened, convey meaning and express feelings.
- Assign meaning to the writing to express thoughts and feelings using symbols.
- Use personal experience as a stimulus when drawing and writing.
- Follow demonstrations in tracing strokes and whole characters.
- Copy a small range of characters, either teacher-directed or self-selected.
- Copy characters following the correct stroke order and the left-to-right and top-to-bottom rules.
- Show awareness that some Chinese characters are from pictures and incorporate writing when drawing.

Level 2

Students write at an age appropriate level and show understanding as they can:

- Communicate messages using simple and familiar characters that are often seen in daily life.
- Begin to record personal experiences and express feelings using simple vocabulary learned.
- Use characters and words from the environment, such as a word wall, in their writing.
- Begin to apply the stroke order rules in writing new characters.
- Show awareness of the role of radicals in Chinese characters and begin to apply the knowledge in learning and writing new characters.
- Form simple sentences using some familiar characters given by teachers or of their choice.
- Draw pictures that match characters showing connection between them.
- Show awareness that Pinyin can be used to replace characters in writing and apply the knowledge in writing using simple Pinyin learned.
- Begin to develop a habit to plan before writing through talking, drawing, etc.
- Become familiar with some punctuations, such as full stop.

Level 3

Students write at an age appropriate level and show understanding as they can:

- Record personal experience and express feelings and opinions using simple vocabulary learned.
- Use a bank of learned characters to form simple and compound sentences independently.
- Begin to write characters using their knowledge of character structure and radicals.
- Begin to create sentences based on sentence structure models that include subject, predicate, object, attributive, adverbial, and complement.
- Take notes from a reading next and write down the key characters/words.
- Attempt to organise ideas logically when writing.
- Plan before writing using talking, drawing and jotting strategies.
- Self-correct errors using dictionary and word banks.
- Proofread and edit own writing when directed, such as deleting characters or adding punctuation.
- Write with mixed Pinyin and characters.
- Begin to use basic punctuations correctly, such as full stop, question mark, and comma.
- Experiment with various ways to publish texts.
- Transfer writing skills between English and Chinese.

Level 4

Students write at an age appropriate level and show understanding as they can:

- Begin to combine short sentences into a paragraph.
- Follow samples provided by the teacher in writing using specific text forms and structures.
- Begin to apply the knowledge of text form and writing conventions in writing.
- Show an understanding that forms are associated with the purpose in their writing.
- Experiment with familiar rhetorical devices, such as repeating.
- Use high frequency characters and words confidently and accurately.
- Become familiar with some common strategies of narrative writing, such as character portrayal, etc.
- Learn to organise content using paragraphing conventions.
- Begin to show clarity, logic and coherence in writing.
- Use varied strategies to plan their writing, such as brainstorming or using graphic organisers.
- Be able to use common punctuations correctly, which include exclamation mark, full stop, question mark, comma, and pause mark.
- Use tools such as dictionary, thesaurus and word bank in writing.
- Proofread writing works and make necessary corrections.
- Take feedback from teachers and peers to improve writing.
- Publish writing work in handwritten or digital form.

Level 5

Students write at an age appropriate level and show understanding as they can:

- Include essential information and provide brief elaboration or description in writing.
- Begin to write for different purposes using appropriate structures and styles for the purpose.
- Express personal opinions in writing.
- Use rhetorical devices to influence the audience, such as repeating.
- Organise the writing in a logical sequence using paragraphing devices.
- Use punctuation marks correctly, such as colon.
- Use planning aids such as flowcharts and storyboards to plan and organise writing.
- Use a dictionary or thesaurus to check accuracy and expand vocabulary.
- Proofread writing works and make changes to punctuation, choice of words and characters.
- Collaborate with a partner to discuss and edit each other's work, taking the roles of writers and editors.
- Create and publish a text that reflects the intended purpose and audience needs using specific text forms.

Level 6

Students write at an age appropriate level and show understanding as they can:

- Record personal experience, express feeling and imagination through writing.
- Include the information in writing that is relevant to its purpose.
- Write in a variety of text types to effectively communicate messages.
- Learn to use literary devices such as figurative language and rhyming to enhance expression.
- Construct well-developed paragraphs with topic sentences and supporting details.
- Use punctuation marks correctly, such as hyphen and quotation mark.
- Plan and organise writing using appropriate aids, such as graphic organisers.
- Use a dictionary and thesaurus to achieve accuracy and enrich writing.
- Locate, organise and present information from various sources, including citation of sources.
- Engage independently in planning, drafting, editing and reviewing processes to improve writing.
- Provide constructive feedback and critique peer writing.
- Use different tools and techniques to effectively publish and present written work.

Level 7

Students write at an age appropriate level and show understanding as they can:

- Retrieve, record and organise information suitable for intended purpose and audience.
- Show confidence in using skills and strategies in writing in different forms.
- Justify the suitability of a particular text form for a given purpose and audience.
- Use persuasive language to influence readers, such as flattery and humour.
- Use language styles suitable for specific purposes and audiences.
- Write complex sentences confidently using correct grammar.
- Use correct punctuation marks, such as ellipsis.
- To complete well-structured writing using organisational strategies.
- Engage in planning, drafting, editing and reviewing processes independently.
- Draw upon cultural knowledge and linguistic features when writing.
- Use different strategies to look up characters in the dictionary, such as using radicals, strokes and Pinyin.
- Locate, organise, synthesise and cite information from various sources.
- Independently proofread, edit and revise their own writing.
- Select appropriate publication formats to increase audience understanding and impact.

Listening and Speaking

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Spoken language connect people with others.</p> <p>People listen and speak to share thoughts and feelings.</p> <p>People ask questions to learn from others.</p>	<p>The sounds of language represents ideas and objects in a symbolic way.</p> <p>People communicate in different languages.</p> <p>Everyone has the right to speak and be listened to.</p>	<p>People speak in different ways that suit the purpose and audience.</p> <p>People interpret messages according to their individual experiences and ways of understanding.</p> <p>Spoken and written language have common and different rules in communication.</p>	<p>Reflecting on what has been heard and said helps people make better informed judgements.</p> <p>Giving consideration to audience perspective helps people communicate more effectively and appropriately.</p> <p>The knowledge of grammatical structure of a language helps members of a language community to communicate with each other.</p>	<p>Spoken language can be used to persuade and influence people.</p> <p>Metaphorical language enhances imagination by using visual effects</p> <p>People analyse and synthesise aural language input to achieve their own understanding.</p> <p>People draw on their prior knowledge to infer new meaning from what they hear.</p>

Level 1

Students speak at an age appropriate level and show understanding as they can:

- Follow classroom instructions, showing understanding.
- Listen and respond to the reading of picture books, demonstrating understanding through gestures, expression, and/or words, e.g., "What's that?" "Where is...?"
- Understand simple questions and sentences and respond with actions or verbally.
- Obtain simple information from accessible spoken texts in Chinese or a mix of languages and predict likely outcomes when listening to texts read aloud.
- Express simple thoughts and ideas, such as "I like..." or "I am..."
- Memorise and join in with poems, rhymes, and songs.
- Respond to prompts given using learned vocabulary.
- Talk about the words, pictures, and models they have created.
- Use simple sentences and a range of high-frequency words to create meaning.
- Use gestures, actions, body language, and/or words to communicate needs and express ideas.
- Use a small range of processes and strategies when speaking, such as repetition.
- Show awareness of the four tones and mimic Chinese sounds with reasonable accuracy.
- Participate in a variety of dramatic activities.
- Express thoughts and ideas using vocabulary in real life or imaginative play.
- Ask questions to gain information using simple and full sentences.
- Use short phrases to express feelings, wants and needs.

Level 2

Students speak at an age appropriate level and show understanding as they can:

- Demonstrate understanding of texts read aloud by responding in oral, written, or visual form.
- Anticipate and predict when listening to texts read aloud.
- Use, understand and respond to simple statements, greetings, and questions.
- Ask questions to gain information, such as "What is...," "Who is...," "Where is...," etc.
- Share personal experiences in Chinese or a mix of languages.
- Introduce themselves by sharing information about their family and favourite things.
- Use simple connectives such as "and" to link ideas.
- Use grammatical rules to structure simple spoken texts appropriately.
- Use a small range of high-frequency words about familiar topics to create meaning.
- Use a small range of processes and strategies when speaking, such as using props.
- Describe objects and people, e.g., "This is my...," "I like...," "I have...," etc.
- Distinguish correct tones in spoken Chinese.
- Recite a rhyme or a short text.
- Use basic sentence structures in speaking and try the variations.

Level 3

Students speak at an age appropriate level and show understanding as they can:

- Respond to a variety of oral presentations including stories, poems, rhymes and reports with increasing details.
- Select important information or description from oral texts for specific purposes e.g. who, where, how, etc.
- Experiment with a small range of processes and strategies when listening, e.g. drawing pictures, to enhance comprehension and understanding of spoken language.
- Express thoughts, ideas and opinions and discuss them, respecting contributions from others.
- Ask questions to gain information and respond to inquiries directed to the class or themselves.
- Describe personal experiences in Chinese.
- Use basic sentence structures to communicate and connect ideas.
- Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatisation of familiar stories and poems, and use an increasing bank of high frequency words about familiar topics to create meaning.
- Understand and use specific vocabulary to suit different purposes.
- Experiment with different speaking and listening behaviours, e.g. proximity, eye contact, volume.
- Understand basic Pinyin system- initial and ending sounds and pronounce most Pinyin combinations correctly.

Level 4

Students speak at an age appropriate level and show understanding as they can:

- Listen reflectively to stories read aloud to identify the content, message, and structure.
- Gather precise details from brief spoken texts that convey information or express emotions, and listen discriminately by recognising key ideas.
- Provide some background information and supporting ideas for the listener, such as facts, personal reasons, and experiences.
- Retell stories and recounts in sequence.
- Listen for a specific purpose in a variety of situations.
- Adjust tone and pace while speaking to influence the audience.
- Explain, inquire, and compare with confidence.
- Experiment with more complex structures and features to express ideas and provide supporting information, e.g. compound sentences using “??.....??...../?.....”.
- Use a diverse range of vocabulary when speaking.
- Pay attention to ideas and feelings in an oral presentation and make preparations beforehand.
- Use Pinyin confidently to guide pronunciation and tones.

Level 5

Students speak at an age appropriate level and show understanding as they can:

- Listen and respond appropriately to instructions, questions, and explanations.
- Listen critically and creatively by asking questions, offering ideas and opinions, alternative endings to stories, etc.
- Engage in discussion while exchanging information and ideas in oral communication.
- Identify and understand main ideas in familiar oral texts.
- Present their own point of view and respect the views of others.
- Use compound sentence structure effectively that express preference, choice, etc. e.g. “??.....?..... , ??.....??.....”.
- Experiment with some strategies and rhetorical devices to enhance the effects of oral expression, such as changing volume, using simile, rhyme, idiom, etc.
- Prepare and deliver oral presentations on learned topics independently or collaboratively.
- Use a variety of processes and strategies when listening, such as asking questions to seek clarification or confirmation.
- Verbalise their thinking and explain their reasoning orally.
- Exchange simple ideas, opinions and views with teachers and peers.
- Explain and discuss their own writing with peers and adults, and begin to paraphrase and summarise.
- Make a speech that starts to show logic, sequence, and coherence.

Level 6

Students speak at an age appropriate level and show understanding as they can:

- Infer meanings, draw conclusions, and make judgments about oral presentations.
- Understand that people's points of view and beliefs influence the construction of spoken texts.
- Use speech to inform, entertain, and influence others.
- Reflect on speaking and listening activities and use this knowledge to enhance communication.
- Paraphrase and summarise when communicating orally.
- Understand oral communication conventions and use appropriate structures while planning a presentation.
- Use a range of strategies to enhance meaning, such as rephrasing, adjusting volume, speed of speech, and negotiating meaning.
- Use standard grammatical structures competently.
- Adjust the use of vocabulary and grammatical structures in varying situations.
- Participate in group activities in a formal manner, such as by engaging in discussions with peers.
- Use a variety of processes and strategies when speaking, such as explaining and justifying opinions.

Level 7

Students speak at an age appropriate level and show understanding as they can:

- Listen to sustained spoken texts and note key information and ideas in an organised way.
- Appreciate that people speak and respond from their personal and cultural perspectives.
- Consider the appropriateness of text form and register in relation to the audience when speaking and listening in familiar situations.
- Effectively incorporate a range of spontaneous spoken language when developing ideas.
- Use strategies to influence a listener, such as tone change, expression and gesture, and choice of language style.
- Involve information and text features to maintain audience interest, such as choice of vocabulary and appropriate level of detail.
- Contribute to discussion by advancing an argument, defending or negotiating opinions, etc
- Respond to the audience's needs and reactions by adjusting the information provided, tone or voice level and offering alternate viewpoints sensitively.
- Select appropriate strategies when listening, such as asking questions to draw out additional information.