

# 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.



# 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.

# 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.