

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.

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

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.