

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 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.

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 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.

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 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.