

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 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.

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 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.

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 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.