

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.

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 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 text 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
<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 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.