

# 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 4

Students read at an age appropriate level and show understanding as they can:

- Identify characters they know in a sentence.
- Attempt to predict the meaning of unknown characters.
- Apply the knowledge of characters in learning new characters.
- Begin to build a vocabulary of characters and words.
- Identify information and explicit and some implicit ideas in extended texts.
- Comprehend reading texts that have less frequently-used characters and words and some complex sentence structures.
- Understand and attempt to interpret reading texts in some unfamiliar topics.
- Appreciate authors' use of language in word choices and rhetorical devices.
- Recognise and understand figurative language, such as similes, metaphors, and idioms.
- Become aware that purpose, structure, and language style may vary while using different text types and writing forms.
- Become familiar with some common text types, e.g. poetry, story.

- Recognise the different parts of a book, such as the content, index, and glossary.
- Make connections between multimodal and verbal texts to enrich the reading experience.
- Recognise that their own interpretation may differ from that of other readers or the author.
- Improve their reading skills using a variety of comprehension strategies, e.g. inferring, envisioning.
- Ask questions to enhance the comprehension.

## 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 4

Students write at an age appropriate level and show understanding as they can:

- Begin to combine short sentences into a paragraph.
- Follow samples provided by the teacher in writing using specific text forms and structures.
- Begin to apply the knowledge of text form and writing conventions in writing.
- Show an understanding that forms are associated with the purpose in their writing.
- Experiment with familiar rhetorical devices, such as repeating.
- Use high frequency characters and words confidently and accurately.
- Become familiar with some common strategies of narrative writing, such as character portrayal, etc.
- Learn to organise content using paragraphing conventions.
- Begin to show clarity, logic and coherence in writing.
- Use varied strategies to plan their writing, such as brainstorming or using graphic organisers.
- Be able to use common punctuations correctly, which include exclamation mark, full stop, question mark, comma, and pause mark.
- Use tools such as dictionary, thesaurus and word bank in writing.
- Proofread writing works and make necessary corrections.
- Take feedback from teachers and peers to improve writing.
- Publish writing work in handwritten or digital form.

## 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 4

Students speak at an age appropriate level and show understanding as they can:

- Listen reflectively to stories read aloud to identify the content, message, and structure.
- Gather precise details from brief spoken texts that convey information or express emotions, and listen discriminately by recognising key ideas.
- Provide some background information and supporting ideas for the listener, such as facts, personal reasons, and experiences.
- Retell stories and recounts in sequence.
- Listen for a specific purpose in a variety of situations.
- Adjust tone and pace while speaking to influence the audience.
- Explain, inquire, and compare with confidence.
- Experiment with more complex structures and features to express ideas and provide supporting information, e.g. compound sentences using “??.....??...../?.....”.
- Use a diverse range of vocabulary when speaking.
- Pay attention to ideas and feelings in an oral presentation and make preparations beforehand.
- Use Pinyin confidently to guide pronunciation and tones.