

# 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.

## 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 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
<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 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.