

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 5

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

- Build a vocabulary of characters and words.
- Use vocabulary confidently in comprehending reading texts.
- Become familiar with some proverbs and idioms and their link to folktales.
- Understand the cultural background of the proverbs and idioms.
- Identify information and ideas in reading texts and attempt to make interpretations.
- Comprehend reading texts that have less frequently-used characters and words and some complex sentence structures.
- Understand and attempt to interpret reading texts in topics related to broader personal and social life.
- Understand that authors and illustrators select information to suit a purpose and audience.
- Appreciate authors' use of language in making choice of words and employing rhetorical devices.
- Become familiar with an increased range of text types, such as letters, novels, and reports.
- Use a range of strategies to comprehend, such as locating the relevant information, summarising the main ideas.
- Use dictionaries to find out meanings of new characters and words.

- Become familiar with internet browsers and web-based applications in search of information.
- Reflect regularly on reading and set future goals.

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 5

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

- Include essential information and provide brief elaboration or description in writing.
- Begin to write for different purposes using appropriate structures and styles for the purpose.
- Express personal opinions in writing.
- Use rhetorical devices to influence the audience, such as repeating.
- Organise the writing in a logical sequence using paragraphing devices.
- Use punctuation marks correctly, such as colon.
- Use planning aids such as flowcharts and storyboards to plan and organise writing.
- Use a dictionary or thesaurus to check accuracy and expand vocabulary.
- Proofread writing works and make changes to punctuation, choice of words and characters.
- Collaborate with a partner to discuss and edit each other's work, taking the roles of writers and editors.
- Create and publish a text that reflects the intended purpose and audience needs using specific text forms.

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 5

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

- Listen and respond appropriately to instructions, questions, and explanations.
- Listen critically and creatively by asking questions, offering ideas and opinions, alternative endings to stories, etc.
- Engage in discussion while exchanging information and ideas in oral communication.
- Identify and understand main ideas in familiar oral texts.
- Present their own point of view and respect the views of others.
- Use compound sentence structure effectively that express preference, choice, etc. e.g. “??.....?..... , ??.....??.....”.
- Experiment with some strategies and rhetorical devices to enhance the effects of oral expression, such as changing volume, using simile, rhyme, idiom, etc.
- Prepare and deliver oral presentations on learned topics independently or collaboratively.
- Use a variety of processes and strategies when listening, such as asking questions to seek clarification or confirmation.
- Verbalise their thinking and explain their reasoning orally.
- Exchange simple ideas, opinions and views with teachers and peers.
- Explain and discuss their own writing with peers and adults, and begin to paraphrase and summarise.
- Make a speech that starts to show logic, sequence, and coherence.