

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 7

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

- Understand that the meaning of a character or word may vary in different contexts.
- Understand and interpret literary and non-literary texts with a focus on content, theme, authorial intention and purpose.
- Analyse and evaluate literary and non-literary texts with a focus on language devices, authorial choices and the impact to readers.
- Understand reading texts that use some low-frequency characters and words and more complex sentence structures.
- Understand, interpret and evaluate reading texts in topics related to a range of personal, cultural and social issues.
- Recognise how one's values, attitudes, and beliefs impact the interpretation of multimodal texts.
- Compare and contrast reading texts to find similarities and differences.
- Develop critical thinking skills in their response to reading materials.
- Develop communication skills in presenting their findings and opinions about reading materials.

- Use dictionaries to understand new characters and words in a context.
- Use internet browsers and web-based applications with increasing independence and responsibility.
- Reflect regularly on reading and set future goals.

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 7

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

- Retrieve, record and organise information suitable for intended purpose and audience.
- Show confidence in using skills and strategies in writing in different forms.
- Justify the suitability of a particular text form for a given purpose and audience.
- Use persuasive language to influence readers, such as flattery and humour.
- Use language styles suitable for specific purposes and audiences.
- Write complex sentences confidently using correct grammar.
- Use correct punctuation marks, such as ellipsis.
- To complete well-structured writing using organisational strategies.
- Engage in planning, drafting, editing and reviewing processes independently.
- Draw upon cultural knowledge and linguistic features when writing.
- Use different strategies to look up characters in the dictionary, such as using radicals, strokes and Pinyin.
- Locate, organise, synthesise and cite information from various sources.
- Independently proofread, edit and revise their own writing.
- Select appropriate publication formats to increase audience understanding and impact.

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 7

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

- Listen to sustained spoken texts and note key information and ideas in an organised way.
- Appreciate that people speak and respond from their personal and cultural perspectives.
- Consider the appropriateness of text form and register in relation to the audience when speaking and listening in familiar situations.
- Effectively incorporate a range of spontaneous spoken language when developing ideas.
- Use strategies to influence a listener, such as tone change, expression and gesture, and choice of language style.
- Involve information and text features to maintain audience interest, such as choice of vocabulary and appropriate level of detail.
- Contribute to discussion by advancing an argument, defending or negotiating opinions, etc
- Respond to the audience's needs and reactions by adjusting the information provided, tone or voice level and offering alternate viewpoints sensitively.
- Select appropriate strategies when listening, such as asking questions to draw out additional information.