Language Scope and Sequence

Reading

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organising books.	Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable use to create pictures in our minds.	Different types of text serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organisation of written language influences and conveys meaning.	Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.	Authors structure stories around significant themes. Effective stories have a structure, purpose, and sequence of events (plot) that help to make the author's intention clear. Synthesising ideas and information from texts leads to new ideas and understandings. Reading opens our mind to multiple perspectives and helps us to understand how people think, feel, and act.

Level -1

Comprehension Skills and Strategies

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

- Look at books independently and display reading-like behaviour
- Make connections to own experiences when listening to or 'reading' texts
- Identify main story settings, events and principal characters
- Participate in shared reading, joining in with rhymes, refrains and repeated texts

Word Recognition

Students use a range of word recognition strategies, showing understanding as they:

- Distinguish between pictures and written text
- Recognise familiar words such as own name and environmental print

Level 0

Comprehension Skills and Strategies

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

- Retell or represent the features of familiar stories
- Follows text written in English from left to right and top to bottom
- Ascribe meaning to text
- Demonstrate comprehension by responding to text
- Identify relevant information in fiction and non-fiction text
- Predict what might happen next

Word Recognition

Students use a range of word recognition strategies, showing understanding as they:

- Discriminate between visual representations such as numbers, letters and words
- Recognise words, signs and symbols in familiar contexts
- Recognise familiar grapheme-phoneme correspondences
- Demonstrate an awareness of syllable division

Level 1

Comprehension Skills and Strategies

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

- Recall main ideas and supporting details when retelling texts
- Answer simple literal and inferential questions
- Locate and select texts appropriate to purpose or interest
- Make connections to prior knowledge
- Use illustrations to gain meaning from the text
- Express opinions about the meaning of a story
- Predict what might happen in the context of the text
- Participate in shared reading by asking and responding to questions

Word Recognition

Students use a range of word recognition strategies, showing understanding as they:

- Blend and segment phonemes to read VC and CVC words
- Isolate beginning, middle and end sounds of words with increasing accuracy
- Generate rhyming patterns for CVC words
- Read high-frequency words in different contexts
- Recognise the grapheme-phoneme correspondences of common digraphs
- Demonstrate accurate syllable division

Level 2

Comprehension Skills and Strategies

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

- Recall main ideas and supporting details when retelling texts
- Respond to questions about the text with reference to information found in the text
- Locate and select texts appropriate to purpose, interest and readability
- Ask questions to understand the author's intent
- Express opinions about the meaning of text
- Describe how characters, people and events are represented
- Make connections between prior knowledge with a variety of texts and with fictional characters
- Pay attention to punctuation

Word Recognition

Students use a range of word recognition strategies, showing understanding as they:
• Blend and segment phonemes to read CVCC and CCVC words
• Identify long and short vowel sounds
• Apply knowledge of grapheme-phoneme correspondences in common vowel digraphs and trigraphs
• Identify syllables within a two or three-syllable word
• Read familiar words fluently and accurately

Level 3

Comprehension Skills and Strategies

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

- Recall main ideas and supporting details when retelling texts
- Read to discover answers and gain information
- Respond to texts and make personal connections with facts, characters, and situations
- Locate and select texts appropriate for purpose, interest and readability
- Describe how fiction and different forms of non-fiction texts are organised
- Suggest why characters, people and events are represented in a particular way
- Justify personal responses to texts
- Understand unfamiliar vocabulary by attending to context
- Read with pace and expression paying attention to context and punctuation

Word Recognition

Students use a range of word recognition strategies, showing understanding as they:

- Apply knowledge of less common grapheme-phoneme correspondences
- Decode unfamiliar words fluently and accurately

Level 4

Comprehension Skills and Strategies

Students read texts at an age-appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Summarise learning from texts
- Make connections within and between texts
- Select and use texts in multimodal forms to suit a purpose
- Distinguish between fact and opinion
- Justify personal responses to text and understand authors and other readers have different responses
- Refer to literal and inferential evidence from the text
- Identify and describe the techniques authors and illustrators use to influence a reader

Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary, and word recognition as they:

- Use text clues to infer the meaning of subject-specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy

Level 5

Comprehension Skills and Strategies

Students read texts at an age-appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Summarise and synthesise learning from texts
- Connect ideas, feelings and attitudes expressed within, and between texts
- Infer meaning from clues found throughout a text
- Question and evaluate a range of multimodal sources to identify relevant information
- Distinguish between fact and opinion, reaching conclusions about what represents valid information
- Identify and describe the techniques authors and illustrators use to influence a reader
- Explain how a range of text forms vary by using knowledge of purpose, text structure and language features
- Recognise literary devices

Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary and word recognition as they:

- Use text clues to infer the meaning of subject-specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy

Level 6

Comprehension Skills and Strategies

Students read texts at an age-appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Make inferences and be able to justify them
- Locate, summarise and synthesise information from a range of multimodal sources
- Describe the authors' use of language and interpret meaning beyond the literal
- Discuss and justify own interpretation of a text
- Distinguish between fact and opinion, justifying conclusions about what represents valid information
- Identify and describe the techniques authors and illustrators use to influence a reader
- Identify the genre of a text and explain its purpose and features
- Recognise and interpret literary devices

Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary and word recognition as they:

- Use text clues to infer the meaning of subject-specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy

Writing

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Writing conveys meaning. People write to tell about their experiences, ideas, and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.	People write to communicate. The sound of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enables members of a language community to understand each other's writing. Written language works differently from spoken language.	We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enables us to share our imaginings and ideas.	Writing and thinking work together to enable us to express ideas and convey meanings. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organise our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.	Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing, and revising, our writing improves over time.

Level -1

Students use writing to communicate a message as they:

- Mark-make in a variety of ways
- Use mark-making for different purposes
- Demonstrate awareness that writing and drawing are different

Students demonstrate conventions of written text as they:

- [Make marks with increasing understanding of shape and direction](#)

Level 0

Students use writing to communicate a message as they:

- Assign meaning to own writing
- Use writing for specific purposes

Students demonstrate conventions of written text as they:

- Form some identifiable letter shapes
- Use correct directionality in writing
- Use some signs and symbols in writing
- Represent familiar grapheme-phoneme correspondences (GPCs) in writing

Level 1

Students use writing to communicate a message as they:

- Write to express ideas, opinions, experiences and feelings
- Create written text for different purposes
- Create written text to connect with images
- Plan for writing by orally rehearsing and/or drawing
- Generate own ideas for writing

Students demonstrate conventions of written text as they:

- Explore different writing structures
- Use the grapheme-phoneme correspondences (GPCs) of common digraphs when writing
- Segment words and write the corresponding letter sounds
- Write some key personal words and high-frequency words
- Form all uppercase and lowercase letters and numerals correctly
- Occasionally use capital letters and full stops to begin and end sentences
- Compose simple sentences

Level 2

Students use writing to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Write ideas, experiences and feelings conveying a main idea
- Write a range of taught text types
- Explain the purpose of a piece of writing and the structure that needs to be included
- Uses written text to enhance the meaning of images
- Use vocabulary drawn from other texts or classroom activities in own writing

Students demonstrate conventions of written text as they:

- Correctly spell phonically decodable two and three-syllable words
- Spell key personal words and high-frequency words
- Form all lowercase and uppercase letters correctly with automaticity
- Use full stops and capital letters to punctuate sentences
- Use simple conjunctions to write compound sentences
- Consistently use accurate noun-pronoun agreement
- Consistently use accurate subject-verb agreement

Level 3

Students use writing to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Plan and write to convey main ideas
- Write a range of text types selected according to purpose
- Develop ideas with supporting detail and descriptive language
- Develop ideas in a logical sequence
- Use vocabulary drawn from a variety of sources to enhance writing
- Offer constructive feedback to improve the writing of peers
- Identify next steps needed to improve own writing

Students demonstrate conventions of written text as they:

- Use letter-sound relationships and irregular letter patterns to spell words
- Spell high-frequency words
- Write legibly in a consistent style
- Use capital letters, full stops, question marks correctly
- Begin to use speech marks
- Use adverbs and adjectives to add impact to writing
- Use simple and compound sentences

Level 4

Students use writing at an age-appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Demonstrate voice in writing by imitating mentor texts
- Write a range of text types selected according to purpose and audience
- Develop ideas with supporting details and descriptive language
- Organise main ideas and supporting detail into paragraphs
- Use literary devices in writing
- Use vocabulary drawn from a range of sources to enhance writing
- Offer and receive constructive feedback to improve the writing of themselves and peers

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Write legibly in a consistent style
- Use capital letters, full stops, question marks and exclamation marks correctly
- Use speech marks, commas, apostrophes
- Follow grammatical rules, vary sentence beginnings, structures and length for impact

Level 5

Students use writing at an age-appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit, and publish a range of texts
- Demonstrate voice in writing by experimenting with techniques and individual expression
- Write a range of text types selected according to purpose and audience
- Develop clear and focused ideas
- Organise ideas into sustained paragraphs that have a logical flow
- Use appropriate literary devices to create tone, atmosphere, and mood
- Use vocabulary drawn from a range of sources to enhance writing
- Respond to feedback and collaborate to improve the quality of writing

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Demonstrate fluent, consistent and legible handwriting
- Use punctuation accurately to support meaning
- Follow grammatical rules, vary sentence length and structure for impact, rhythm and flow

Level 6

Students use writing at an age-appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit, and publish a range of texts
- Demonstrate voice in writing to elicit an intended response
- Write a range of text types selected according to purpose and audience
- Fully develop ideas which are convincing and supported
- Write paragraphs with transitions that enhance meaning and develop ideas
- Use appropriate literary devices to enhance the impact on the audience
- Use vocabulary drawn from a range of sources and relevant supporting details to enhance writing
- Respond to feedback and collaborate to improve the quality of writing

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Demonstrate fluent, consistent and legible handwriting
- Use punctuation accurately to support and enhance meaning
- Follow grammatical rules, vary sentence length and structure for audience and purpose

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.	The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.	Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication - it has its own set of roles.	Taking time to reflect on what we hear and say helps us to make informed judgements and form new opinions. Thinking about perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enables members of a language community to communicate with each other.	Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesise them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.

Level -1

Students use receptive and expressive language to communicate as they:

- Listen and join in with stories, songs and rhymes
- Discriminate and recreate vocal and environmental sounds
- Respond appropriately to one-step instructions
- Respond appropriately to "what" and "where" questions
- Use short phrases to express feelings, wants and needs
- Express thoughts and ideas using vocabulary in real life or imaginative play in context

Level 0

Students use receptive and expressive language to communicate as they:

- Listen and show understanding through responding or retelling
- Discriminate rhyming words or alliterative phrases in familiar texts
- Orally segment words
- Use connectives to link two ideas
- Follow two-step instructions
- Understand and respond to 'who, 'what', 'where', 'why' and 'how' questions using full sentences
- Use language to describe experiences and explain thinking
- Hold a conversation with several exchanges, maintaining context in real-life or imaginative play situations
- Ask 'who, 'what', 'where', 'why' and 'how' questions

Level 1

Students use receptive and expressive language to communicate as they:

- Contribute to discussions by asking questions and offering suggestions
- Predict phonemic patterns in poems, songs, rhymes and repeated phrases
- Enunciate beginning, middle and end sounds of words with increasing accuracy
- Give a range of details when describing personal experiences
- Use a range of high-frequency, topic-specific and personal content vocabulary
- Talk about their writing, pictures and models
- Follow the meaning of others' conversations

Level 2

Students use receptive and expressive language to communicate as they:

- Listen and respond in discussions
- Use sequential language including simple connectives to retell events or stories
- Structure simple oral text accurately
- Accurately predict phonemic patterns in poems, songs, rhymes and repeated phrases
- Talk about thinking with others
- Accurately use a bank of high-frequency, topic-specific and personal content words

Level 3

Students use receptive and expressive language to communicate as they:

- Express thoughts, ideas and opinions clearly
- Uses a range of appropriate strategies when speaking to engage an audience
- Actively listen to the contributions of others
- Use specific vocabulary to explain, enquire, and compare
- Adjust speech by using specific vocabulary to suit the purpose and audience

Level 4

Students use age-appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Organise thoughts and feelings before speaking
- Listen and respond in context during small and large group interactions
- Use correct grammatical structure and organisation in spoken language
- Adapt language to suit audience and purpose
- Use specific vocabulary to explain, enquire, compare and synthesise ideas
- Use tone, volume and intonation to enhance meaning

Level 5

Students use age-appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Select listening behaviours and appropriate responses to suit purpose and audience
- Verbalize thinking and explain reasoning
- Generate and modify ideas and opinions through discussions
- Use correct grammatical structure and organisation in spoken language
- Paraphrase and summarise when communicating orally
- Justify a point of view
- Adapt language to suit audience and purpose
- Use specific vocabulary to explain, enquire, compare and synthesise ideas
- Select words and literary devices to enhance impact of oral texts
- Use tone, volume and intonation to enhance meaning

Level 6

Students use age-appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Select listening behaviours and appropriate responses to suit purpose and audience
- Develop, modify and present ideas, opinions and information through discussion
- Use correct grammatical structure and organisation in spoken language
- Paraphrase and summarise when communicating orally
- Debate and justify a point of view
- Infer meanings, draw conclusions and make judgements about oral presentations
- Use specific vocabulary to explain, enquire, compare and synthesise ideas
- Select words and literary devices to enhance impact of oral texts
- Use tone, volume and intonation to enhance meaning

Viewing and Presenting

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.	People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.	Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.	Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making and informed judgement about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.	The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts according to their previous experiences, preferences, and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesising information from visual texts is dependent upon personal interpretation and leads to new understandings.

Level -1

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise common signs and symbols used in the environment
- Make connections to different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Use media, colours, shapes and symbols to present ideas

Level 0

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise and make observations about common signs and symbols used in the environment
- Interpret and respond to different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Select and use media, colours, shapes and symbols to convey meaning

Level 0

Level 1

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise familiar signs and logos in the environment
- Identify the elements in a multimodal text
- Explain their response to visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create a simple multimodal text
- Experiment with visual, spatial, gestural and language systems to convey emotions and meaning

Level 1

Level 2

Students show an understanding of semiotic systems and codes when viewing as they:

- Make meaning from visual images or multimodal texts
- Discuss the creator's purpose when observing visual images or multimodal texts
- Make comparisons between visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts to convey a message
- Create multimodal texts that include gestural, visual, auditory, spatial and language systems

Level 3

Students show an understanding of semiotic systems and codes when viewing as they:

- Discuss different interpretations of the same visual image or multimodal texts
- Make suggestions about the purpose and audience of visual images or multimodal texts
- Identify different elements that have been selected and arranged to achieve an impact
- Use technical language to discuss visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts that include visual, auditory, spatial, gestural and language systems
- Explain how the elements of their own multimodal texts work together

Level 4

Students show an understanding of semiotic systems and codes when viewing as they:

- Discuss and justify interpretations of visual images or multimodal texts
- Explain how different elements have been constructed to produce meaning for a specific purpose
- Explain how the elements of a multimodal text have been selected to produce meaning for a specific audience and purpose
- Use technical language to discuss visual images and multimodal texts
- Make connections between personal experiences and multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Select and use an appropriate layout for an intended audience and purpose
- Create multimodal texts using a range of tools combining different elements and techniques for a particular purpose
- Use visual, auditory, spatial, gestural and language systems to reinforce oral presentations

Level 5

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise that audiences make their own interpretation of texts dependent on personal experience
- Explain how the elements of a multimodal text have been selected to produce meaning for a specific purpose and audience
- Analyse structure, elements and techniques that make multimodal texts effective using appropriate terminology
- Synthesise meaning from a range of multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts and explain how the elements work together for a particular purpose
- Use visual, auditory, spatial, gestural and language systems to reinforce oral presentations
- Apply and justify different techniques used to influence the audience

Level 6

Students show an understanding of semiotic systems and codes when viewing as they:

- Critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Identify how the information presented may reflect one view and that other interpretations are possible
- Compare and contrast how elements and techniques are used in different text types
- Identify overt, subliminal and cultural messages
- Compare how an issue is presented through different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts with the intention of influencing the audience
- Use a range of multimedia to prepare visual presentations
- Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience