# **Language Scope and Sequence**

# Reading

# **IB Conceptual Understandings**

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

## **IB Conceptual Understandings**

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

#### **IB Conceptual Understandings**

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

#### **IB Conceptual Understandings**

around us.  moving images to communicate ideas of sources of information.  and symbols in our environment have  moving images to communicate ideas of sources of information.  Interpreting involves involves	tts have the influence media is to influence and behaviour. The aim of commercial media is to influence and persuade viewers.
attention.  We can enjoy and learn from visual language.  attention.  Attention.  Attention.  Adevelop new levels of understanding.  Viewing and talking about the images others have created  Selecting the most suitable forms of visual we need	perspectives. nce learning to be efficient Knowing about the tructive users

## 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