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:

- 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

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:

- 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

IB Conceptual Understandings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Phase 1 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.	Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding.	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	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
			language community to	they already know in

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

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 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