

# Language Scope and Sequence

## Reading

### IB Conceptual Understandings

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

## 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

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

### 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

## Listening and Speaking

### IB Conceptual Understandings

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

### 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

## Viewing and Presenting

### IB Conceptual Understandings

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

### 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