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	and asking questions	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	perspectives and
		organisation of written	material to conduct	helps us to understand
		language influences	research.	how people think, feel,
		and conveys meaning.		and act.

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

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	Writing and thinking work together to enable us to express ideas and convey meanings. Asking questions	Stories that people

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
- <u>Respond to feedback and collaborate to improve the quality of writing</u>

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

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.	language are a	varies according to the	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	objects.	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 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

IB Conceptual Understandings

Visual language is all People use static and Visual texts can around us. moving images to expand our database	Visual texts have the	
The pictures, images, and symbols in our environment have meaning.communicate ideas and information.of sources of information.Visual symbols in our environment have meaning.Visual texts can immediately gain our attention.Visual texts provide alternative means to develop new levels of understanding.We can enjoy and learn from visual language.Viewing and talking about the images others have created helps us to understandSelecting the most suitable forms of visual presentation enhances	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	

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