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 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

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 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

Listening and Speaking

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 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

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 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