

ISC Primary Years Programme English Language Scope and Sequence

Adapted from the *Primary Years Programme Language scope and sequence*. Publication.Cardiff: IBO,2009. Print.

“Recognizing that learners in PYP schools enter the programme at different ages and with varying levels of language experience, it was decided that a sequence of developmental phases would enable teachers to more accurately identify current levels of a student’s development and plan learning experiences leading onto subsequent phases.” (extracted from Primary Years Programme Language scope and sequence. Publication.Cardiff: IBO,2009. Print.)

The following document seeks to lay out the minimum expectations in English for each phase of development in each of the areas of oral, written and visual language. During the construction of this Curriculum Document every effort has been made to ensure the alignment all the elements of the Austrian National Curriculum and the IB PYP Scope and Sequence for Language.

Learning continuum for oral language - listening and speaking				
<p>Phase 1 Overall expectations Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.</p>	<p>Phase 2 Overall expectations Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p>	<p>Phase 3 Overall expectations Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p>	<p>Phase 4 Overall expectations Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.</p>	<p>Phase 5 Overall expectations Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.</p>
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 rules 	<ul style="list-style-type: none"> • 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 rules. 	<ul style="list-style-type: none"> • Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. • Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. • The grammatical structures of a language enable members of a language community to communicate with each other. 	<ul style="list-style-type: none"> • 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 synthesize them to create their own understanding. • People draw on what they already know in order to infer new meaning from what they hear.
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen and respond in small or large groups for increasing periods of time • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • memorize and join in with poems, rhymes and songs 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen appreciatively and responsively, presenting their own point of view and respecting the views of others • listen for a specific purpose in a variety of situations • identify and expand on main ideas in familiar oral texts • listen reflectively to 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • generate, develop and modify ideas and opinions through discussion • listen and respond appropriately to

<ul style="list-style-type: none"> ● follow classroom instructions, showing understanding ● describe personal experiences ● obtain simple information from accessible spoken texts ● distinguish beginning, medial and ending sounds of words with increasing accuracy ● predict likely outcomes when listening to texts read aloud ● use language to address their needs, express feelings and opinions ● ask questions to gain information and respond to inquiries directed to themselves or to the class ● use oral language to communicate during classroom activities, conversations and imaginative play ● talk about the stories, writing, 	<ul style="list-style-type: none"> ● pick out main events and relevant points in oral texts ● follow multistep directions ● retell familiar stories in sequence ● anticipate and predict when listening to text read aloud ● use language for a variety of personal purposes, for example, invitations ● express thoughts, ideas and opinions and discuss them, respecting contributions from others ● participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems ● use language to explain, inquire and compare ● recognize patterns in language(s) of instruction and use 	<ul style="list-style-type: none"> ● pick out main events and relevant points in oral texts ● follow multi-step directions ● retell familiar stories in sequence ● anticipate and predict when listening to text read aloud ● use language for a variety of personal purposes, for example, invitations express thoughts, ideas and opinions and discuss them, respecting contributions from others ● participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems ● use language to explain, inquire and compare recognize patterns in language(s) of instruction and use increasingly 	<p>stories read aloud in order to identify story structures and ideas</p> <ul style="list-style-type: none"> ● understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations ● argue persuasively and defend a point of view ● explain and discuss their own writing with peers and adults ● begin to paraphrase and summarize ● organize thoughts and feelings before speaking ● use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context ● realize that grammatical structures can be 	<p>instructions, questions and explanations</p> <ul style="list-style-type: none"> ● infer meanings, draw conclusions and make judgments about oral presentations ● use an increasing vocabulary and more complex sentence structures with a high level of specificity ● argue persuasively and justify a point of view ● show open-minded attitudes when listening to other points of view ● paraphrase and summarize when communicating orally ● understand and use figurative language such as simile, personification and metaphor ● use oral language to formulate and communicate possibilities and theories
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<p>pictures and models they have created</p> <ul style="list-style-type: none"> • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage). 	<p>increasingly accurate grammar</p> <ul style="list-style-type: none"> • understand and use specific vocabulary to suit different purposes • understand and use specific vocabulary to suit different purposes 	<p>accurate grammar</p> <ul style="list-style-type: none"> • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages. 	<p>irregular and begin to use them appropriately and consistently</p> <ul style="list-style-type: none"> • use oral language appropriately, confidently and with increasing accuracy • verbalize their thinking and explain their reasoning • recognize that different forms of grammar are used in different contexts • appreciate that language is not always used literally; understand and use the figurative language of their own culture. 	<ul style="list-style-type: none"> • use standard grammatical structures competently in appropriate situations • use register, tone, voice level and intonation to enhance meaning • appreciate that people speak and respond according to personal and cultural perspectives • use speech responsibly to inform, entertain and influence others • reflect on communication to monitor and assess their own learning.
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Learning continuum for visual language - viewing and presenting

<p>Phase 1 Overall expectations Learners identify, interpret and respond to a range of visual text prompts and show an understanding that</p>	<p>Phase 2 Overall expectations Learners show an understanding that visual text may represent reality or fantasy. They recognize that</p>	<p>Phase 3 Overall expectations Learners show an understanding that visual text may represent reality or fantasy. They recognize that</p>	<p>Phase 4 Overall expectations Learners show an open-mindedness about the use of a range of visual text resources to access</p>	<p>Phase 5 Overall expectations Through inquiry, learners engage with an increasing range of visual text resources. As well as</p>
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<p>different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p>	<p>visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p>	<p>visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p>	<p>information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.</p>	<p>exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.</p>
<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • Visual texts have the power to influence thinking and behaviour. • Interpreting visual texts involves making an informed judgment about the intention of the message. • To enhance learning we need to be efficient and constructive users of the internet. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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. • Synthesizing

	information.	information.		information from visual texts is dependent upon personal interpretation and leads to new understanding.
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • will be introduced to attend to visual information showing understanding through discussion, role play, illustrations • talk about their own feelings in response to visual messages; show empathy for the way others might feel • relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm." • show their understanding that visual messages influence our behaviour 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • view a range of visual language formats and discuss 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view, respond to and describe visual information, communicating understanding in oral, written and visual form describe personal reactions to visual messages; • reflect on why others may perceive the images differently • understand and explain how visual effects can be used to reflect a particular context • recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view and critically analyse a range of visual texts, • communicating understanding through oral, written and visual media • identify factors that influence personal reactions to visual texts • design visual texts with the intention of influencing the way people think and feel • analyse and interpret the ways in which visual effects are used to establish context • identify elements and techniques that make advertisements, logos and symbols

<ul style="list-style-type: none"> ● connect visual information with their own experiences to construct their own meaning, for example, when taking a trip ● will be introduced to use body language in mime and role play to communicate ideas and feelings visually ● realize that shapes, symbols and colours have meaning and include them in presentations ● use a variety of implements to practise and develop handwriting and presentation skills ● observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed ● recognize ICT iconography and follow prompts to access programs or activate devices ● through teacher 	<p>their effectiveness, for example, film/video, posters, drama</p> <ul style="list-style-type: none"> ● realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance ● observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve. ● view visual information and show understanding by asking relevant questions and discussing possible meaning ● discuss their own feelings in response to visual messages; listen to other responses, realizing that people react 	<ul style="list-style-type: none"> ● observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness ● discuss personal experiences that connect with visual images ● use actions and body language to reinforce and add meaning to oral presentations ● select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles ● realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding ● with guidance, use the internet to access relevant information; process and appropriate 	<p>labels, signs, billboards</p> <ul style="list-style-type: none"> ● interpret visual cues in order to analyse and make inferences about the intention of the message ● explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response ● identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters ● design posters and charts using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved ● discuss a newspaper report and tell how the words and pictures work together to convey a particular message 	<p>effective and draw on this knowledge to create their own visual effects</p> <ul style="list-style-type: none"> ● realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols ● realize that individuals interpret visual information according to their personal experiences and different perspectives ● show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning ● apply knowledge of presentation
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<p>modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame</p> <ul style="list-style-type: none"> ● will be introduced to view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story ● will be introduced to become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story ● observe visual images and begin to appreciate, and be able to express, that they have been created to achieve 	<p>differently</p> <ul style="list-style-type: none"> ● realize that visual information reflects and contributes to the understanding of context ● recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography ● observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness ● discuss personal experiences that connect with visual images ● use actions and body language to reinforce and add meaning to oral presentations ● select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles 	<p>terminology to discuss visual texts, for example, logos, font, foreground, background, impact</p> <ul style="list-style-type: none"> ● view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama ● realize that effects have been selected present information in ways that are personally meaningful use and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance ● observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve. 	<ul style="list-style-type: none"> ● prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications ● discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition ● experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects ● observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word 	<p>techniques in original and innovative ways; explain their own ideas for achieving desired effects</p> <ul style="list-style-type: none"> ● examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit ● navigate the internet in response to verbal and visual prompts with confidence and familiarity; ● use ICT to prepare their own presentations ● use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
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particular purposes.			<p>images to convey sound effects</p> <ul style="list-style-type: none"> realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. 	<ul style="list-style-type: none"> analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages reflect on ways in which understanding the intention of a visual message can influence personal responses
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Learning continuum for written language - reading				
<p>Phase 1 Overall expectations Learners show an understanding that language can be represented visually through codes and symbols.</p>	<p>Phase 2 Overall expectations Learners show an understanding that text is used to convey meaning in different ways and for</p>	<p>Phase 3 Overall expectations Learners show an understanding that text is used to convey meaning in different ways and for</p>	<p>Phase 4 Overall expectations Learners show an understanding of the relationship between reading, thinking and reflection. They</p>	<p>Phase 5 Overall expectations Learners show an understanding of the strategies authors use to engage them. They have</p>

<p>They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p>	<p>different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p>	<p>different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p>	<p>know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.</p>	<p>their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p>
<p>Conceptual understandings</p> <ul style="list-style-type: none"> • The sounds of spoken language can be represented visually. • 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 us to create pictures in our minds. • There are established ways of setting out print and organizing books. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • Different types of texts 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 organization of written language influences and conveys meaning. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • Different types of texts 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 organization of written language influences and conveys meaning. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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. Synthesizing ideas and information from texts leads to new ideas and understanding. • Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> begin to select and reread favourite texts for enjoyment understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts will be introduced to shared reading, posing and responding to questions and joining in the refrains, reading with expression express opinions about the meaning of a story show empathy for characters in a story they will make predictions and anticipate possible outcomes read and understand the meaning of self-selected and teacher-selected texts at an appropriate level read and understand 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> begin to develop personal preferences, selecting books for pleasure and information. read texts at an appropriate level, independently, confidently and with good understanding recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles identify and explain the basic structure of a story - beginning, middle and end make predictions about a story realize that there is a difference between fiction and nonfiction and use books for particular purposes, with teacher guidance recognize and use the different parts of a book, for example, title page, contents, 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> develop personal preferences, selecting books for pleasure and information continue to read texts at an appropriate level, independently, confidently and with good understanding recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles identify and explain the basic structure of a story— beginning, middle and end make predictions about a story, based on their own knowledge and experience; realize that there is a difference between fiction and nonfiction and use books for particular purposes, with teacher guidance recognize and use 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals read to develop fluency and expression explore layout of a variety of text types read to investigate, explore and consolidate grammar features distinguish between fiction and nonfiction and select books appropriate to specific purposes recognize a variety of text types: letters, journals, reports, recounts, traditional tales, science fiction, poetry and persuasive writing understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> read a wide range of texts confidently, independently and with understanding work in cooperative groups to locate and select texts appropriate to purpose and audience participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author identify a variety of genres: fantasy, biography, science fiction, mystery, historical novel and explain elements and literary forms that are associated with different genres appreciate structural and stylistic differences between fiction and
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<p>familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography</p> <ul style="list-style-type: none"> • understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community • instantly recognize an increasing bank of high- frequency and high-interest words, characters or symbols • have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • will be introduced to guided reading where they will investigate and explore a variety of language features 	<p>index</p> <ul style="list-style-type: none"> • understand sound-symbol relationships when decoding print • continue to instantly recognize an increasing bank of high- frequency and high-interest words, characters or symbols • use a range of strategies to self-monitor and self-correct. • discuss the plot, characters and settings of a story • discuss their own experiences and relate them to fiction and nonfiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is 	<p>the different parts of a book, for example, title page, contents, index</p> <ul style="list-style-type: none"> • consolidate understanding of sound–symbol relationships and apply reliable phonetic strategies when decoding print • use a range of strategies to self-monitor and self-correct • discuss the plot, characters and settings of a story. • discuss their own experiences and relate them to fiction and nonfiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is saying to the reader. 	<p>characters</p> <ul style="list-style-type: none"> • recognize the author’s purpose, for example, to inform, entertain, persuade, instruct • understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail 	<p>nonfiction; show understanding of this distinction when structuring their own writing</p> <ul style="list-style-type: none"> • appreciate authors’ use of language and interpret meaning beyond the literal • understand that authors use words and literary devices to evoke mental images • recognize and understand figurative language, for example, similes, metaphors, idioms • make inferences and be able to justify them • identify and describe elements of a story: plot, setting, characters and theme and explain how they contribute to its effectiveness • distinguish between fact and opinion, and reach their own conclusions about what represents valid information • use a range of
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<ul style="list-style-type: none"> including grammar participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems to help develop fluency and expression. handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end. 	<ul style="list-style-type: none"> saying to the reader. continue to participate in guided reading, where they will continue to investigate and explore a variety of language features. 	<ul style="list-style-type: none"> continue to participate in guided reading, where they will continue to investigate and explore a variety of language features. 	<ul style="list-style-type: none"> will participate in guided reading, exploring and investigating a range of language features as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials identify relevant, reliable and useful information and decide on appropriate ways to use it access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis know when and how to use the internet and multimedia resources for research understand that the internet must be used with the 	<p>strategies to solve comprehension problems and deepen their understanding</p> <ul style="list-style-type: none"> will participate in guided reading, exploring and investigating a range of language features consistently and confidently use a range of resources to find information and support their inquiries participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding use the internet responsibly and knowledgeably, appreciating its uses and limitations locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family,
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Learning continuum for written language - writing				
<p>Phase 1 Overall expectations Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that</p>	<p>Phase 2 Overall expectations Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers.</p>	<p>Phase 3 Overall expectations Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers.</p>	<p>Phase 4 Overall expectations Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are</p>	<p>Phase 5 Overall expectations Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can</p>

writing can describe the factual or the imagined world.	They can tell a story and create characters in their writing.	They can tell a story and create characters in their writing.	able to rewrite to improve the quality of their writing.	analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.
<p>Conceptual understandings</p> <ul style="list-style-type: none"> • People write to communicate. • The sounds of spoken language can be represented visually (letters, symbols, characters). • Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. • Written language works differently from spoken language. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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 enable us to share our imaginings and ideas. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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 enable us to share our imaginings and ideas. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions of ourselves and others helps to make our writing more focused and purposeful. • The way we structure and organize 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. 	<p>Conceptual understandings</p> <ul style="list-style-type: none"> • 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. Synthesizing 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.
Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes

<p>Learners:</p> <ul style="list-style-type: none"> ● enjoy writing and value their own efforts ● will be introduced to write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..." ● read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged ● will be introduced to participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions ● will be introduced to write to communicate a message to a 	<p>Learners:</p> <ul style="list-style-type: none"> ● use feedback from teachers and other students to improve their writing ● use a dictionary, a thesaurus and word banks to extend their use of language ● use graphic organizers to plan writing, for example, Mind Maps®, storyboards ● keep a log of ideas to write about ● over time, will have the opportunity to write in a variety of text types including recounts, letters, instructional writing, in various forms of narrative writing, and begin to investigate rhythm and rhyme. ● participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement ● with teacher 	<ul style="list-style-type: none"> ● Learners: engage confidently with the process of writing ● write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading ● use graphic organizers to plan writing, for example, Mind Maps®, storyboards ● will have the opportunity to write in a variety of text types including recounts, letters, instructional writing, reports and persuasive writing, in various forms of narrative and experiment with rhythm and rhyme in poetry ● organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end 	<ul style="list-style-type: none"> ● write independently and with confidence, demonstrating a personal voice as a writer ● write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing ● will have the opportunity to write in a variety of text types including letters, journals, diaries, biographies, reports, recounts, instructional writing, persuasive writing, in various forms of narrative and poetic writing ● enhance the understanding and importance of figurative language ● recognize and use metaphors, similes, alliteration and rhymes confidently ● show awareness of different audiences 	<ul style="list-style-type: none"> ● write independently and with confidence, showing the development of their own voice and style ● will have the opportunity to develop, consolidate and perfect their writing skills in a variety of text types including letters, journals, diaries, biographies, reports, recounts, instructional writing, persuasive writing, in various forms of narrative writing and experiment with rhymes, rhythms and verse structure in poetry ● adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader ● use appropriate paragraphing to organize ideas ● use a range of vocabulary and relevant supporting
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<p>particular audience and will have the opportunity to write in a variety of text types including a recount, instructions and story writing</p> <ul style="list-style-type: none"> ● create illustrations to match their own written text ● demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality ● connect written codes with the sounds of spoken language and reflect this understanding when recording ideas ● form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community ● discriminate between types of code, for example, letters, numbers, 	<p>guidance, publish written work, in handwritten form or in digital format.</p> <ul style="list-style-type: none"> ● engage confidently with the process of writing ● write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading ● organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end ● use appropriate writing conventions, for example, word order, as required by the language(s) of instruction ● write legibly, and in a consistent style ● proofread their own writing and make some corrections and improvements ● use familiar aspects of written language with increasing 	<ul style="list-style-type: none"> ● use appropriate writing conventions, for example, word order, as required by the language(s) of instruction ● use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words ● use increasingly accurate grammatical constructs ● write legibly, and in a consistent style ● proofread their own writing and make some corrections and improvements ● use feedback from teachers and other students to improve their writing ● use a dictionary, a thesaurus and word banks to extend their use of language ● keep a log of ideas to write about over time 	<p>and adapt writing appropriately</p> <ul style="list-style-type: none"> ● select vocabulary and supporting details to achieve desired effects ● organize ideas in a logical sequence ● reread, edit and revise to improve their own writing, for example, content, language, organization ● write legibly, and in a consistent style ● respond to the writing of others sensitively ● use knowledge of written code patterns to accurately spell high-frequency and familiar words ● use a range of strategies to record words/ideas of increasing complexity ● realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this 	<p>details to convey meaning and create atmosphere and mood</p> <ul style="list-style-type: none"> ● use planning, drafting, editing and reviewing processes independently and with increasing competence ● critique the writing of peers sensitively; offer constructive suggestions ● vary sentence structure and length ● demonstrate an increasing understanding of how grammar works ● use standard spelling for most words and use appropriate resources to check spelling ● use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing ● choose to publish
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<p>symbols, words/ characters</p> <ul style="list-style-type: none"> • write an increasing number of frequently used words or ideas independently • illustrate their own writing and contribute to a class book or collection of published writing. • use increasingly accurate grammar focusing on <p>Parts of speech: nouns, adjectives, verbs and adverbs.</p> <p>Punctuation: full-stops, capital letters and question marks</p> <p>Vocabulary: alphabetical order, a or an, plurals, compound words and antonyms.</p> <p>Sentence Structure: Word order and past and present tense.</p>	<p>confidence and accuracy, for example, spelling patterns, high-frequency words, high- interest words</p> <ul style="list-style-type: none"> • use increasingly accurate grammar focusing on <p>Parts of speech: nouns, adjectives, verbs and adverbs.</p> <p>Punctuation: full-stops, capital letters, commas in a list, and question marks</p> <p>Vocabulary: alphabetical order, a or an, plurals, compound words and antonyms.</p> <p>Sentence Structure: Word order and tenses, present and past, regular and irregular.</p>	<ul style="list-style-type: none"> • participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • with teacher guidance, publish written work, in handwritten form or in digital format. • use increasingly accurate grammatical constructs focusing on: <p>Parts of Speech: Nouns, adjectives, verbs, adverbs, prepositions.</p> <p>Punctuation: Capital letters, full stops speech marks question marks, exclamation marks, commas</p> <p>Vocabulary: Prefixes, suffixes, homophones, compound words, diminutives, plurals, antonyms, synonyms, word roots, homonyms, proverbs</p> <p>Sentence structure Word order, tense – past, present, future,</p>	<p>what I meant to say?”, “Is it interesting/relevant?”</p> <ul style="list-style-type: none"> • check punctuation, variety of sentence starters, spelling, presentation • Identify, understand and apply grammar components correctly focusing on: <p>Parts of Speech: Nouns, adjectives, verbs, adverbs, prepositions conjunctions and pronouns</p> <p>Punctuation Capital letters, full stops speech marks question marks exclamation marks, commas apostrophe –contractions and possession</p> <p>Vocabulary Prefixes, suffixes, homophones compound words, diminutives plurals, antonyms, synonyms, homonyms.</p> <p>Sentence structure Word order, tense – past, present, future, Active/passive voice</p> <ul style="list-style-type: none"> • use a dictionary and 	<p>written work in handwritten form or in digital format independently</p> <ul style="list-style-type: none"> • use written language as a means of reflecting on their own learning • recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • identify and describe elements of a story—setting, plot, character, theme • locate, organize, synthesize and present written information obtained from a variety of valid sources • use a range of tools and techniques to produce written work that is attractively and effectively presented. • demonstrate an increasing understanding of how grammar works focusing on: <p>Parts of Speech:</p>
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			<p>thesaurus to check accuracy, broaden vocabulary and enrich their writing</p> <ul style="list-style-type: none"> • work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors • work independently, to produce written work that is legible and well-presented, written either by hand or in digital format 	<p>Nouns, adjectives, verbs, adverbs, prepositions conjunctions and pronouns Punctuation: Capital letters, full stops speech marks question marks exclamation marks, commas apostrophe –contractions and possession, colons, semi-colons hyphens, brackets, parenthesis, dashes Vocabulary: Prefixes, suffixes, homophones compound words, diminutives plurals, word roots antonyms, synonyms, homonyms, proverbs Sentence structure: Word order, tense – past, present, future, conditional, past perfect Direct/indirect speech, Active/passive voice, clauses</p>
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