

## ISC Primary Years Programme German Mother Tongue Language Scope and Sequence

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

The following document seeks to lay out the minimum requirement to be taught in German for each grade level 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.

<b>Learning continuum for oral language - listening and speaking</b>				
<p><b>PYP 1</b> <b>Overall expectations</b> 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><b>PYP 2</b> <b>Overall expectations</b> 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><b>PYP 3</b> <b>Overall expectations</b> 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><b>PYP 4</b> <b>Overall expectations</b> 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><b>PYP 5</b> <b>Overall expectations</b> 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>
<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>• The sounds of language are a symbolic way of representing ideas and objects.</li> <li>• People communicate</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>• Spoken language varies according to the purpose and audience.</li> <li>• People interpret messages according</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>• Spoken language varies according to the purpose and audience.</li> <li>• People interpret messages according</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>• Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>• Spoken language can be used to persuade and influence people</li> <li>• Metaphorical language creates</li> </ul>

<p>using different languages.</p> <ul style="list-style-type: none"> <li>• Everyone has the right to speak and be listened to.</li> </ul>	<p>to their unique experiences and ways of understanding.</p> <ul style="list-style-type: none"> <li>• Spoken communication is different from written communication—it has its own set of rules</li> </ul>	<p>to their unique experiences and ways of understanding.</p> <ul style="list-style-type: none"> <li>• Spoken communication is different from written communication—it has its own set of rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</li> <li>• The grammatical structures of a language enable members of a language community to communicate with each other.</li> </ul>	<p>strong visual images in our imagination.</p> <ul style="list-style-type: none"> <li>• Listeners identify key ideas in spoken language and synthesize them to create their own understanding.</li> <li>• People draw on what they already know in order to infer new meaning from what they hear.</li> </ul>
<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• listen and respond in small or large groups for increasing periods of time</li> <li>• listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</li> <li>• memorize and join in with simple poems, rhymes and songs</li> <li>• follow classroom instructions, showing understanding</li> <li>• describe personal experiences</li> <li>• obtain simple information from</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• listen attentively and speak appropriately in small and large group interactions</li> <li>• listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>• pick out main events and relevant points in oral texts</li> <li>• follow multistep directions</li> <li>• retell familiar stories in sequence</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• listen attentively and speak appropriately in small and large group interactions</li> <li>• listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>• pick out main events and relevant points in oral texts</li> <li>• follow multi-step directions</li> <li>• retell familiar stories in sequence</li> <li>• anticipate and</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• listen appreciatively and responsively, presenting their own point of view and respecting the views of others</li> <li>• listen for a specific purpose in a variety of situations</li> <li>• identify and expand on main ideas in familiar oral texts</li> <li>• listen reflectively to stories</li> <li>• read aloud in order to identify story structures and ideas</li> <li>• understand that ideas and opinions can be generated,</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</li> <li>• generate, develop and modify ideas and opinions through discussion</li> <li>• listen and respond appropriately to instructions, questions and explanations</li> <li>• infer meanings, draw conclusions and make judgments about oral</li> </ul>

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

<p><b>PYP 1</b> <b>Overall expectations</b> Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p>	<p><b>PYP 2</b> <b>Overall expectations</b> Learners show an understanding that visual text may represent reality or fantasy. They recognize that 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><b>PYP 3</b> <b>Overall expectations</b> Learners show an understanding that visual text may represent reality or fantasy. They recognize that 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><b>PYP 4</b> <b>Overall expectations</b> Learners show an open-mindedness about the use of a range of visual text resources to access 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><b>PYP 5</b> <b>Overall expectations</b> Through inquiry, learners engage with an increasing range of visual text resources. As well as 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><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● People use static and moving images to communicate ideas and information.</li> <li>● Viewing and talking about the images others have created helps us to understand and create our own</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Visual texts can expand our database of sources of information.</li> <li>● Visual texts provide alternative means to develop new levels of understanding.</li> <li>● Selecting the most suitable forms of visual presentation</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Visual texts can expand our database of sources of information.</li> <li>● Visual texts provide alternative means to develop new levels of understanding.</li> <li>● Selecting the most suitable forms of visual presentation</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Visual texts have the power to influence thinking and behaviour.</li> <li>● Interpreting visual texts involves making an informed judgment about the intention of the message.</li> <li>● To enhance learning</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● The aim of commercial media is to influence and persuade viewers.</li> <li>● Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</li> </ul>

<p>presentations.</p>	<p>enhances our ability to express ideas and images.</p> <ul style="list-style-type: none"> <li>• Different visual techniques produce different effects and are used to present different types of information.</li> </ul>	<p>enhances our ability to express ideas and images.</p> <ul style="list-style-type: none"> <li>• Different visual techniques produce different effects and are used to present different types of information.</li> </ul>	<p>we need to be efficient and constructive users of the internet.</p>	<ul style="list-style-type: none"> <li>• Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.</li> <li>• Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</li> </ul>
<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• attend to visual information showing understanding through discussion, role play, illustrations</li> <li>• relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."</li> <li>• use body language in mime and role play to communicate ideas and feelings visually</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</li> <li>• view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</li> <li>• observe and discuss visual presentations; make suggestions about why they have</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• view visual information and show understanding by asking relevant questions and discussing possible meaning</li> <li>• discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently</li> <li>• realize that visual information reflects and contributes to the understanding of</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• view, respond to and describe visual information, communicating understanding in oral, written and visual form</li> <li>• describe personal reactions to visual messages; reflect on why others may perceive the images differently</li> <li>• understand and explain how visual effects can be used to reflect a particular context</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</li> <li>• identify factors that influence personal reactions to visual texts</li> <li>• analyse and interpret the ways in which visual effects are used to establish context</li> <li>• realize that individuals</li> </ul>

<ul style="list-style-type: none"> <li>● realize that shapes, symbols and colours have meaning and include them in presentations</li> <li>● use a variety of implements to practise and develop handwriting and presentation skills</li> <li>● observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</li> </ul>	<p>been created and what the creator has been aiming to achieve.</p> <ul style="list-style-type: none"> <li>● view visual information and show understanding by asking relevant questions and discussing possible meaning</li> <li>● use actions and body language to reinforce and add meaning to oral presentations</li> </ul>	<p>context</p> <ul style="list-style-type: none"> <li>● discuss personal experiences that connect with visual images</li> <li>● use actions and body language to reinforce and add meaning to oral presentations</li> <li>● select and use suitable shapes, colours, symbols and layout for presentations;</li> <li>● realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</li> <li>● with guidance, use the internet to access relevant information</li> <li>● view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</li> <li>● realize that effects have been selected</li> </ul>	<ul style="list-style-type: none"> <li>● interpret visual cues in order to analyse and make inferences about the intention of the message</li> <li>● identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</li> <li>● design posters and charts using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</li> <li>● discuss a newspaper report and tell how the words and pictures can work together to convey a particular message</li> <li>● prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications</li> <li>● observe and discuss</li> </ul>	<p>interpret visual information according to their personal experiences and different perspectives</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</li> <li>● 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</li> </ul>
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		<ul style="list-style-type: none"><li>• present information in ways that are personally meaningful used and arranged to achieve a certain impact.</li><li>• observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</li></ul>	the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects	make meaning more explicit <ul style="list-style-type: none"><li>• use appropriate terminology to identify a range of visual effects/formats identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages</li></ul>
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## Learning continuum for written language - reading

<p><b>PYP 1</b> <b>Overall expectations</b> Learners show an understanding that language can be represented visually through codes and symbols. 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><b>PYP 2</b> <b>Overall expectations</b> Learners show an understanding that text is used to convey meaning in different ways and for 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><b>PYP 3</b> <b>Overall expectations</b> Learners show an understanding that text is used to convey meaning in different ways and for 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><b>PYP 4</b> <b>Overall expectations</b> Learners show an understanding of the relationship between reading, thinking and reflection. They 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><b>PYP 5</b> <b>Overall expectations</b> Learners show an understanding of the strategies authors use to engage them. They have 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><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● The sounds of spoken language can be represented visually.</li> <li>● Written language works differently from spoken language.</li> <li>● Consistent ways of recording words or ideas enable members of a language community to communicate.</li> <li>● People read to learn.</li> <li>● The words we see</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Different types of texts serve different purposes.</li> <li>● What we already know enables us to understand what we read.</li> <li>● Applying a range of strategies helps us to read and understand new texts.</li> <li>● Wondering about texts and asking questions helps us to understand the</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Different types of texts serve different purposes.</li> <li>● What we already know enables us to understand what we read.</li> <li>● Applying a range of strategies helps us to read and understand new texts.</li> <li>● Wondering about texts and asking questions helps us to understand the</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Reading and thinking work together to enable us to make meaning.</li> <li>● Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.</li> <li>● Identifying the main ideas in the text helps us to understand what is important.</li> <li>● Knowing what we</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Authors structure stories around significant themes.</li> <li>● Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</li> <li>● Synthesizing ideas and information from texts leads to new ideas and understanding.</li> </ul>

<p>and hear enable us to create pictures in our minds.</p>	<p>meaning.</p> <ul style="list-style-type: none"> <li>• The structure and organization of written language influences and conveys meaning.</li> </ul>	<p>meaning.</p> <ul style="list-style-type: none"> <li>• The structure and organization of written language influences and conveys meaning.</li> </ul>	<p>aim to achieve helps us to select useful reference material to conduct research.</p>	<ul style="list-style-type: none"> <li>• Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</li> </ul>
<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• select and reread favourite texts for enjoyment</li> <li>• understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts</li> <li>• participate in shared reading, posing and responding to questions and joining in the refrains</li> <li>• participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group</li> <li>• listen attentively and respond actively to read aloud situations; make</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</li> <li>• wonder about texts and ask questions to try to understand what the author is saying to the reader.</li> <li>• read texts at an appropriate level, independently, confidently and with good understanding</li> <li>• recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles</li> <li>• identify and explain</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• develop personal preferences, selecting books for pleasure and information</li> <li>• read texts at an appropriate level, independently, confidently and with good understanding</li> <li>• recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles</li> <li>• identify and explain the basic structure of a story— beginning, middle and end</li> <li>• make predictions about a story, based on their own knowledge and experience; revise or confirm predictions</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</li> <li>• distinguish between fiction and non-fiction and select books appropriate to specific purposes</li> <li>• understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</li> <li>• recognize the author's purpose, for example, to inform, entertain, persuade, instruct</li> <li>• understand that</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• read a wide range of texts confidently, independently and with understanding</li> <li>• work in cooperative groups to locate and select texts appropriate to purpose and audience</li> <li>• identify genre(including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres</li> <li>• appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this</li> </ul>

<p>predictions, anticipate possible outcomes</p> <ul style="list-style-type: none"> <li>● read and understand the meaning of self-selected and teacher-selected texts at an appropriate level</li> <li>● read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography</li> <li>● understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community</li> <li>● instantly recognize an increasing bank of high- frequency and high-interest words, characters or symbols</li> <li>● have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example,</li> </ul>	<p>the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <ul style="list-style-type: none"> <li>● make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses</li> <li>● realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance</li> <li>● recognize and use the different parts of a book, for example, title page, contents, index</li> <li>● understand sound-symbol relationships and apply reliable phonetic strategies when decoding print</li> <li>● use a range of strategies to self-monitor and</li> </ul>	<p>as the story progresses</p> <ul style="list-style-type: none"> <li>● realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance</li> <li>● recognize and use the different parts of a book, for example, title page, contents, index</li> <li>● understand sound-symbol relationships and apply reliable phonetic strategies when decoding print</li> <li>● use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on</li> <li>● discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</li> <li>● discuss their own</li> </ul>	<p>stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome</p> <ul style="list-style-type: none"> <li>● appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</li> <li>● use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</li> <li>● know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail</li> <li>● as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</li> </ul>	<p>distinction when structuring their own writing</p> <ul style="list-style-type: none"> <li>● appreciate authors' use of language and interpret meaning beyond the literal</li> <li>● understand that authors use words and literary devices to evoke mental images</li> <li>● make inferences and be able to justify them</li> <li>● identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness</li> <li>● distinguish between fact and opinion, and reach their own conclusions about what represents valid information</li> <li>● use a range of strategies to solve comprehension problems and deepen their understanding of a text</li> <li>● consistently and</li> </ul>
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<p>orientation, directional movement, layout, spacing, punctuation</p> <ul style="list-style-type: none"> <li>• participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems</li> <li>• handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</li> </ul>	<p>self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another</p> <ul style="list-style-type: none"> <li>• discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</li> <li>• develop personal preferences, selecting books for pleasure and information</li> <li>• getting acquainted with dictionaries</li> </ul>	<p>experiences and relate them to fiction and non-fiction texts</p> <ul style="list-style-type: none"> <li>• participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</li> <li>• wonder about texts and ask questions to try to understand what the author is saying to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant, reliable and useful information and decide on appropriate ways to use it</li> <li>• access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</li> <li>• know when and how to use the internet and multimedia resources for research</li> <li>• understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cybersafety policy</li> </ul>	<p>confidently use a range of resources to find information and support their inquiries</p> <ul style="list-style-type: none"> <li>• participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding</li> <li>• use the internet responsibly and knowledgeably, appreciating its uses and limitations</li> <li>• locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community</li> </ul>
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## Learning continuum for written language - writing

<p><b>PYP 1</b>  <b>Overall expectations</b>                      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 writing can describe the factual or the imagined world.</p>	<p><b>PYP 2</b>  <b>Overall expectations</b>                      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. They can tell a story and create characters in their writing.</p>	<p><b>PYP 3</b>  <b>Overall expectations</b>                      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. They can tell a story and create characters in their writing.</p>	<p><b>PYP 4</b>  <b>Overall expectations</b>                      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 able to rewrite to improve the quality of their writing.</p>	<p><b>PYP 5</b>  <b>Overall expectations</b>                      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 analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.</p>
<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● <b>People write to communicate.</b></li> <li>● <b>The sounds of spoken language can be represented visually (letters, symbols, characters).</b></li> <li>● <b>Consistent ways of recording words or ideas enable members of a</b></li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● We write in different ways for different purposes.</li> <li>● The structure of different types of texts includes identifiable features.</li> <li>● Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</li> <li>● Thinking about</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● <b>We write in different ways for different purposes.</b></li> <li>● <b>The structure of different types of texts includes identifiable features.</b></li> <li>● <b>Applying a range of strategies helps us to express ourselves so that others can enjoy</b></li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● Writing and thinking work together to enable us to express ideas and convey meaning.</li> <li>● Asking questions of ourselves and others helps to make our writing more focused and purposeful.</li> <li>● The way we structure and organize our writing</li> </ul>	<p><b>Conceptual understandings</b></p> <ul style="list-style-type: none"> <li>● <b>Stories that people want to read are built around themes to which they can make connections.</b></li> <li>● <b>Effective stories have a purpose and structure that help to make the author’s intention clear.</b></li> <li>● <b>Synthesizing ideas</b></li> </ul>

<p><b>language community to understand each other's writing.</b></p> <ul style="list-style-type: none"> <li>• <b>Written language works differently from spoken language.</b></li> </ul>	<p>storybook characters and people in real life helps us to develop characters in our own stories.</p> <ul style="list-style-type: none"> <li>• When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</li> </ul>	<p><b>our writing.</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</b></li> <li>• <b>When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</b></li> <li>• <b>Through the process of rereading and editing our writing improves over time.</b></li> </ul>	<p>helps others to understand and appreciate it.</p> <ul style="list-style-type: none"> <li>• Rereading and editing our own writing enables us to express what we want to say more clearly and it helps us to improve our writing.</li> </ul>	<p><b>enables us to build on what we know, reflect on different perspectives, and express new ideas.</b></p> <ul style="list-style-type: none"> <li>• <b>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</b></li> <li>• <b>Through the process of planning, drafting, editing and revising, our writing improves over time.</b></li> </ul>
<p><b>Learning outcomes</b></p>	<p><b>Learning outcomes</b></p>	<p><b>Learning outcomes</b></p>	<p><b>Learning outcomes</b></p>	<p><b>Learning outcomes</b></p>
<p>Learners:</p> <ul style="list-style-type: none"> <li>• enjoy writing and value their own efforts</li> <li>• write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• use feedback from teachers and other students to improve their writing</li> <li>• introduce dictionary, a thesaurus and word banks to extend their use of language</li> <li>• over time, create</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• engage confidently with the process of writing</li> <li>• write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• write independently and with confidence, demonstrating a personal voice as a writer</li> <li>• write for a range of purposes, both creative and informative, using different types of</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• write independently and with confidence, showing the development of their own voice and style</li> <li>• write using a range of text types in order to communicate effectively, for example, narrative,</li> </ul>

<p>structures, for example, “Ich magl ...”, “Ich kann ...”, “Ich war ...”, “Ich werde ...”</p> <ul style="list-style-type: none"> <li>● read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged</li> <li>● participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions</li> <li>● write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</li> <li>● create illustrations to match their own written text</li> <li>● demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality</li> </ul>	<p>examples of different types of writing and store them in their own writing folder</p> <ul style="list-style-type: none"> <li>● participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</li> <li>● with teacher guidance, publish written work, in handwritten form or in digital format.</li> <li>● engage confidently with the process of writing</li> <li>● 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</li> <li>● use graphic organizers to plan writing, for example, Mind Maps, storyboards</li> <li>● organize ideas in a logical sequence, for example, write</li> </ul>	<p>in reading</p> <ul style="list-style-type: none"> <li>● use graphic organizers to plan writing, for example, Mind Maps®, storyboards</li> <li>● organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</li> <li>● use appropriate writing conventions, for example, word order</li> <li>● use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words</li> <li>● use increasingly accurate grammatical constructs</li> <li>● write legibly, and in a consistent style</li> <li>● proofread their own writing and make some corrections and improvements</li> <li>● use feedback from</li> </ul>	<p>structures and styles according to the purpose of the writing</p> <ul style="list-style-type: none"> <li>● show awareness of different audiences and adapt writing appropriately</li> <li>● select vocabulary and supporting details to achieve desired effects</li> <li>● organize ideas in a logical sequence</li> <li>● reread, edit and revise to improve their own writing, for example, content, language, organization</li> <li>● respond to the writing of others sensitively</li> <li>● use appropriate punctuation to support meaning</li> <li>● use knowledge of written code patterns to accurately spell high-frequency and familiar words</li> <li>● use a range of strategies to record words/ideas of increasing complexity</li> </ul>	<p>instructional, persuasive</p> <ul style="list-style-type: none"> <li>● adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</li> <li>● start using appropriate paragraphing to organize ideas</li> <li>● use written language as a means of reflecting on their own learning</li> <li>● identify and describe elements of a story—setting, plot, character, theme</li> <li>● locate, organize, synthesize and present written information obtained from a variety of valid sources</li> <li>● uses a range of tools and techniques to produce written work that is attractively and effectively presented</li> <li>● use a range of vocabulary and relevant supporting</li> </ul>
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<ul style="list-style-type: none"> <li>• connect written codes with the sounds of spoken language and reflect this understanding when recording ideas</li> <li>• form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community</li> <li>• discriminate between types of code, for example, letters, numbers, symbols, words/characters</li> <li>• write an increasing number of frequently used words or ideas independently</li> <li>• illustrate their own writing and contribute to a class book or collection of published writing.</li> <li>• introduce the meaning of punctuation in sentences.</li> <li>• begin capitalizing nouns</li> </ul>	<p>simple narratives with a beginning, middle and end</p> <ul style="list-style-type: none"> <li>• use appropriate writing conventions, for example, word order, as required by the language(s) of instruction</li> </ul> <p>-----</p> <p>grammar/spelling:</p> <ul style="list-style-type: none"> <li>• use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns (“double letters”, “specific German letters and combinations like ö,ä, ie, h...”), high-frequency words, high- interest words</li> <li>• use increasingly accurate grammatical constructs (capitalization of nouns; conjugation of verbs; articles; adjectives)</li> <li>• write legibly, and in a</li> </ul>	<p>teachers and other students to improve their writing</p> <ul style="list-style-type: none"> <li>• use a dictionary, a thesaurus and word banks to extend their use of language</li> <li>• participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</li> <li>• with teacher guidance publish written work, in handwritten form or in digital format.</li> </ul> <p>-----</p> <p>grammar/spelling:</p> <ul style="list-style-type: none"> <li>• identify parts of words (vowels, consonants, syllables, prefixes, suffixes) and use them as a criteria to change, rebuild or structure words</li> <li>• begin to use more complex</li> </ul>	<ul style="list-style-type: none"> <li>• realize that writers ask questions of themselves and identify ways to improve their writing</li> <li>• check punctuation, variety of sentence starters, spelling presentation</li> <li>• use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors</li> <li>• work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.</li> </ul> <p>-----</p> <p>grammar/spelling:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound understanding of the different parts of words (vowels,</li> </ul>	<p>details to convey meaning and create atmosphere and mood</p> <ul style="list-style-type: none"> <li>• use planning, drafting, editing and reviewing processes independently and with increasing competence</li> <li>• critique the writing of peers sensitively; offer constructive suggestions</li> <li>• vary sentence structure and length</li> <li>• use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</li> <li>• choose to publish written work in handwritten form or in digital format independently</li> </ul> <p>-----</p> <p>grammar/spelling:</p> <ul style="list-style-type: none"> <li>• demonstrate an increasing understanding of</li> </ul>
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	<p>consistent style</p> <ul style="list-style-type: none"> <li>• proofread their own writing and make some corrections and improvements</li> <li>• introduce basic punctuation rules (“Punkt, Ausrufezeichen, Fragezeichen”)</li> </ul>	<p>punctuation (full stops, exclamation marks, question marks, direct speech) with an increasing accuracy</p> <ul style="list-style-type: none"> <li>• identify nouns, verbs and adjectives</li> <li>• understand the structure and function of words in sentences (e.g. identify ‘Subjekt’ and ‘Prädikat’)</li> <li>• begin to conjugate verbs accurately in different tenses (Präsens, Präteritum, Perfekt)</li> <li>• spell most high-frequency words accurately</li> <li>• use a range of strategies to spell words with increasing frequency</li> </ul>	<p>consonants, syllables, prefixes, suffixes) and use them as a criteria to change, rebuild or structure words</p> <ul style="list-style-type: none"> <li>• use more complex punctuation (full stops, exclamation marks, question marks, direct speech) with an increasing accuracy</li> <li>• demonstrate an understanding of the differences of nouns, verbs and adjectives</li> <li>• understand the structure and function of words in more complex sentences (e.g. identify ‘Subjekt’, ‘Prädikat’, ‘Objekt’) and begin to build subordinate clauses</li> <li>• conjugate verbs accurately in</li> </ul>	<p>how grammar works</p> <ul style="list-style-type: none"> <li>• use more complex punctuation (full stops, exclamation marks, question marks, commas, direct speech) accurately</li> <li>• demonstrate a sound understanding of word fields, word families and the structure of words (prefix, suffixes, etc)</li> <li>• use more complex punctuation (full stops, exclamation marks, question marks, commas, direct speech) accurately</li> <li>• understand more complex structure and function of words in sentences (e.g. identify ‘Subjekt’, ‘Prädikat’ and to differentiate Dativ - and Akkusativobjekt’)</li> </ul>
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			<p>different tenses (Präsens, Präteritum, Perfekt, Futur, Plusquamperfekt)</p> <ul style="list-style-type: none"><li>• spell most high-frequency words accurately and use a range of spelling strategies</li></ul>	<ul style="list-style-type: none"><li>• demonstrate an understanding of the differences of nouns, verbs and adjectives (including genus, casus and numerus of nouns) and different pronouns</li><li>• conjugate verbs accurately in different tenses (Präsens, Präteritum, Perfekt, Futur, Plusquamperfekt + Imperative forms)</li><li>• spell most high-frequency words accurately, use a wide range of spelling strategies and use appropriate resources to check spelling</li></ul>
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