



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Primary Years Programme

Language scope and sequence





Language scope and sequence



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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

| | |
|----------------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

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Introduction to the PYP language scope and sequence

The information in this scope and sequence document should be read in conjunction with the language subject annex in *Making the PYP happen: A curriculum framework for international primary education* (2007).

What the PYP believes about learning language

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). An appreciation of these aspects of language learning may help teachers better understand and enhance students' learning. However, these three aspects are so inextricably linked they are best not thought of as discrete processes.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the IB Primary Years Programme (PYP), it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners—for example, learners may be able to read, write and spell words correctly in isolation but may not be able to read, write or spell those same words in other contexts. Learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired.

The language profiles of students in PYP schools may be complex and diverse; however, the influence of mother-tongue development is significant for all learners. It is acknowledged that development of mother-tongue language is crucial for cognitive development, and in maintaining cultural identity. Success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages.

The complex processes involved in language learning represent a series of developmental continuums. A teacher is able to identify where on those continuums a student is positioned to better design appropriate, contextualized learning experiences—to move the student from one development phase to the next. In this way, the learner is able to build on established skills and understanding, while being supported to meet appropriate challenges to extend their learning within their “zone of proximal development” (Vygotsky 1999), which may be represented by more than one phase.

In PYP schools all students have the opportunity to learn more than one language from at least the age of 7. Every learner benefits from having access to different languages, and, through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. For these reasons it could be argued that bilingualism, if not multilingualism, is the hallmark of a truly internationally minded person and that this requirement should be central to all three IB programmes. However, to accept this premise one would have to argue in support of the reciprocal position, that a monolingual person has a limited capacity to be internationally minded.

This is not the position the PYP has chosen to adopt. As well as the learning of an additional language, the other elements of the PYP framework that contribute to international-mindedness are described in *Making the PYP happen: A curriculum framework for international primary education* (2007). Most IB World Schools implementing the PYP, particularly state or national system primary schools, would struggle to create a learning community where bilingualism was a realistic goal—indeed, it would be an impossibility in most cases. Consequently, the strategic goal of the IB to broaden access to its programmes would be in conflict with the notion of IB World Schools having bilingualism as a goal for all of their students.

Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. Exposure to and experience with languages, with all their richness and diversity, creates an inquisitiveness about life and learning, and a confidence about creating new social interactions. Language provides a vehicle for learners to engage with the world and, in an IB World School, to relate to, and accept, responsibility for the mission of the IB to “help to create a better and more peaceful world”.

Language in a transdisciplinary programme

Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school’s responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme. In PYP schools there should be opportunities for students to negotiate their roles. Literacy, including oral and visual literacy as well as the ability to read and write, becomes increasingly important as greater demands are placed on learners as participants in the learning process.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. For example, this may include: a series of books read as an author study; regional fairy tales as part of a unit of inquiry with a particular social studies emphasis; discussing a scientist’s biography or a newspaper article to front-load a science investigation; early years counting stories as reinforcement for mathematics development; and the comparison and practice of illustration techniques to encourage the development of art skills.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners’ inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners’ prior experience and current understanding.

When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

The structure of the PYP language scope and sequence

The complexity and diversity of language provision, and the range of individual language profiles that are represented in PYP schools throughout the world, present a unique challenge. Some of the variables that exist in PYP schools include students learning in:

- a programme with one dominant language of instruction, which may be the students' mother tongue or an additional language for them
- a bilingual programme where, most often, one of the languages of instruction is the student's mother tongue
- a programme that offers support for students who are new to the language(s) of instruction; and additional mother-tongue support.

You may note that in PYP curriculum documents there is a reluctance to refer to "second language learning" and "second language learners" even though "second language" is a recognized linguistic term. Because it has several overlapping meanings, a decision was made over ten years ago by the PYP committee of the IB that the term "second language" could be misinterpreted and therefore misrepresent and oversimplify the experiences of some students. It is in recognition of the complexity of language learning situations in IB World Schools that the preferred PYP term is a learner of "an additional language".

Some of the factors that will influence language development include similarities among language groups, exposure to the language, aptitude for the language, maturity, motivation, and both teaching and learning styles. The rate of language development varies from one learner to another, and on the significance of the language being learned to the learner. In all language learning situations it is necessary to identify the learner's current developmental phase in order to plan learning experiences that will build on existing capability and understanding so as to support the learner's progression onto the next developmental phase.

Acknowledging that learning language is a developmental process, the scope and sequence document presents a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning language learning experiences for students, and in monitoring students' development throughout the primary years. Consideration of the range of language learning situations that exist in PYP schools is reflected in this document. It is intended to inform and support all teachers, as all teachers are teachers of language.

In previous PYP language documents, progressive stages were organized into age groups. This compartmentalization of learning does not recognize the real developmental aspects and fluid nature of language learning; nor does it recognize the compression and expansion of learning according to the previous experience of the learner. 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.

The **strands** of written, oral and visual language have been described separately, and are represented by four **continuums**: listening and speaking; viewing and presenting; reading; writing. Each strand is summarized through a list of **overall expectations**—generic statements that encapsulate the expected learning in a broad sense.

The four language continuums in this document have been organized into five developmental **phases** with each phase building upon and complementing the previous one. These phases have not been named in order to avoid the value judgment implied in labelling a learner as "developing" or "proficient", for example. The continuums make explicit the **conceptual understandings** that need to be developed at each phase.

Evidence of these understandings is described in the behaviours or **learning outcomes** associated with each phase. For example, a 9 year old with well-developed mother-tongue ability may quickly show evidence of some—but not all—of the learning outcomes identified in the early phases when moving into a new language of instruction; a child beginning school at age 3 may spend several years consolidating understanding to demonstrate consistently the learning outcomes identified in the initial phase.

Bearing in mind the range of individual differences and the diversity of language learning experiences, learners are likely to display understanding and skills from more than one of the developmental phases at a time. Consequently, it is recognized that teachers will interpret this scope and sequence according to the needs of their students and their particular teaching situations.

Some learners may enter the programme already demonstrating all of the outcomes in phase 1, while others may not demonstrate all of the outcomes in phase 5 by the end of their PYP years. However, the identification of possible learning outcomes across five phases allows teachers to plan learning experiences that are challenging, rigorous and relevant to each student’s knowledge, understanding and skills, according to their previous experience, individual starting points and diverse ways of learning. It is also understood that the process of learning and development does not progress from one phase to another solely in one direction, but that the learning is often more iterative.

All three of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning. Each strand has been considered from both the **receptive** aspect—receiving and constructing meaning, and **expressive** aspect—creating and sharing meaning (figure 1). While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning. The learner’s ability to understand language and use it effectively varies in different situations and from one individual to another. For this reason, it is important to distinguish between these two modes of learning and the demonstrated proficiencies associated with them. For example, a learner may listen attentively and reveal understanding through written or visual representations, but may require support to communicate ideas orally in the classroom.

The acknowledgment of both the receptive and expressive aspects of the language strands serves to ensure that teachers will be aware of the need to provide a balanced programme. Opportunities to listen to, and receive, ideas and information in oral form should be balanced with opportunities to express ideas orally. In visual language, learners will view and interpret other people’s work and create and share their own presentations. The interwoven receptive and expressive aspects of the oral and visual strands are represented in one continuum for each strand. In written language, learners will experience reciprocal gains as they develop skills and understanding in reading and writing. Separate continuums have been developed for reading and writing aspects of the written language strand.

| Strand | Receptive—receiving and constructing meaning | Expressive—creating and sharing meaning |
|------------------|--|---|
| Oral language | Listening ← | → Speaking |
| Visual language | Viewing ← | → Presenting |
| Written language | Reading | Writing |

Figure 1
Receptive and expressive aspects of language strands

How to use the PYP language scope and sequence

This language scope and sequence should be used in the context of a transdisciplinary, inquiry-based programme. It does not stand alone, but complements:

- the annex entitled “Language in the Primary Years Programme” in *Making the PYP happen: A curriculum framework for international primary education* (2007)
- *Guidelines for developing a school language policy* (2008)
- *Learning in a language other than mother tongue in IB programmes* (2008).

The language scope and sequence is structured around broad, transferable ideas—conceptual understandings—that all learners need to understand to become confident, creative and effective communicators. The document has been generalized to apply to as many language groups and language learning situations as possible. It does not, therefore, include specific elements of a particular language or situation.

In the process of producing their written curriculum, schools may decide to use and adapt the PYP scope and sequences according to their needs. For example, schools may decide to:

- incorporate the developmental continuums of the PYP scope and sequence into their existing school documents
- frame their language scope and sequence document around the conceptual understandings outlined in the PYP document, but develop another aspect, such as the learning outcomes, differently
- integrate additional external requirements, for example, indicators, benchmarks and standards, into the PYP scope and sequence document.

Schools need to be mindful of practice C1.23 in the *IB Programme standards and practices* (2005) that states “If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.” To arrive at such a judgment, and given that the overall expectations in the PYP language scope and sequence are presented as broad generalities, it is recommended that the entire document be read and considered.

The continuums make explicit the conceptual understandings that need to be developed at each phase. The development of these understandings is supported by the learning outcomes associated with each phase of each strand. The learning outcomes are written as observable behaviours or actions that will indicate to teachers how learners are constructing, creating and sharing meaning through language. The learning outcomes provide teachers with a way of looking at what learners can actually do and where they may progress to next. They are, therefore, both diagnostic tools and a means of informing planning for further development. The overall expectations provide teachers with a narrative summary of the learning outcomes at each phase. In summary, each group of linked overall expectations, conceptual understandings and learning outcomes is called a “phase”; five phases represent the developmental continuum(s) of each strand.

The continuums do not, however, provide evaluative criteria through which every learner is expected to progress in sequential order. They reflect a developmental view of learning and are clearly related to the contexts in which learning is taking place. Language development is not seen as a series of defined incremental steps through which all learners will progress in the same way.

The following points should be considered when using the continuums to inform planning, teaching and assessing.

- The phases attempt to describe the language learning processes through which learners progress.
- It is acknowledged that there are earlier and later phases that have not been described in these continuums.
- Learners within the same age group will have different proficiency levels and needs—therefore teachers should consider a range of phases when planning language learning experiences for a class of learners.
- Each learner is a unique individual with different experiences and perceptions, so no two learners progress at the same rate, or along the same developmental pathways.
- A learner may exhibit a range of learning outcomes from various phases at any one time.
- Learners seldom progress in a neat and predictable manner; instead they may remain in one phase for some length of time and move rapidly through other phases.
- The PYP language continuums are not prescriptive tools that assume a learner must attain all the outcomes of a particular phase before moving on to the next phase, nor that the learner should be in the same phase for each strand, or in the same phase for each language he or she is learning at any one time.

When using the continuums regularly, patterns will emerge for learners, indicating strengths and needs. The teacher should be looking for evidence of what learning outcomes the student consistently demonstrates. An analysis of the demonstrated learning outcomes of each student will help the teacher decide when to consolidate, reinforce or extend the learning. For example, if a student is in phase 3 for “oral language” but only in phase 1 for “writing”, he or she may need additional support with the written language aspect of language learning.

The use of the PYP language continuums will be an encouragement for teachers to plan for differentiated instruction in the classroom. Providing appropriate learning experiences, as indicated by the assessment of which phase a learner is in, will support each learner to make progress through the phases of development.

Language planning: Sample processes

When planning for language learning experiences, be mindful of the following practices.

- Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP.
- Wherever possible, language should be taught through the relevant and authentic context of the transdisciplinary programme of inquiry.

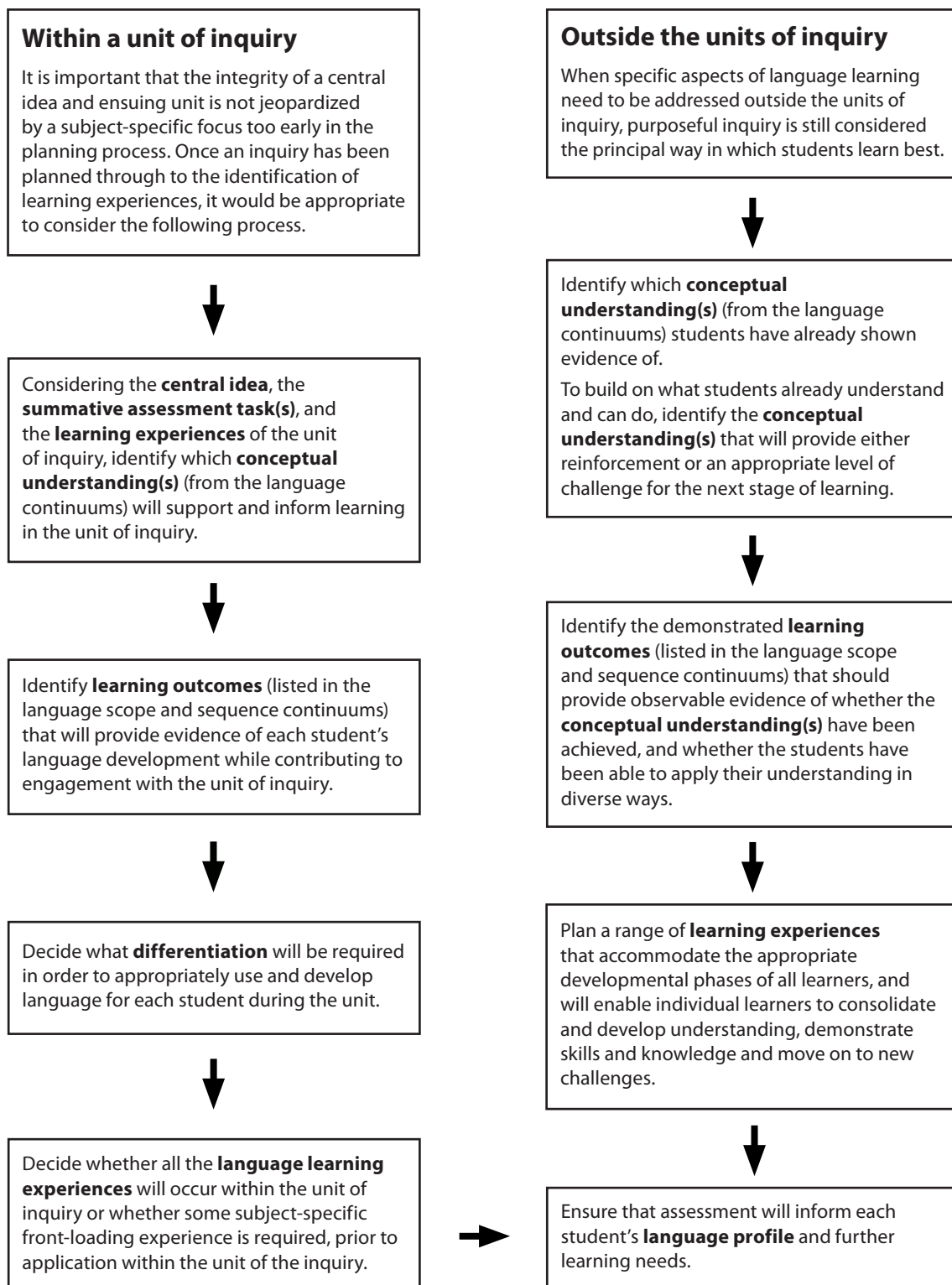


Figure 2

Sample processes when planning for language learning experiences

Oral language—listening and speaking

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive.

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places).

In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which “inner speech” (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.

Overall expectations

Phase 1

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Phase 5

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.

Learning continuum for oral language—listening and speaking

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|--|---|---|--|---|
| Conceptual understandings Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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. |
| Learning outcomes Learners: <ul style="list-style-type: none"> use gestures, actions, body language and/or words to communicate needs and to express ideas listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words name classmates, teachers and familiar classroom and playground objects | Learning outcomes Learners: <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 follow classroom instructions, showing understanding | Learning outcomes Learners: <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 pick out main events and relevant points in oral texts follow multi-step directions retell familiar stories in sequence | Learning outcomes Learners: <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 stories read aloud in order to identify story structures and ideas | Learning outcomes Learners: <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 instructions, questions and explanations infer meanings, draw conclusions and make judgments about oral presentations |

| | | | | |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • interact effectively with peers and adults in familiar social settings • tell their own stories using words, gestures, and objects/artifacts • repeat/echo single words • use single words and two-word phrases in context • join in with poems, rhymes, songs and repeated phrases in shared books • understand simple questions and respond with actions or words • follow classroom directions and routines, using context cues • realize that people speak different languages • use the mother tongue (with translation, if necessary) to express needs and explain ideas • realize that word order can change from one language to another • use own grammar style as part of the process of developing grammatical awareness. | <ul style="list-style-type: none"> • describe personal experiences • obtain simple information from accessible spoken texts • distinguish beginning, medial and ending sounds of words with increasing accuracy • follow two-step directions • 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, pictures and models they have created • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage). | <ul style="list-style-type: none"> • 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 accurate grammar • 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. | <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 irregular and begin to use them appropriately and consistently • 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 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 • 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. |
|--|---|--|--|---|

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students.

Overall expectations

Phase 1

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Phase 5

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.

Learning continuum for visual language—viewing and presenting

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|--|--|--|
| Conceptual understandings Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language. | Conceptual understandings 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. | Conceptual understandings Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information. | Conceptual understandings 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. | Conceptual understandings 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 from visual texts is dependent upon personal interpretation and leads to new understanding. |
| Learning outcomes Learners: <ul style="list-style-type: none"> attend to visual information showing understanding through play, gestures, facial expression reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise | Learning outcomes Learners: <ul style="list-style-type: none"> 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." | Learning outcomes Learners: <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 | Learning outcomes Learners: <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 | Learning outcomes Learners: <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 |

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| <ul style="list-style-type: none"> observe visual cues that indicate context; show understanding by matching pictures with context recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences make personal connections to visual texts, for example, a picture book about children making friends in a new situation use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions select and incorporate colours, shapes, symbols and images into visual presentations show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television | <ul style="list-style-type: none"> locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products show their understanding that visual messages influence our behaviour connect visual information with their own experiences to construct their own meaning, for example, when taking a trip 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 | <ul style="list-style-type: none"> 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/caligraphy 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 present information in ways that are personally meaningful use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact | <ul style="list-style-type: none"> recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards 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 prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications | <ul style="list-style-type: none"> identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects 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 techniques in original and innovative ways; explain their own ideas for achieving desired effects 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 |
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| <ul style="list-style-type: none"> listen to terminology associated with visual texts and understand terms such as colour, shape, size. | <ul style="list-style-type: none"> through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame 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 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 particular purposes. | <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 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"> 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 images to convey sound effects 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"> 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 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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Written language—reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students.

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

Overall expectations

Phase 1

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Phase 5

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.

Learning continuum for written language—reading

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
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| Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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. |
| Learning outcomes Learners: <ul style="list-style-type: none"> • enjoy listening to stories • choose and “read” picture books for pleasure • locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) • show curiosity and ask questions about pictures or text | Learning outcomes Learners: <ul style="list-style-type: none"> • 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 • participate in shared reading, posing and responding to questions and joining in the refrains | Learning outcomes Learners: <ul style="list-style-type: none"> • 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 | Learning outcomes Learners: <ul style="list-style-type: none"> • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • distinguish between fiction and non-fiction and select books appropriate to specific purposes • understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters | Learning outcomes Learners: <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 |

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| <ul style="list-style-type: none"> • listen attentively and respond to stories read aloud • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • make connections to their own experience when listening to or “reading” texts • begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words • recognize their own first name • express opinions about the meaning of a story • show empathy for characters in a story • distinguish between pictures and written text, for example, can point to a picture when asked • indicate printed text where the teacher should start reading • handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end | <ul style="list-style-type: none"> • participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes • read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) • read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography • make connections between personal experience and storybook characters • understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community | <ul style="list-style-type: none"> • identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements • make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • recognize and use the different parts of a book, for example, title page, contents, index • understand sound–symbol relationships and apply reliable phonetic strategies when decoding print • use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another • discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways | <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 • 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 | <ul style="list-style-type: none"> • identify genre (including 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 non-fiction; show understanding of this distinction when structuring their own writing • 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, theme—and explain how they contribute to its effectiveness • compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact |
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| <ul style="list-style-type: none"> realize that the organization of on-screen text is different from how text is organized in a book join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction. | <ul style="list-style-type: none"> 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 participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. | <ul style="list-style-type: none"> discuss their own experiences and relate them to fiction and non-fiction 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. | <ul style="list-style-type: none"> 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 approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy. | <ul style="list-style-type: none"> distinguish between fact and opinion, and reach their own conclusions about what represents valid information use a range of strategies to solve comprehension problems and deepen their understanding of a text 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, the immediate community or the global community. |
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Written language—writing

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer’s intention has been achieved. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer’s ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication. Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

Overall expectations

Phase 1

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Phase 5

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.

Learning continuum for written language—writing

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
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| Conceptual understandings Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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. | Conceptual understandings 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 Learners: <ul style="list-style-type: none"> experiment with writing using different writing implements and media choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party differentiate between illustrations and written text | Learning outcomes Learners: <ul style="list-style-type: none"> enjoy writing and value their own efforts 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 ..." | Learning outcomes Learners: <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 use graphic organizers to plan writing, for example, Mind Maps®, storyboards | Learning outcomes Learners: <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 | Learning outcomes Learners: <ul style="list-style-type: none"> write independently and with confidence, showing the development of their own voice and style write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive |

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| <ul style="list-style-type: none"> • use their own experience as a stimulus when drawing and “writing” • show curiosity and ask questions about written language • participate in shared writing, observing the teacher’s writing and making suggestions • listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction • begin to discriminate between letters/characters, numbers and symbols • show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded • write their own name independently. | <ul style="list-style-type: none"> • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions • write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • 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, symbols, words/characters | <ul style="list-style-type: none"> • 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 • 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, create examples of different types of writing and store them in their own writing folder | <ul style="list-style-type: none"> • show awareness of different audiences and adapt writing appropriately • 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 • respond to the writing of others sensitively • use appropriate punctuation to support meaning • 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 what I meant to say?”, “Is it interesting/relevant?” • check punctuation, variety of sentence starters, spelling, presentation • use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing | <ul style="list-style-type: none"> • 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 details to convey meaning and create atmosphere and mood • 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 |
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| | <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. | <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. | <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. | <ul style="list-style-type: none">• choose to publish written work in handwritten form or in digital format independently• 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. |
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Samples

The IB is considering the possibility of providing examples of how schools are using the PYP planner to plan for language learning within the transdisciplinary programme of inquiry as well as in other areas of the curriculum. Such examples of planners, if they become available, will be included in the HTML version of the language scope and sequence on the online curriculum centre. If a school is interested in submitting planners that have been developed and trialled in the school, the PYP coordinator is requested to send the planners to pyp@ibo.org.