

Language scope and sequence

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Primary Years Programme

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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.

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Language in the Primary Years Programme

Beliefs and values in language

Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning.

David Corson, *Language Policy in Schools: A Resource for Teachers and Administrators* (1999)

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 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.

PYP schools have a special responsibility to recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals. All teachers in a PYP school are considered teachers of language. Language learning plays a major role in schools where the language(s) of instruction may not be the student's first language. Research has shown that development of home and family languages is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with, and maintain esteem for, the language, literature and culture of their home country. It is a strong predictor of their long-term academic achievement, including acquisition of other languages. Respect for differences between languages and between dialects should be promoted.

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. All elements of the PYP framework contribute to international-mindedness.

The IB learner profile is integral to learning and teaching language in the PYP because it represents the qualities of effective learners and internationally minded students. The learner profile, together with the other elements of the programme—knowledge, concepts, skills and action—informs planning and teaching in language.

Effective language practice

Language is the major connecting element across the curriculum. Therefore, in a PYP school the focus is not only on language for its own sake, but also on its application across the subjects and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community.

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 effective 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.

Teachers in PYP schools should strive to develop a caring language community in which all students feel accepted and confident that they will be supported by others in language learning and in taking risks. To encourage students to take risks in language learning (especially learning an additional language), they need to believe that there is a good chance they will succeed; they may not be willing to try unless they believe they have the confidence to get it at least partially right. Teachers need to structure learning/teaching situations so that students have opportunities for success. They use techniques that support students during the communication process and provide the “missing bits” when students cannot fully express their meaning—this is often referred to as **scaffolding**. In practical terms, scaffolding includes such things as body language and gestures, language accompanying actions, building on to what other students say, and guided questioning.

Learning language in a PYP classroom extends beyond the classroom walls, and has close connections to the central school library/media centre and to other classrooms. The teacher plans in collaboration with other classroom teachers and single-subject teachers. Additional-language teachers play a particularly important role in reinforcing, supporting and extending the classroom work.

The PYP classroom is also connected to the broader world through technology—students research and communicate not only through printed media but also through global electronic networks in order to access a vast range of multimedia resources.

A PYP teacher's personal knowledge of language learning and teaching is of key importance. What teachers themselves understand shapes which resources they choose, what learning experiences they design and how effectively they teach. The teacher's own interest in, and development of, language learning and teaching is maintained through regular professional development, reading of professional journals and, especially, through regular contact with colleagues who share their commitment to teaching language through inquiry. Commercially available resources for teaching language are carefully evaluated to ensure that they meet the needs of the teacher and the students, and the requirements of the programme.

Effective language learning and teaching 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”.

The role of language in the programme of inquiry

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 learning and teaching 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.

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.

How language practices are changing

Guided inquiry is the main approach to learning and teaching language in the PYP. This approach to teaching is broad and inclusive in that it provides a context within which a wide variety of teaching strategies and styles can be accommodated, provided that they are driven by a spirit of inquiry and a clear sense of purpose.

How are language practices changing?	
Increased emphasis on:	Decreased emphasis on:
promoting integrated language development	teaching language as isolated strands
language as a transdisciplinary element throughout the curriculum	language as a separate discipline
additional-language teachers viewed (and viewing themselves) as PYP teachers	additional-language teachers seen as solely single-subject teachers
a literature-based approach to learning language	using skill-drill texts and workbooks to learn language
a teaching approach that sees making mistakes in language as inevitable and necessary for learning	a teaching approach that focuses on encouraging students not to make mistakes in language
reading for meaning	decoding only for accuracy
reading selected according to interest level	reading selected according to decoding level
student-selected reading materials	teacher-directed reading materials

How are language practices changing?	
Increased emphasis on:	Decreased emphasis on:
making world classics available for reading	having only school classics available for reading
making culturally diverse reading material available	having only monocultural reading materials available
focusing on meaning when reading and writing	focusing primarily on accuracy when reading and writing
encouraging appropriate cooperative discussion in the classroom	enforcing silent, individual work in the classroom
students engaged in spontaneous writing	students carrying out teacher-imposed writing
a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning	activities where teachers simply model language for students
writing as a process	writing only as a product
developing a range of independent spelling strategies	a dependence on the teacher as the only source of correct spelling
nurturing appreciation of the richness of language	language study as grammar and syntax
literature as a means of understanding and exploring	literature study as vocabulary, grammar and syntax
teaching students to read and research using multimedia resources	providing print-only resources for reading and research
using language for creative problem solving and information processing	using language for rote learning
a range of appropriate assessment methods such as portfolios, conferencing, miscue analysis, writing sample analysis, response journals.	standardized reading and writing assessments.

Knowledge and skills in language

Language is a complex web of connections that transcends the artificial separations of subjects. When the three aspects of learning language, learning about language and learning through language, introduced earlier in this document, operate together in a relevant context, they provide the most supportive learning environment for language learners.

We need to develop students’ use of language, appreciation of language, awareness of the nature of language, of the many influences on language, and of the variety in and between languages and dialects. Students should recognize the transdisciplinary nature of language—they use language within and across the subjects and in a way that transcends them, both inside and outside the classroom. They should be encouraged to recognize that competency in language—and in more than one language—is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Furthermore, learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

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 learning and teaching 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, this 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.

Language strands

What do we want students to know?

The PYP has identified three strands—**oral language**, **visual language**, **written language**—that are learned across and throughout the curriculum, with each strand being 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. The strands of oral, visual and written language have been described separately, and are represented by four continuums: listening and speaking; viewing and presenting; reading; writing.

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

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 home and family languages. 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.

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 technology 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.

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.

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.

Key concepts in the PYP: What do we want students to understand about language?

Central to the philosophy of the PYP is the principle that guided inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a **concept-driven curriculum** as a means of supporting that inquiry. There are clusters of ideas that can usefully be grouped under a set of overarching concepts, each of which has major significance within and across disciplines, regardless of time or place.

These key concepts are one of the essential elements of the PYP framework. It is accepted that these are not, in any sense, the only concepts worth exploring. Taken together they form a powerful curriculum component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

When viewed as a set of questions, the concepts form a research tool that is manageable, open-ended and more readily accessible to students. It is these questions, used flexibly by teachers and students when planning an inquiry-based unit, that shape that unit, giving it direction and purpose.

The following table explains each concept from both the generic perspective and the language perspective.

Concept	Generic perspective	Language perspective
Form What is it like?	Everything has a form with recognizable features that can be observed, identified, described and categorized.	Every language has a form and a structure that makes it unique. Form may vary according to whether language is written or spoken.
Function How does it work?	Everything has a purpose, a role or a way of behaving that can be investigated.	The type of language we use varies depending on the circumstances, purpose, audience and genre.
Causation Why is it like it is?	Things do not just happen. There are causal relationships at work, and actions have consequences.	Language is fundamental to human activity. Many factors affect the development of language.
Change How is it changing?	Change is the process of movement from one state to another. It is universal and inevitable.	Language is not static; it changes constantly.
Connection How is it connected to other things?	We live in a world of interacting systems in which the actions of any individual element affect others.	Language is a major connecting system within, between and among all societies.

Concept	Generic perspective	Language perspective
Perspective What are the points of view?	Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.	Language can be interpreted and expressed in different ways. Literature, in particular, offers cultural, historical and personal perspectives on the world, and invites different interpretations.
Responsibility What is our responsibility?	People make choices based on their understandings, and the actions they take as a result do make a difference.	Language is powerful and can have a profound effect, both positive and negative. Therefore, it must be used responsibly.

Examples of questions that illustrate the key concepts

The following table provides sample teacher/student questions that illustrate the key concepts, and that may help to structure or frame an inquiry. These examples demonstrate broad, open-ended questioning—requiring investigation, discussion, and a full and considered response—that is essential in an inquiry-led programme.

Concept	Sample teacher/student questions
Form What is it like?	<ul style="list-style-type: none"> • What are the ways in which stories can be told? • What are the parts of a book? • What languages do the students in our class/school use? • What makes this language unique?
Function How does it work?	<ul style="list-style-type: none"> • What part does literature play in the development of a culture? • Why do we name things? • How do different languages work? • How do the pictures and text work together?
Causation Why is it like it is?	<ul style="list-style-type: none"> • What part does language play in cultural identity? • To what extent does language influence thinking styles? • Why does the same language develop differently in different places? • Why did the author write the story in this way?
Change How is it changing?	<ul style="list-style-type: none"> • How have our languages changed historically? • What has influenced the development of the language of specific disciplines? • How do we use language differently as we grow? • How have other languages and cultures changed our own language?

Concept	Sample teacher/student questions
<p>Connection How is it connected to other things?</p>	<ul style="list-style-type: none"> • What are the similarities and differences between languages? • What are the origins of names? • How are storytelling traditions linked to culture? • How do our experiences enable us to connect with stories?
<p>Perspective What are the points of view?</p>	<ul style="list-style-type: none"> • How could knowledge of a language help us to understand the culture? • Why do some books become best-sellers? • Which language do you think is the easiest to learn? • Why is written language different to spoken language?
<p>Responsibility What is our responsibility?</p>	<ul style="list-style-type: none"> • How can the use of language influence people? • How should we treat people who speak different languages from us? • Why are we not allowed to read some books or websites? • What responsibility does the author have to avoid bias and stereotyping?

Overall expectations in language

Acknowledging that learning language is a developmental process, *Language scope and sequence* 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.

The four language continuums in *Language scope and sequence* 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 home and family languages 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.

Language planning: Sample processes

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

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

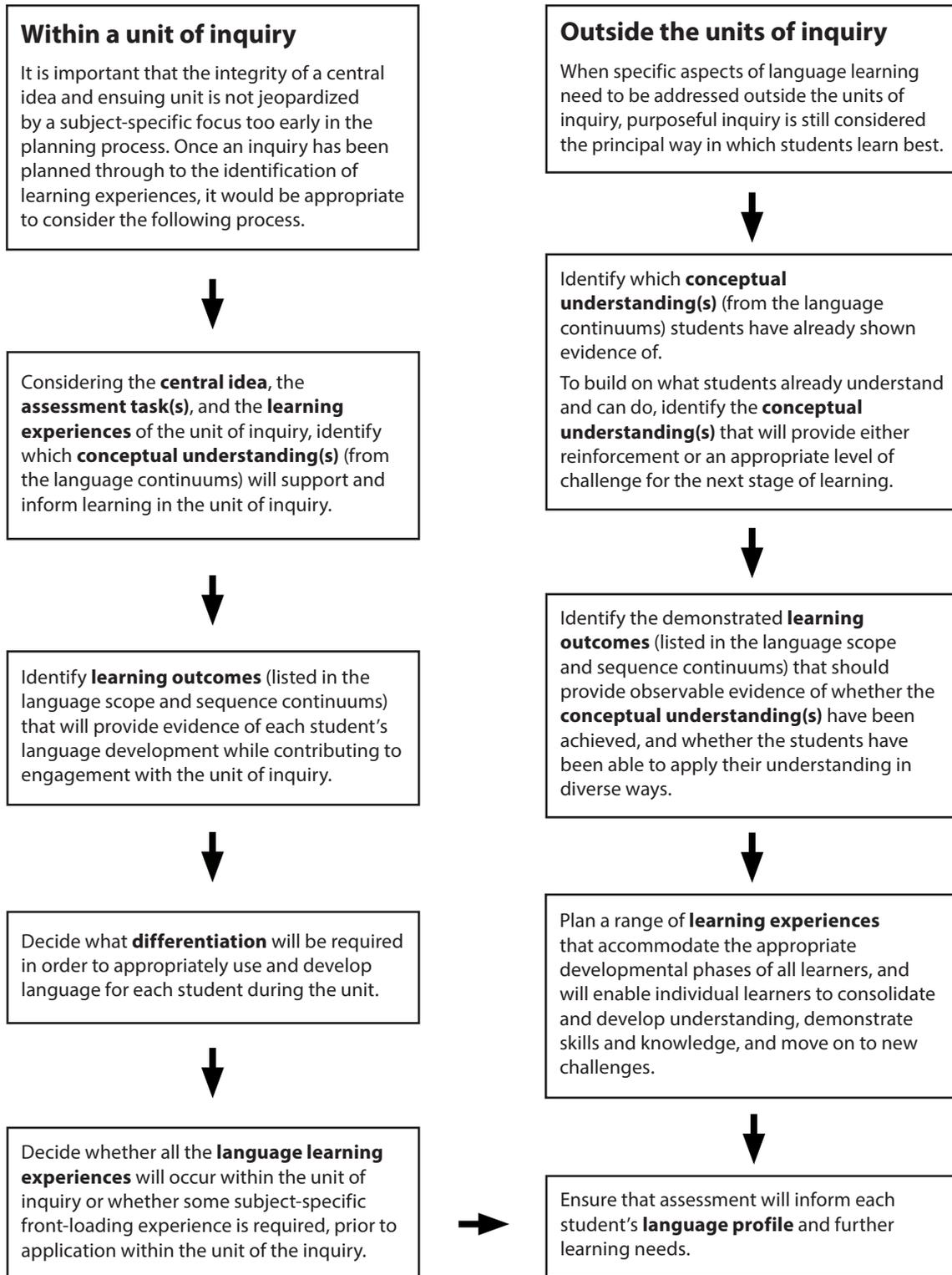


Figure 2

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 home and family languages. 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.

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

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<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 technology 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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning outcomes Learners:</p> <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 observe visual cues that indicate context; show understanding by matching pictures with context 	<p>Learning outcomes Learners:</p> <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.” 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> view visual information and show understanding by asking relevant questions and discussing possible meaning discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently realize that visual information reflects and contributes to the understanding of context 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> view, respond to and describe visual information, communicating understanding in oral, written and visual form describe personal reactions to visual messages; reflect on why others may perceive the images differently understand and explain how visual effects can be used to reflect a particular context 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel analyse and interpret the ways in which visual effects are used to establish context

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<ul style="list-style-type: none"> 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 technology iconography to activate different devices, for example, computer games, CD player, television listen to terminology associated with visual texts and understand terms such as colour, shape, size. 	<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 technology 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, technology iconography observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness discuss personal experiences that connect with visual images use actions and body language to reinforce and add meaning to oral presentations select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles 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

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	<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 technology 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.

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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning outcomes Learners:</p> <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 listen attentively and respond to stories read aloud 	<p>Learning outcomes Learners:</p> <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 	<p>Learning outcomes Learners:</p> <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 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals 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 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> read a wide range of texts confidently, independently and with understanding work in cooperative groups to locate and select texts appropriate to purpose and audience participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<ul style="list-style-type: none"> 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, technology 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, technology 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

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<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.

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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning outcomes Learners:</p> <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 	<p>Learning outcomes Learners:</p> <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 ..." 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> engage confidently with the process of writing write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading use graphic organizers to plan writing, for example, Mind Maps®, storyboards 	<p>Learning outcomes Learners:</p> <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 	<p>Learning outcomes Learners:</p> <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

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<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 re-read, 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 paragraphs 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

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	<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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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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