



English

Scope and Sequence

BISS Gausel



**BRITISH
INTERNATIONAL
SCHOOLS**
OF STAVANGER

Creating role models for the future

Contents

1. Introduction
2. Reading
3. Writing
4. Speaking and Listening





Introduction

The language profiles at our school are very diverse and we encourage all students to continue the use of their mother tongue while developing their English language skills.

Within our English lessons we aim to provide students with the fundamental skills that are necessary for them to communicate across our school community as well as giving them equal access to our lesson content. We encourage our students to learn the language as well as through it in order to succeed in their academic career.

Our English lessons are typically integrated into our unit of inquiry, though stand-alone lessons may be delivered in order to enhance certain grammatical and comprehensive skills.

The backbone of the English Scope and Sequence at BISS is a combination of the IB phase recommendations, as well as certain skills from the English National Curriculum to allow for comprehensive language tuition. The content of the phases may be spread across several year groups and can also be assigned individually to support students' individual needs.

Those students who are still developing their English language skills will receive additional support until they access the curriculum and lesson content independently.

Reading

The phase descriptors below are recommendations from the International Baccalaureate. The following pages detail the skills your child will learn to fulfil the phases.

Year groups have been identified against phases however you might recognise, from what your child tells you about their day and what they have been learning, that they are working in a different phase or with different objectives to their year group. Please do not be concerned as there could be many reasons for this as every child is different. They continuously bring different skills, experiences and knowledge to school - every lesson, day and week .

Maybe they are learning English for the first time; maybe they have been in a school with a different curriculum; maybe they are not ready to learn something new but need time to consolidate and deepen their understanding before moving on.

Everyone learns at a different rate. Teachers plan many opportunities to ensure that the children are secure with their skills before they move on. If you are concerned, we do have an open door policy and please get in touch.

Phase 1 Conceptual Understandings - PYP1

- 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.

Phase 2 Conceptual Understandings - PYP 1 and 2

- The sounds of spoken language can be represented visually.
- Written language works differ - 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.

Phase 3 Conceptual Understandings - PYP 2, 3 and 4

- 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.

Phase 4 Conceptual Understandings - PYP 4 and 5

- 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.

Phase 5 Conceptual Understandings - PYP 5 and 6

- Authors structure stories around significant themes.
- Effective stories have a structure, purpose and sequence of events (plot) that help 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.



Reading

PYP 1

- Listen attentively and respond to stories read aloud.
- Choose and “read” picture books for pleasure.
- Show curiosity and ask questions about pictures or text.
- Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts.
- Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting).
- Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity.
- Respond actively to read aloud situations; make predictions, anticipate possible outcomes.
- 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.
- Express opinions about the meaning of a story.
- Show empathy for characters in a story.
- Phonics: Secure up to phase: 4

PYP 2

- Select and reread favourite texts for enjoyment.
- Participate in shared reading, posing and responding to questions and joining in the refrains.
- Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group.
- Participate in learning engagements involving reading aloud.
- Roles and reading dialogue, repeating refrains from familiar stories, reciting poems, making and explaining predictions.
- 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 (secure in phonics up to phase:)
- 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.



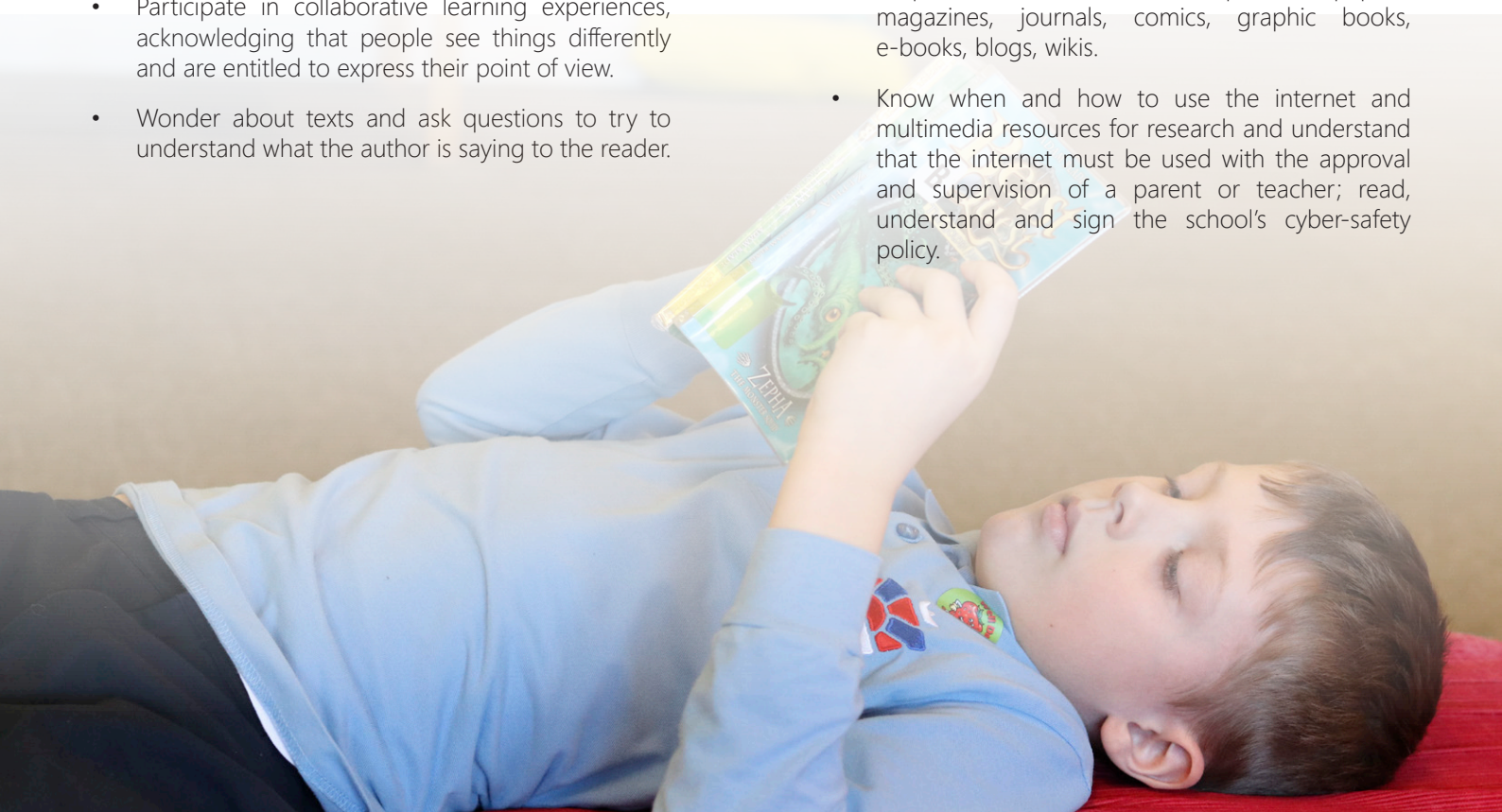
Reading

PYP 3

- Develop personal preferences, selecting books for pleasure and information.
- Read texts at an appropriate level, independently, confidently and with good understanding.
- Recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles.
- Identify and explain the basic structure of a story—beginning, middle and end; 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.
- 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.

PYP 4

- 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.
- 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.
- 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 and 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.



Reading

PYP 5

- Read a range of different text types and develop opinions about preferences.
- Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres.
- Participate in class, group or individual book studies, gaining an in-depth understanding of the work and style. Begin to gain an appreciation of what it means to be an author and the choices and author makes in their work.
- Begin to recognize and understand figurative language, for example, similes, metaphors, idioms.
- Make inferences and begin to be able to justify them.
- Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing.
- Consistently and confidently use a range of resources to find information and support their inquiries.
- Distinguish between fact and opinion, and reach their own conclusions about what represents valid information.

PYP 6

- 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.
- Appreciate authors' use of language and interpret the meaning beyond the literal.
- Understand that authors use words and literary devices to evoke mental images.
- Make complex inferences and be able to justify them using textual evidence.
- 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.
- Use a range of strategies to solve comprehension problems and deepen their understanding of a text.
- Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding.
- 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.
- Use the internet responsibly and knowledgeably, appreciating its uses and Limitations.
- Use a range of strategies to solve comprehension problems and deepen their understanding of a text.
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Writing

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Phase 1 Conceptual Understandings - PYP1

- 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.

Phase 2 Conceptual Understandings - PYP 1 and 2

- People write to communicate.
- The sounds of spoken language can be represented visually (letters, symbols, characters).
- Consistent ways of recording words/ideas enable members of a language community to understand each other's writing.
- Written language works differently from spoken language.

Phase 3 Conceptual Understandings - PYP 2, 3 and 4

- 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.

Phase 4 Conceptual Understandings PYP 4 and 5

- 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.

Phase 5 Conceptual Understandings PYP 5 and 6

- 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.

Writing

PYP 1

- 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.
- Use their own experience as a stimulus when drawing and “writing”.
- Participate in shared writing, observing the teacher’s writing and making suggestions.
- Form letters in the correct direction, starting and finishing in the correct place.
- Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.
- Create illustrations to match their own written text.

SPaG (Spelling Punctuation and Grammar):

- Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded.
- Using suffixes -ed, -ing, -er and -est where no change is needed in the spelling of root words.
- Using the plural s or es
- Separation of words with spaces
- Introduction to capital letters, full stop, question marks and exclamation marks.
- Use capital letters for proper nouns.
- Identify naming words (nouns).
- Identify action words (verbs).
- What is a sentence?
- Using ‘and’ as a joining word

PYP 2

- Enjoy writing and value their own efforts.
- 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.
- Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas.
- Write an increasing number of frequently used words or ideas independently.
- 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 ...”
- 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.
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged.
- Illustrate their own writing and contribute to a class book or collection of published writing.

SPaG (Spelling Punctuation and Grammar):

- Using ‘because’, ‘that’, ‘if’ ‘or’, ‘but’ and ‘when’ (conjunctions)
- Identify nouns and expanded noun phrases.
- Identify different types of sentences (exclamations, questions commands).
- Correctly use -ing for present and past tense.
- Choosing the right tense when writing.
- Identify and correctly spell homophones and near-homophones.
- Correctly use apostrophes for missing letters.
- Correctly use apostrophes for possession.
- Correctly demarcate sentences with capital letters, full stops, question marks and exclamation marks.
- Correctly Use commas in a list.



PYP 3

- Write legibly, and in a consistent style.
- 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 and, over time. Create examples of different types of writing and store them in their own writing folder.
- Use graphic organizers to plan writing, for example, Mind Maps®, storyboards.
- Organize ideas in paragraphs and in a logical sequence, for example, write simple narratives with a beginning, middle and end.
- Use appropriate writing conventions, for example, word order.
- Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words.
- Use a dictionary, a thesaurus and word banks to extend their use of language.
- Proofread their own writing and make some corrections and improvements.
- Use feedback from teachers and other students to improve their writing.
- 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.

SPaG (Spelling Punctuation and Grammar):

- Use expanded noun phrases of time, place and cause.
- Use adverbs, prepositions and conjunctions to express time, place and cause.
- Correctly use determiners 'a' and 'an'.
- Identify main and subordinate clauses.
- Correctly punctuate direct speech.
- Prefixes: un-, dis-, mis-, re-, in-, il-, im- and ir-
super-, auto-, anti-, sub-, and inter
- -Suffixes /ing/, /ed/, /ation/ 'ly' and how these influence word meanings ful, less
- Know how to change the spelling of a noun when it becomes plural.
- Know how words change when 'er (comparative) and est' (superlative) are added.
- Use the /i/ sound spelt /y/ elsewhere than the end of words.
- Know how to spell words with endings sounding like /zhuh/ or /tcher/.
- Know how to spell words with the /k/ sound spelt ch (Greek in origin) .



PYP 4

- Write independently and with confidence demonstrating a personal voice as a writer.
- Work independently to produce written work that is legible and well-presented and written either by hand or digital format.
- Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing.
- When writing show awareness of audiences & adapt writing appropriately.
- Organize ideas in a logical sequence and create links within and between paragraphs.
- Select vocabulary and supporting details to achieve desired effects when writing.
- Use punctuation to support meaning (see SPaG list).
- 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.
- Edit writing by – checking punctuation, use a variety of sentence starters, spelling, presentation.
- Reread, edit and revise to improve their own writing, for example, content, language, organization.
- Respond to the writing of others sensitively and work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors.
- 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?"

SPaG (Spelling Punctuation and Grammar):

- Word classes
- Using conjunctions, prepositions and adverbs ad to express time, place and cause (revision)
- Common, proper, abstract and collective nouns
- Pronouns inc. Possessive
- Using determiners and articles
- Fronted adverbials
- Use of Standard English
- Subordinate clauses
- Identifying differences between phrases and clauses.
- Punctuation
- Inverted commas (speech marks) and other speech punctuation
- Commas, to separate clauses and after introductions
- Prefixes: un-, dis-, mis-, re-, in-, il-, im- and ir-
- Prefixes: super-, auto-, anti-, sub- and inter-
- Suffixes: -ous, ion, ian,
- Words ending with the /g/ sound spelt –gue
- Words ending with the /k/ sound spelt –que
- Words with the /ai/ sound spelt ei, eigh, or ey
- Words with the /sh/ sound spelt ch
- Endings which sound like /zhun/



PYP 5

- Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive.
- Use appropriate paragraphing to organize ideas.
- Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood.
- Vary sentence structure and length when writing.
- Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing.
- Use a range of tools and techniques to produce written work that is attractively and effectively presented.
- Identify and describe elements of a story—setting, plot, character, theme.

SPaG (Spelling Punctuation and Grammar):

- Modal verbs
- Relative pronoun
- Relative clause
- Fronted adverbials separated by commas
- Range of conjunctions for cohesion.
- Determiners
- Parenthesis (brackets, dashes, commas)
- Commas to separate clauses
- Nouns or verbs into adjectives by adding suffixes
- Verb prefixes

PYP 6

- Write independently and with confidence, showing the development of their own voice and style.
- Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader.
- Use planning, drafting, editing and reviewing processes independently and with increasing competence.
- Critique the writing of peers sensitively; offer constructive suggestions.
- Use a dictionary, thesaurus, spell-checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing.
- 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.
- Locate, organize, synthesize and present written information obtained from a variety of valid sources.
- Demonstrate an increasing understanding of how grammar works in writing.

SPaG

- Use of hyphens to avoid ambiguity.
- Use colons and semi colons to create lists and to separate independent clauses.
- Ellipses
- Parts of speech: subject and object, interjection etc.
- Active and passive voice
- Perfect and continuous tenses
- Participles
- Subjunctive mood
- Synonyms and antonyms
- Etymology



Speaking and Listening

Phase 1 Conceptual Understandings

- Spoken words connect us with others.
- People listen and speak to share thoughts and feelings.
- People ask questions to learn from others.

Phase 2 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.

Phase 3 Conceptual Understandings

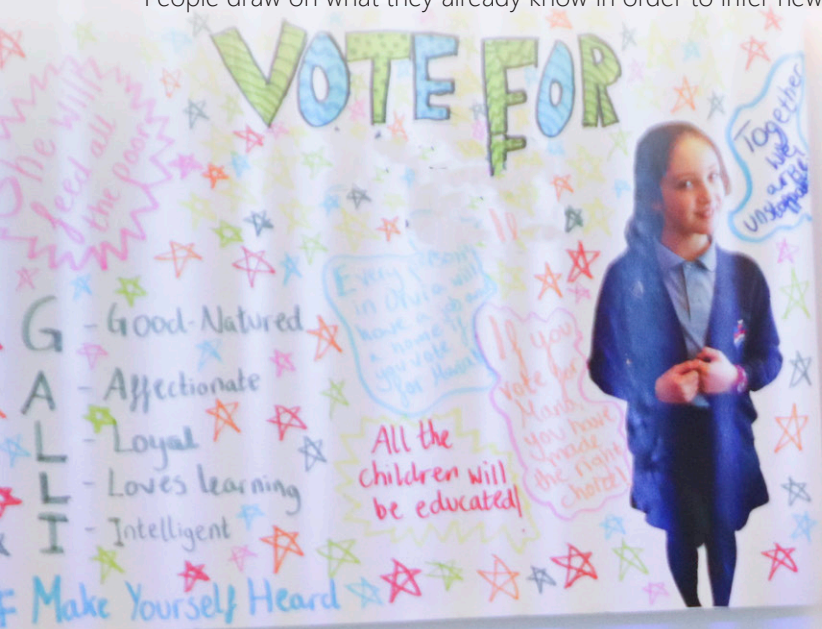
- Spoken language varies according to the purpose and audience.
- People interpret message according to their unique experiences and ways of understanding.
- Spoken communication is different from written communication—it has its own set of rules.

Phase 4 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.
- Grammatical structures of a language enable member of a language community to communicate with each other.

Phase 5 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.



Speaking and Listening

PYP 1

- 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.
- Interact effectively with peers and adults in familiar social settings .
- Tell their own stories using words, gestures, and objects/artefacts.
- 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.

PYP 2

- 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.
- 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 of instruction.

PYP 3

- 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.
- 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.



Speaking and Listening

PYP 4

- Listen and present 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.
- Understand that ideas and opinions can be generated, developed and presented through talk.
- Work in pairs and groups to develop oral presentations.
- 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 language is not always used literally and use the figurative language of their own culture.

PYP 5

- Listen reflectively to stories read aloud in order to identify story structures and ideas.
- Argue persuasively and defend a point of view.
- Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context.
- Infer meanings, draw conclusions and make judgments about oral presentations .
- Verbalize their thinking and explain their reasoning.
- Paraphrase and summarize when communicating orally.
- Use register, tone, voice level and intonation to enhance meaning.
- Use standard grammatical structures competently in appropriate situations.
- Use figurative language to explain ideas.

PYP 6

- 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.
- 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.
- Understand and use figurative language such as simile, personification and metaphor.
- Use oral language to formulate and communicate possibilities and theories.
- 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.







This document has been created by the staff at The British International School at Gausel, an IB World School, for use in the Primary years Programme.

The Language Scope and Sequence document was used for reference. Use of these IB materials from the Programme Resource Centre is for use within the school community for the purposes of implementing and running the IB programme at the school.