

ISZL

Primary School

Language

Scope and Sequence

and supporting documents

ISZL Language Scope and Sequence

Language in the Primary Years Programme at ISZL

Acknowledging that language learning is a developmental process, the **ISZL Language Scope and Sequence** presents a developmental continuum, organized into 5 phases, to assist teachers in planning language learning experiences and monitoring students' language development. Based on the PYP Scope and Sequence, the ISZL scope and sequence makes explicit the **conceptual understandings** that need to be developed with each phase. Possible evidence of these understandings is described in the behaviours or **learning outcomes** associated with each phase.

At ISZL, although we indicate expected phase levels for each Grade, we acknowledge that learners within a grade level will be observed working within a range of phase levels. Therefore, the focus is on planning for this diversity and supporting students to make continued, personal progress rather than describing a set of expected outcomes at each Grade level.

Language Learning and Teaching at ISZL:

At ISZL, language practices are guided by the ISZL Language Guiding Statements.

Guided inquiry is the main approach to learning and teaching language in the PYP (IB Language Scope and Sequence, 2018, p.3), whether language is taught within or outside the programme of inquiry. At ISZL we recognise that an inquiry approach can take many forms, from structured to open inquiry and that direct instruction for individuals, small groups or the whole class will also be appropriate at times. Understanding the needs of individual students, teachers make intentional decisions about which approach to select.

Wherever possible, language is taught through the relevant and authentic context of the transdisciplinary programme of inquiry. At ISZL we have a balanced approach to language learning with learning experiences provided within and outside the programme of inquiry. We consider the purpose for language (as defined in the First Steps Resource) and how this supports and informs learning in the programme of inquiry.

At ISZL we value student agency and intentionally support student voice, choice and ownership within language learning by providing regular (weekly) opportunities for students in Kindergarten to Grade 5 to self-select the purpose/context for their own writing and to share their work with their learning community. Teachers carefully support the writing process by facilitating students' exploration of both the craft and conventions of writing.

At ISZL we support the development of reading using a range of procedures, (as defined in the First Steps Resource) both inside and outside of the programme of inquiry. There is a greater or lesser emphasis on the different procedures, based on the phase level of development of the student.

First Steps Reading Procedures; Reading Resource Book, P. 5.

- Reading to Students
- Modelled Reading
- Shared Reading
- Guided Reading
- Book Discussion Groups
- Independent Reading

First Steps Overview of Text Purposes, Reading Resource Book, P.5.

Tending towards Literacy Text		PURPOSES				Tending towards Informational Text
Entertain	Recount	Socialise	Inquire	Describe	Explain	Instruct

ISZL Language Scope and Sequence

Main points of reference at ISZL:

- ISZL Language Scope and Sequence (this document).
- ISZL Language Guiding Statements (PS Faculty Drive)
- Handwriting Continuum
- PM Benchmark Expected Indicators

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Assessment tools for ongoing assessment; monitoring, documenting and measuring learning:

ISZL Language Scope and Sequence Phase Continuum

Work samples; including the moderation of samples of writing against the phases in November and May.

Reading:

PM Benchmark

PROBE

External Assessment:

MAP Measure of Academic Progress Online Adaptive Test, for Grade 5 In September and May.

Additional resources that inform approaches to teaching and learning language at ISZL:

First Steps Language Resources

Words their Way

Real Spelling

ISZL Language Scope and Sequence

Primary School Reporting Phases and Grade Level Expectations

Early Years 1 and Early Years 2 are working within Phase 1

Kindergarten

Achieving within ISZL expectations							
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Grade 1

	Achieving within ISZL expectations						
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Grade 2

		Achieving within ISZL expectations					
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Grade 3

			Achieving within ISZL expectations				
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Grade 4

					Achieving within ISZL expectations		
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Grade 5

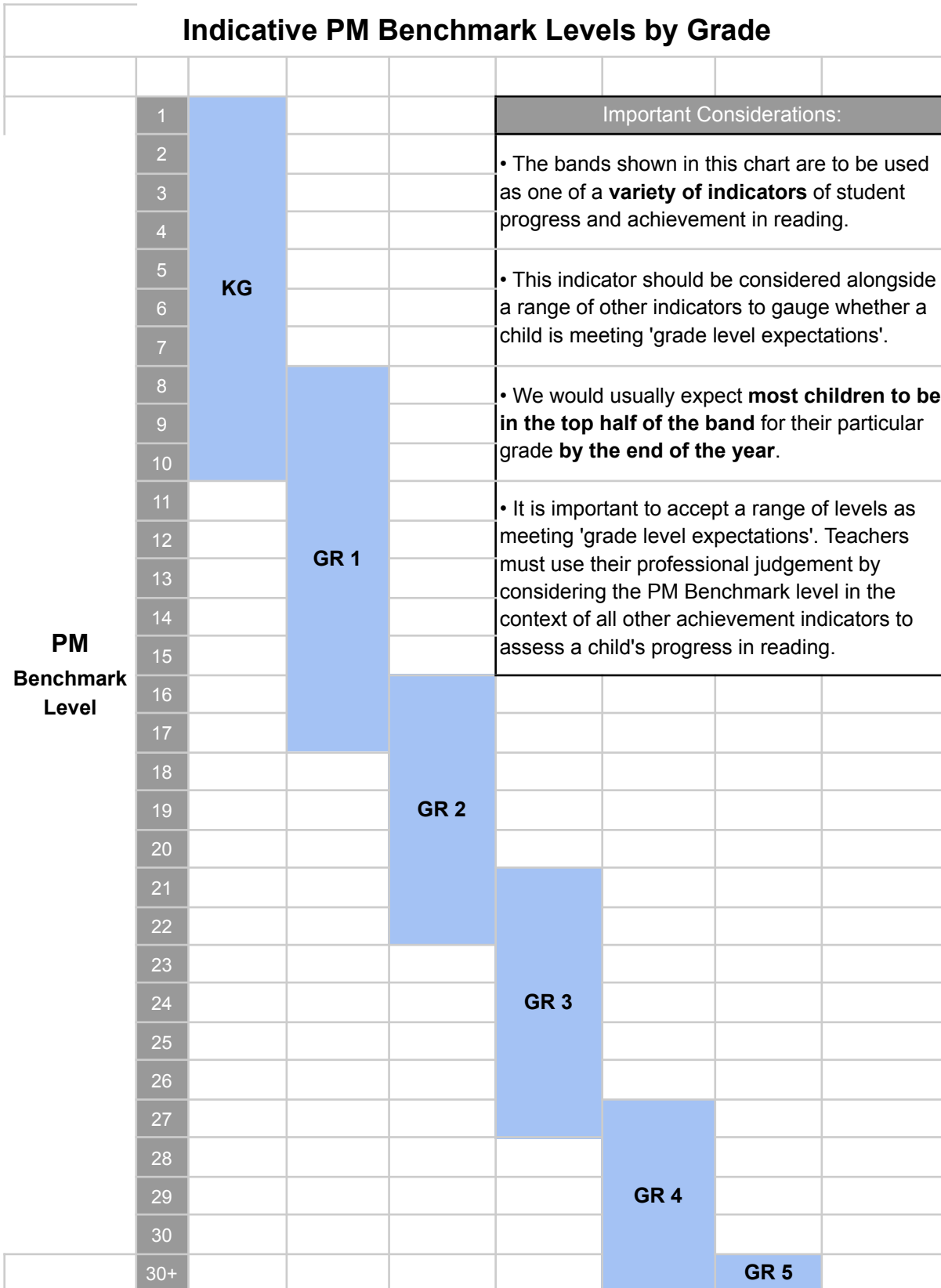
						Achieving within ISZL expectations	
Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4

Phase 5 in this document is offered for assessment and planning purposes for the students working above expectations.

“There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate.”

(Griffin, 2009 in IB Learning and Teaching, 2018)

ISZL Language Scope and Sequence



ISZL Language Scope and Sequence

Strand: Oral Language - Listening and Speaking

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

ISZL Language Scope and Sequence

Learner Outcomes - Oral language Listening and Speaking				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Describe or recount personal experiences.	Listen attentively and respond appropriately.	Use language to explain, inquire and compare.	Understand and use figurative language such as simile, personification and metaphor.	Listen and respond appropriately to instructions, questions and explanations.
Listen and respond to familiar classroom language and directions.	Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form.	Recognize patterns in language(s) of instruction and use increasingly accurate grammar.	Recognize that different forms of grammar are used in different contexts.	Use an increasing vocabulary and more complex sentence structures with a high level of specificity.
Use oral language to identify familiar people and objects and to communicate needs and feelings.	Memorize and join in with poems, rhymes and songs.	Begin to understand that language use is influenced by its purpose and the audience.	Communicate effectively and clearly in a variety of contexts, with confidence.	Use oral language to formulate and communicate possibilities and theories.
Understands and responds verbally to questions.	Follow multi-step classroom instructions, showing understanding.	Understand and use specific vocabulary to suit different purposes.	Communicate effectively by paraphrasing and summarizing.	Use standard grammatical structures competently in appropriate situations.
Uses gestures, actions, body language and/or words to communicate needs and to express ideas.	Retell familiar stories and personal experiences in sequence and include when, where, what in recounts.	Hear and appreciate differences between languages.	Argue persuasively and justify a point of view; show open-minded attitudes when listening to other points of view.	Appreciate that people speak and respond according to personal and cultural perspectives.
Use own grammar style as part of the process of developing grammatical awareness.	Distinguish beginning, medial and ending sounds of words with increasing accuracy.	Listen attentively and speak appropriately in small and large group interactions.	Use register, tone, voice level and intonation to enhance meaning.	Use speech responsibly to inform, entertain and influence others.
Realize that people speak different languages.	Listen and respond to information showing understanding.predict likely outcomes when listening to texts read aloud.	Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail.	Listen reflectively to stories read aloud in order to identify story structures and ideas.	Reflect on communication to monitor and assess their own learning.

ISZL Language Scope and Sequence

Learner Outcomes Oral Language Listening and Speaking cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Distinguish beginning and ending sounds of words and recognize rhyming words.	Predict likely outcomes when listening to texts read aloud.	Contribute to class discussions and communicate effectively.	Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations.	
Join in with poems, rhymes, songs and repeated phrases in shared books.	Use oral language to communicate their needs, feelings and opinions.	Organize thoughts and ideas before speaking to show language cohesion.	Draw simple conclusions, make inferences, justify and explain statements, ask questions and seek confirmation.	
Use the L1 (mother tongue, with translation, if necessary) to express needs and explain ideas.	Ask questions to gain information and respond to inquiries directed to themselves or the class.	Retell familiar stories and texts in sequence.	Participate and respond appropriately as a listener in discussions, conversations, debates and group presentations.	
Realize that word order can change from one language to another and use some grammatical conventions accurately.	Use oral language to communicate during classroom activities, conversations and imaginative play.	Begin to summarise and paraphrase where appropriate.	Use oral language appropriately, confidently and with increasing accuracy.	
Listen and respond to texts demonstrating their understanding through gestures, expressions and/or words.	Talk about the stories, writing, pictures and models they have created.	Listen and respond appropriately to multi step instructions and explanations.	Generate, develop and modify ideas and opinions through discussion.	
Ask questions to clarify and gain understanding.	Begin to communicate in more than one language.	Use language for a variety of personal purposes, for example, invitations, reflections, letters, journals.	Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context.	

ISZL Language Scope and Sequence

Learner Outcomes - Oral Language Listening and Speaking cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Interact effectively with peers and adults in familiar social settings.	Use grammatical rules of the language(s) of instruction (learners may over generalize at this stage).	Express thoughts, ideas and opinions and discuss them, respecting contributions from others.	Infer meanings, draw conclusions and make judgements about oral presentations.	
		Participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems.		

ISZL Language Scope and Sequence

Strand: Visual Language - Viewing and Presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Overall Reporting Expectation				
<p>Show an understanding that the world around them is full of visual language that conveys meaning.</p> <p>They are able to interpret and respond to visual texts.</p> <p>Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.</p>	<p>Identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes.</p> <p>They use this knowledge to create their own visual texts for particular purposes.</p>	<p>Show an understanding that visual text may represent reality or fantasy.</p> <p>They recognize that visual text resources can provide factual information and increase understanding.</p> <p>They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p>	<p>Show an open-mindedness about the use of a range of visual text resources to access information.</p> <p>They think critically, and are articulate about the use of visual text to influence the viewer.</p> <p>They are able to use visual imagery to present factual information, or to tell a story.</p>	<p>Through inquiry, learners engage with an increasing range of visual text resources.</p> <p>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.</p> <p>They are able to make connections between visual imagery and social commentary.</p> <p>They Show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.</p>
Conceptual Understandings				
<p>Visual language is all around us.</p> <p>The pictures, images, and symbols in our environment have meaning.</p> <p>We can enjoy and learn from visual language.</p>	<p>People use static and moving images to communicate ideas and information.</p> <p>Visual texts can immediately gain our attention.</p> <p>Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</p> <p>Different visual techniques produce different effects and are used to present different types of information.</p> <p>Visual texts can expand our database of sources of information.</p> <p>Visual texts provide alternative means to develop new levels of understanding.</p>	<p>Visual texts have the power to influence thinking and behaviour.</p> <p>Interpreting visual texts involves making an informed judgment about the intention of the message.</p> <p>To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>The aim of commercial media is to influence and persuade viewers.</p> <p>Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p>Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.</p> <p>Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>

ISZL Language Scope and Sequence

Learner Outcomes - Visual Language Viewing and Presenting				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Attend to visual information showing understanding through play, gestures, facial expression.	Talk about their own feelings in response to visual messages; show empathy for the way others might feel.	Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding.	View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media.	Reflect on ways in which understanding the intention of a visual message can influence personal responses.
Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise.	Relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."	With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful.	Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects.	Analyse and interpret the ways in which visual effects are used to establish context.
Make use of images to support the construction of meaning.	Show their understanding that visual messages influence our behaviour.	Use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact.	Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects.	Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel.
Recognize familiar visual symbols and logos and connect them with associated messages or ideas.	Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip.	View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama.	Prepare individually or in collaboration, presentations using a range of media.	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.
Make personal connections to visual texts, for example, a picture book about children making friends in a new situation.	Use body language in mime and role play to communicate ideas and feelings visually.	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.	Describe personal reactions to visual messages; reflect on why others may perceive the images differently.	Realize that individuals interpret visual information according to their personal experiences and different perspectives.
Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions.	Realize that shapes, symbols and colours have meaning and include them in presentations.	Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.	Interpret visual cues in order to analyse and make inferences about the intention of the message.	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.

ISZL Language Scope and Sequence

Learner Outcomes - Visual Language Viewing and Presenting cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Select and incorporate colours, shapes, symbols and images into visual presentations.	Use a variety of implements to practise and develop handwriting and presentation skills.	View visual information and show understanding by asking relevant questions and discussing possible meaning.	Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations.	Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects.
Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages.	Plan and deliver short presentations, providing some key detail in logical sequence.	Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently.	Interpret visual cues in order to analyse and make inferences about the intention of the message.	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.
Deliver short oral presentations to peers.	Recognize ICT iconography and follow prompts to access programs or activate devices.	Realize that visual information reflects and contributes to the understanding of context.	Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved.	Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion.
Listen to terminology associated with visual texts and understand terms such as colour, shape, size.	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.	Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography.	Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response.	Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages.
	View visual texts and show understanding by asking relevant questions and discussing possible meaning.	Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness.	Identify aspects of body language in a dramatic presentation and explain how they are used to convey mood and the personal traits of characters.	

ISZL Language Scope and Sequence

Learner Outcomes - Visual Language Viewing and Presenting cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Compare different kinds of images in texts and understand how they contribute to meaning.	Discuss personal experiences that connect with visual images.	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.	
	Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.	Use actions and body language to reinforce and add meaning to oral presentations.	Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition.	
	Identify the features of visual texts that enhance meaning.	Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles.		

ISZL Language Scope and Sequence

Strand: Written language - Reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Overall Reporting Expectation				
<p>Show an understanding that print represents the real or the imagined world.</p> <p>They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity.</p> <p>They have a concept of a "book", and an awareness of some of its structural elements.</p> <p>They use visual cues to recall sounds and the words they are "reading" to construct meaning.</p>	<p>Show an understanding that language can be represented visually through codes and symbols.</p> <p>They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts.</p> <p>They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p>	<p>Show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context.</p> <p>They use strategies, based on what they know, to read for understanding.</p> <p>They recognize that the structure and organization of text conveys meaning.</p>	<p>Show an understanding of the relationship between reading, thinking and reflection.</p> <p>They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two.</p> <p>Most importantly, they have established reading routines and relish the process of reading.</p>	<p>Show an understanding of the strategies authors use to engage them.</p> <p>They have their favourite authors and can articulate reasons for their choices.</p> <p>Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p>
Conceptual Understandings				
<p>Illustrations convey meaning.</p> <p>Print conveys meaning.</p> <p>People read for pleasure.</p> <p>Stories can tell about imagined worlds.</p> <p>Printed information can tell about the real world.</p> <p>There are established ways of setting out print and organizing books.</p>	<p>The sounds of spoken language can be represented visually.</p> <p>Written language works differently from spoken language.</p> <p>Consistent ways of recording words or ideas enable members of a language community to communicate.</p> <p>People read to learn.</p> <p>The words we see and hear enable us to create pictures in our minds.</p>	<p>Different types of texts serve different purposes.</p> <p>What we already know enables us to understand what we read.</p> <p>Applying a range of strategies helps us to read and understand new texts.</p> <p>Wondering about texts and asking questions helps us to understand the meaning.</p> <p>The structure and organization of written language influences and conveys meaning.</p>	<p>Reading and thinking work together to enable us to make meaning.</p> <p>Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</p> <p>Synthesizing ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Reading				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Predict story events or outcomes and show empathy for characters in a story.	Read text independently at an appropriate level with fluency and some expression.	Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view.	Read and navigate a variety of texts for different purposes by combining contextual, semantic, grammatical and phonic knowledge using a variety of reading strategies.	Read a wide variety of texts confidently, independently and with understanding.
Distinguish between pictures and written text, for example, can point to a picture when asked.	Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts.	Wonder about texts and ask questions to try to understand what the author is saying to the reader.	Identify and describe elements of a story - plot, setting, characters, theme and explain how they contribute to its effectiveness.	Work in cooperative groups to locate and select texts appropriate to purpose and audience.
Recognize the letters of the alphabet (sound and name).	Participate in shared reading, posing and responding to questions and joining in the refrains.	Read an increasing range of different texts by combining contextual, semantic, grammatical and phonic knowledge using reading strategies.	Identify genre (e.g. fantasy, biography, science fiction) and explain elements and literary forms that are associated with different genres.	Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact.
Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end.	Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group.	Recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles.	Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories.	Distinguish between fact and opinion, and reach their own conclusions about what represents valid information.
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information texts.	Identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements.	Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility.	Use a range of strategies to solve comprehension problems and deepen their understanding of a text.
Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.	Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level	Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses.	Recognize some devices that authors and illustrators use to influence the construction of meaning such as visual clues or specific language.	Consistently and confidently use a range of resources to find information and support their inquiries.

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Reading cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
participate in listening to stories.	read texts using developing contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies for example, prediction, monitoring meaning and re-reading.	realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance	as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials	participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
choose and "read" picture books for pleasure	read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography	recognize and use the different parts of a book, for example, title page, contents, index	use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	use the internet responsibly and knowledgeably, appreciating its uses and limitations
locate and respond to aspects of interest in self- selected texts (pointing, examining pictures closely, commenting)	make connections between personal experience and storybook characters	understand sound-symbol relationships and apply reliable phonetic strategies when decoding print	access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis	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.
discriminate between letters, numbers and words.	understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community	identify features that achieve particular effects within texts	explain the author's purpose (for example, to inquire, entertain, persuade, instruct) 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
recognize familiar vocabulary (high interest and high frequency words e.g. names, play, went).	instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols	discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways	appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing	identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Reading				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity	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	discuss their own experiences and relate them to fiction and non-fiction texts	understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters.	appreciate authors' use of language and interpret meaning beyond the literal
understand the meaning of the story, make connections to their own experience and express opinions.		Locate, read and interpret texts, identifying relevant and reliable information.		understand that authors use words and literary devices to evoke mental images
understand and use phoneme/grapheme relationships to read texts.				recognize and understand figurative language, for example, similes, metaphors, idioms
understand that texts are written for a variety of purposes.				

ISZL Language Scope and Sequence

Strand: Written Language - Writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Overall Reporting Expectation				
<p>Show an understanding that writing is a form of expression to be enjoyed.</p> <p>They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.</p>	<p>Show an understanding that writing is a means of recording, remembering and communicating.</p> <p>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.</p> <p>They know that writing can describe the factual or the imagined world.</p>	<p>Show an understanding that writing can be structured in different ways to express different purposes.</p> <p>They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read.</p> <p>They understand that writing can produce a variety of responses from readers.</p> <p>They can tell a story and create characters in their writing.</p>	<p>Show an understanding of the role of the author and are able to take on the responsibilities of authorship.</p> <p>They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others.</p> <p>They are able to rewrite to improve the quality of their writing.</p>	<p>Show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted.</p> <p>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.</p> <p>They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.</p>
Conceptual Understandings				
<p>Talking about our stories and pictures helps other people to understand and enjoy them.</p> <p>Writing conveys meaning.</p> <p>People write to tell about their experiences, ideas and feelings.</p> <p>Everyone can express themselves in writing.</p>	<p>People write to communicate.</p> <p>The sounds of spoken language can be represented visually (letters, symbols, characters).</p> <p>Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.</p> <p>Written language works differently from spoken language.</p>	<p>We write in different ways for different purposes.</p> <p>The structure of different types of texts includes identifiable features.</p> <p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</p> <p>Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</p> <p>When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>	<p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p> <p>The way we structure and organize our writing helps others to understand and appreciate it.</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Stories that people want to read are built around themes to which they can make connections.</p> <p>Effective stories have a purpose and structure that help to make the author's intention clear.</p> <p>Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p> <p>Through the process of planning, drafting, editing and revising, our writing improves over time.</p>

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Writing				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
experiment with writing using different writing implements and media	organise ideas in a logical way appropriate to the text.	use a dictionary, a thesaurus and word banks to extend their use of language	adapt writing showing an awareness of the audience and demonstrate the ability to engage and sustain the interest of the reader	write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
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	writes a range of text forms for a variety of purposes and audiences e.g. to recount, to instruct, to entertain.	write independently and show developing personal voice as a writer	write independently and with confidence, showing the development of their own voice and style	use appropriate paragraphing to organize ideas
differentiate between illustrations and written text	begin to use the writing process (plan, draft, confer, refine, publish).	over time, create examples of different types of texts	use the writing process with increasing independence (plan, draft, confer, edit, publish) with increasing independence	use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
use their own experience as a stimulus when drawing and "writing"	use varied sentence structure.	participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement	use punctuation and grammatical conventions including tense accurately and appropriately for the text	critique the writing of peers sensitively; offer constructive suggestions
show curiosity and ask questions about written language	form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community	with teacher guidance, publish written work, in handwritten form or in digital format.	use knowledge of written code patterns and spelling conventions accurately to spell familiar words and make logical attempts at unfamiliar words	vary sentence structure and length
write for a variety of purposes.	discriminate between types of code, for example, letters, numbers, symbols, words/characters	recognize and use spelling conventions, base words, common prefixes and suffixes to spell words	organize and synthesize written information obtained from a variety of valid sources	demonstrate an increasing understanding of how grammar works

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Writing cont.				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
use strategies (drawing, discussing) to express themselves and plan for writing.	write in complete sentences using writing conventions and some accurate grammatical constructs (full stops, capital letters and question marks).	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	write different text forms for a variety of purposes and audiences. using different styles and structures	use standard spelling for most words and use appropriate resources to check spelling
begin to discriminate between letters/characters, numbers and symbols	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 ..."	use the writing process with support (plan, draft, confer, refine, publish)	check punctuation, variety of sentence starters, spelling, presentation	use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded	read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged	organize ideas in a logical sequence appropriate to the text	use a range of dictionaries and thesaurus and word banks to check accuracy, broaden vocabulary and enrich their writing	Choose to publish written work in handwritten form or in digital format independently
write their own name independently.	use planning strategies for writing e.g. pictures, notes, discussions.	use appropriate writing conventions, for example, word order, conventions, tense as required by the language(s) of instruction	work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors	use written language as a means of reflecting on their own learning
use the understanding of the relationship between phonemes and graphemes in writing.	Use grapheme/phoneme relationships including vowel patterns and consonant blends to spell words.	write different text forms for a variety of purposes and audiences, using literary forms and text structures	write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing	recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
write simple sentences using the conventions of written text (for example, word order, spacing between words, directionality)		write legibly, and in a consistent style	select vocabulary and supporting details to achieve desired effects	identify and describe elements of a story - setting, plot, character, theme

ISZL Language Scope and Sequence

Learner Outcomes: Written Language - Writing				
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
		use specific vocabulary to enhance writing		use a range of tools and techniques to produce written work that is attractively and effectively presented.
				use planning, drafting, editing and reviewing processes independently and with increasing competence

ISZL Language Scope and Sequence

Handwriting Continuum

This continuum should be used as an overview to guide the instruction of handwriting in classes.

- Children should engage in handwriting experiences in authentic contexts whenever possible. It is not expected, and indeed rarely feasible, that all students will be progressing with handwriting at the same level. Therefore, whole-class instruction should seldom occur, if at all.
- Handwriting instruction should be differentiated to suit the needs of all learners. Teachers should be sensitive to left-handers in their class and the scaffolds they may require.
- Teachers should be conscious to write legibly and clearly as this models writing to students.
- All types of lined paper should be standard base line (i.e. not with center lines in between).
- If children come to ISZL from other schools already writing with a neat, legible and joined script, then there is no need to change their handwriting to the Nelson Handwriting Style.
- Teachers should be mindful of maintaining a balance between the use of technology and handwritten work.

EY1 & EY2	KG	G1	G2	G3 - G5
<p>Children are encouraged to use mark-making as a tool for expression.</p> <p>Short extracts of children's own writing may be modelled by the teacher in Nelson Handwriting Style.</p>	<p>Encouraged to use a conventional grip. ŸŸ</p> <p>A variety of writing implements (including differing sizes of pencil) and papers are available (including wide-lined, no lines, single-lined, many lines).</p> <p>Teachers model correct letter formation, helping children to recognise connections and movement patterns in letters (e.g. a, d, g).</p> <p>Short extracts of children's own writing may be modelled by the teacher in Nelson Handwriting Style and copied by the student.</p> <p>Children are encouraged to use mainly lowercase letters (and uppercase when appropriate).</p>	<p>Encouraged to use a conventional grip.</p> <p>In their writing, students are encouraged to form most letters of the alphabet conventionally for both lower and upper case letters using the Nelson Handwriting Style.</p> <p>Ÿ</p> <p>Children are encouraged to form letters of uniform size, shape and spacing using wide-lined paper.</p> <p>Teachers model correct letter formation, helping children to recognise connections and movement patterns in letters (e.g. a, d, g).</p> <p>Short extracts of children's own writing may be modelled by the teacher in Nelson Handwriting Style and copied by the student.</p>	<p>Encouraged to use a conventional grip.</p> <p>In their writing, students are encouraged to form all letters of the alphabet conventionally for both lower and upper case letters using the Nelson Handwriting Style.</p> <p>Children are encouraged to develop fluency and form letters of uniform size on lined paper.</p> <p>Ÿ</p> <p>Teachers model cursive writing (same as modelling statement in KG) Begin to learn joined handwriting (entry and exit points) using the Nelson Handwriting Style.</p>	<p>Teachers respond and attend to handwriting needs as required with the goal of maintaining a neat, fluent, legible style that doesn't impede the writing process.</p>