



MIS Junior School
Language Scope and Sequence
2022



MIS Junior School
Language Scope and Sequence
SPEAKING AND LISTENING

		Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
Lines of Inquiry <i>An inquiry into</i>		<ul style="list-style-type: none"> how spoken words in a shared language help us to communicate our needs. 	<ul style="list-style-type: none"> how spoken words connect us. how listening and speaking helps us share our thoughts and feelings. why people ask questions. 	<ul style="list-style-type: none"> how sounds of language symbolize ideas and objects. why people communicate in different languages. the right of everyone to speak and be listened to. 	<ul style="list-style-type: none"> how speaking may differ based on purpose and audience why people interpret messages differently based on previous experiences. how spoken communication is different from written. 	<ul style="list-style-type: none"> why reflecting on what we say and hear helps us make informed judgments and form new opinions. why thinking about the perspectives of our audiences helps us to communicate more effectively and appropriately. how grammatical structures of a language enable members of a community to communicate. 	<ul style="list-style-type: none"> ways language can persuade and influence. how metaphorical language creates vivid visual images. how to listen for key ideas in spoken language. ways to synthesize key ideas to create understanding. how using background knowledge allows us to infer new meaning from what we hear. 	
	LISTENING	<p>BEGINNING</p> <p>0.0 attempts to follow modeled, one-step oral directions (e.g., “Find a pencil.”)</p> <p>0.1 can identify some real-life objects or pictures reflective of oral statements or content-related vocabulary</p> <p>0.2 Use non-verbal gestures ask questions or respond to greetings, questions and instructions.</p> <p>0.3 Listen for short periods of time with visual cues or support</p> <p>0.4 listens to some songs, poems, stories, rhymes and games.</p>	<p>MIDDLE</p> <p>0.0 Follows modeled, multi-step oral directions (e.g. Please get your book, find a pencil and sit down with a partner.)</p> <p>0.1 can identify several real-life objects or pictures reflective of oral statements or content-related vocabulary</p> <p>0.2 Respond to greetings, simple questions and instructions with actions and single words</p> <p>0.3 Listen for increasing periods of time with visual cues or support</p> <p>0.4 listens to and joins in using gestures and isolated words, songs, poems, stories, rhymes and games.</p>	<p>ENDING</p> <p>0.0 Follows classroom directions and routines</p> <p>0.1 can identify real-life objects or pictures reflective of oral statements or content-related vocabulary</p> <p>0.2 Respond to greetings, simple questions and instructions with single words or short phrases</p> <p>0.3 Listen for sustained periods of time with or without visual cues or support.</p> <p>0.4 listens to and joins in with a variety of songs, poems, stories, rhymes and games.</p>	<p>1.0 follow classroom directions and routines.</p> <p>1.1 join in in class (e.g. with poems, rhymes, songs and repeated phrases in shared books)</p> <p>1.2 understand simple questions and respond with actions or words</p>	<p>2.0 listen and respond in small or large groups for increasing periods of time</p> <p>2.1 listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</p> <p>2.2 follow classroom instructions, showing understanding</p> <p>2.3 obtain simple information from accessible spoken texts</p> <p>2.4 distinguish beginning, middle and ending sounds of words with increasing accuracy</p> <p>2.5 predict likely outcomes when listening to texts read aloud</p> <p>2.6 hear differences between languages</p>	<p>3.0 listen attentively and participates appropriately in small and large group interactions</p> <p>3.1 listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</p> <p>3.2 pick out main events and relevant points in oral texts</p> <p>3.3 follow multi-step directions</p> <p>3.4 anticipate and predict when listening to text read aloud</p> <p>3.5 hear and distinguish differences between languages.</p>	<p>4.0 listen appreciatively and responsively, presenting their own point of view and respecting the views of others</p> <p>4.1 listen for a specific purpose in a variety of situations</p> <p>4.2 identify and expand on main ideas in familiar oral texts</p> <p>4.3 listen reflectively to stories read aloud in order to identify story structures and ideas</p> <p>4.4 understand that ideas and opinions can be generated, developed and presented through talk</p> <p>4.5 identify how grammatical structures can be irregular and begin to use them appropriately and consistently</p> <p>4.6 understand different forms of grammar are used in different contexts</p>

		Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
SPEAKING	BEGINNING	MIDDLE	ENDING						
	<p>0.0 Use gestures, actions, body language or the mother tongue to communicate needs.</p> <p>0.1 Use gestures, actions, body language, or the mother tongue to express ideas.</p> <p>0.2 Respond to visually supported questions of academic content with a gesture, by pointing to a picture or repeating a word.</p> <p>0.3 Repeat/echo classmates names, teachers and familiar classroom and playground objects.</p> <p>0.4 Respond to whole group chants and songs with gestures, actions, body language or the mother tongue</p> <p>0.5 Repeat/echo single words.</p> <p>0.6 Use one or two words to communicate needs e.g. 'Me jump'</p>	<p>0.0 Use one or two words to express ideas e.g. 'I happy'</p> <p>0.1 Respond to visually supported questions of academic content with one word</p> <p>0.2 Name classmates, teachers and familiar classroom and playground objects with support</p> <p>0.3 Participate in whole group chants and songs</p> <p>0.4 Repeat simple words and phrases</p>	<p>0.0 Use a simple sentence or question to communicate needs: Can I... I/you/they have got... He/she has got</p> <p>0.1 Use a simple sentence to express ideas: I like...I don't like... I can... I can't.... I/you/they haven't got...</p> <p>0.2 Respond to visually supported questions of academic content with a phrase Today is ... It is.... I think...</p> <p>0.3 Names classmates, teachers and familiar classroom and playground objects independently</p> <p>0.4 Participate in whole group chants and songs and recite chunks of language</p> <p>0.5 Repeat simple phrases and begin to use these unprompted.</p>	<p>1.0 repeat simple words, phrases, and recite chunks of language</p> <p>1.1 interact effectively with peers and adults in familiar social settings</p> <p>1.2 tell their own stories using words, gestures, and objects/artifacts</p> <p>1.3 use single words and two word phrases in context</p> <p>1.4 use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>1.5 realize that word order can change from one language to another</p> <p>1.6 use own grammar style as part of the process of developing grammatical awareness.</p>	<p>2.0 retell familiar stories in sequence</p> <p>2.1 recite and join in with poems, rhymes and songs</p> <p>2.2 retell personal experiences with increasing fluency</p> <p>2.3 use language to address their needs, express feelings and opinions</p> <p>2.4 use oral language to communicate during classroom activities, conversations and imaginative play</p> <p>2.5 talk about the stories, writing, work they have created</p> <p>2.6 use grammatical rules of the language (learners may overgeneralize at this stage).</p> <p>2.7 ask simple questions to gain information and respond to inquiries directed to themselves or to the class.</p>	<p>3.0 use language for a variety of personal purposes, for example, invitations</p> <p>3.1 express thoughts, ideas and opinions and discuss them, respecting contributions from others</p> <p>3.2 begin to paraphrase and summarize</p> <p>3.3 participate in a variety of dramatic activities and use body language and gestures to help support what the speaker is saying</p> <p>3.4 use language to explain, inquire and compare</p> <p>3.5 use grammatical rules of patterns in the language with increasing accuracy</p> <p>3.6 understand and use specific vocabulary to suit different purposes</p> <p>3.7 talk with increasing detail about work they have created</p> <p>3.8 develop and present short speeches about personal stories, reading experiences and age appropriate topics of interest</p> <p>3.9 give and accept constructive feedback from peers and teachers</p>	<p>4.0 discuss in pairs and groups to develop oral presentations</p> <p>4.1 argue persuasively and defend a point of view</p> <p>4.2 explain and discuss their own writing with peers and adults</p> <p>4.3 organize thoughts and feelings before speaking</p> <p>4.4 use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</p> <p>4.5 verbalize their thinking and explain their reasoning</p> <p>4.6 give and accept constructive feedback from peers and teachers and use this to improve work</p>	<p>5.0 participate appropriately as speaker in discussions, conversations, debates and group presentations</p> <p>5.1 use an increasing complex vocabulary and more complex sentence structures with a high level of specificity</p> <p>5.2 argue persuasively and justify a point of view while considering other points of view.</p> <p>5.3 paraphrase and summarize when communicating orally</p> <p>5.4 respond appropriately to instructions, questions and explanations</p> <p>5.5 use speech responsibly to inform, entertain and influence others</p> <p>5.6 use standard grammatical structures competently in appropriate situations</p> <p>5.7 use oral language to formulate and communicate possibilities and theories</p> <p>5.8 use register, tone, voice level, intonation pauses for emphasis, relaxed posture and breathing techniques to enhance meaning</p> <p>5.9 incorporate research and create notes in preparation for an oral presentation</p>	

MIS Junior School
Language Scope and Sequence
READING

		Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
READING	Lines of Inquiry: An inquiry into			<ul style="list-style-type: none"> the purpose of illustrations. the purpose of print. why people read. how stories tell about imagined worlds. how printed information tells about the real world. how print and books are organized. 	<ul style="list-style-type: none"> how sounds of spoken language can be represented visually. the differences between written and spoken language. how reading helps us learn. how words we hear and see enable us to create pictures in our minds. 	<ul style="list-style-type: none"> the different types of texts. how our background knowledge enables us to understand what we read. how using a range of strategies helps us to read and understand new texts. 	<ul style="list-style-type: none"> how recognizing our thinking while reading enables us to make meaning. how using a range of strategies helps us to read and understand new and more complex texts. the purpose of identifying the main idea. 	<ul style="list-style-type: none"> how authors structure stories around significant themes. how a story's structure, purposes, and sequence of events can improve the clarity of the authors
		<p>Print Concepts</p> <p>BEGINNING</p> <p>0.0 Identify symbols, icons, and environmental print</p> <p>0.1 Demonstrate an understanding of how a book works e.g. holding the book the correct way up</p> <p>0.2 Indicate printed text where the teacher should start reading</p> <p>0.3 Distinguish between pictures and written text e.g. point to a picture when asked/point to text when asked</p>	<p>MIDDLE</p> <p>0.0 Begin to discriminate between visual representations: e.g. symbols, numbers, letters and words</p> <p>0.1 Demonstrate an understanding of how a book works: e.g. holding the book the correct way up, looking at the pages from beginning to end</p> <p>0.2 Point to printed text and show where to start reading</p> <p>0.3 Distinguish between letter and word</p>	<p>ENDING</p> <p>0.0 Begin to discriminate between visual representations e.g. symbols, numbers, ICT iconography, letters and words</p> <p>0.1 Demonstrate an understanding of how a book works by locating and naming particular parts</p> <p>0.2 e.g. This is the title; This is the author; The beginning of the book is here; This is the end of the book</p> <p>0.3 Begin to demonstrate understanding of directionally when reading: e.g. left to right, return sweep, top and bottom</p> <p>0.4 Demonstrate one to one matching when reading a simple sentence</p>	<p>1.0 indicate printed text where the teacher should start reading.</p> <p>1.1 understand directionality of left to right, return sweep, top to bottom.</p> <p>1.2 show word by word matching</p> <p>1.3 distinguish between letter and word</p>	<p>2.0 have a secure knowledge of the basic conventions of language of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation.</p>		

	Phase 0			Phase 1			Phase 2			Phase 3	Phase 4	Phase 5
Phonemic Awareness	BEGINNING 0.0 Unable to identify any rhyming words e.g. hat and mat	MIDDLE 0.0 Can identify some rhyming words e.g. hat and mat	ENDING 0.0 Recognize and produce rhyming words	BEGINNING 1.0 Segment and say phonemes in words	MIDDLE 1.0 Blend phonemes to form words. 1.1 Identify and blend onsets and rimes.	ENDING 1.0 Substitute beginning, ending, and vowel sounds to form new words 1.1 Distinguish long from short vowels in spoken single syllable words.	BEGINNING	MIDDLE	ENDING			
Phonics	0.0 Recognize and name some capital and lowercase letters	0.0 Recognize and name capital and lowercase letters in sequence	0.0 Match capital and lowercase letters 0.1 Recognize and name capital and lowercase letters in sequence and random order	1.0 Identify one E to E one primary sound 1.1 identify and apply short vowel patterns in single syllable words	1.0 identify and blend onsets and rimes 1.1 identify and apply short vowel patterns in single syllable words (CVC)	1.0 Identify one E to E one primary and secondary sound 1.1 Identify one E to E one primary and secondary sound 1.2 Read single E syllable words with inflected endings.	2.0 identify and apply long vowel patterns in single syllable words 2.1 Identify and apply consonant blends and digraphs .	2.0 Read two E syllable words with long vowels	2.0 Identify and apply diphthongs, rEcontrolled vowels and other vowel patterns 2.1 Decode words with common prefixes and suffixes.	3.0 Decode multiE syllabic words 3.1 Identify and know the meaning of the common prefixes	4.0 Decode and know words with common Latin suffixes	

	Phase 0			Phase 1			Phase 2	Phase 3	Phase 4	Phase 5
Fluency	BEGINNING 0.0 Match two or three letter high frequency words together e.g. up, is, it, to, a, can	MIDDLE 0.0 Recognise and read some letter high frequency words in isolation e.g. the, and, look, said, see	ENDING 0.0 Recognise and read high frequency words in simple sentences E.g. 'Eat them up', said Dad.	BEGINNING 1.0 Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity. 1.1 Read simple text containing a bank of high-frequency words and consisting of environ. print	MIDDLE 1.0 Instantly recognize increasing bank of high-frequency and high-interest words, characters or symbols. 1.1 Read inst. Text with appropriate phrasing, expression, and comp.	ENDING 1.0 Read instructional text with fluency, accuracy, expression, and comp.	2.0 Read instructional text with fluency, accuracy, expression, and comprehension. 2.1 Read instructional text adjusting reading rate to difficulty and type of text	3.0 Read instructional text with fluency, accuracy, expression, and comprehension. 3.1 Read instructional text adjusting reading rate to difficulty and type of text	4.0 Read instructional text with fluency, accuracy, expression, and comprehension. 4.1 Read instructional text adjusting reading rate to difficulty and type of text	5.0 Read instructional text with fluency, accuracy, expression, and comprehension. 5.1 Read instructional text adjusting reading rate to difficulty and type of text
Vocabulary	0.0 Develop vocabulary by listening to and repeating unknown words in stories, rhymes and conversations			1.0 Develop vocabulary by listening to and discussing unknown words in stories, rhymes, and conversations. 1.1 With guidance, use meaning, visual, contextual and memory cues, and cross-check cues against each other.			2.0 Develop vocabulary by reading, listening to, and discussing unknown words in texts using <ul style="list-style-type: none"> •root words •context clues •synonyms and antonyms •glossary •dictionary •thesaurus •compound words (GO) 	3.0 Develop vocabulary by reading, listening to, and discussing unknown words in texts using <ul style="list-style-type: none"> •root words •synonyms and antonyms •context clues •glossary and dictionary •thesaurus •homographs •prefixes and suffixes (GO) 	4.0 Develop vocabulary by listening to and discussing unknown words in stories, rhymes, and conversations. <ul style="list-style-type: none"> •root words •synonyms and antonyms •context clues •glossary and dictionary •thesaurus •homographs 	5.0 Develop vocabulary by reading, listening to, and discussing unknown words in texts using <ul style="list-style-type: none"> •root words •synonyms and antonyms •context clues •glossary and dictionary •thesaurus •homographs

	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Comprehension	<p>0.0 Match real-life familiar objects to labels</p> <p>0.1 Follow directions using diagrams or pictures</p> <p>0.2 show curiosity about pictures or text</p> <p>0.3 locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>0.4 show curiosity and ask questions about pictures or text.</p> <p>0.5 identify and explain the basic structure of a story using story boards or comic strips to communicate elements.</p>	<p>1.0 Develop and apply, with assistance, pre-reading strategies to:</p> <ul style="list-style-type: none"> - access background knowledge - preview text and illustrations - make general prediction - state a purpose for reading <p>1.1 During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to:</p> <ul style="list-style-type: none"> - Self-question and correct - make text-self connections - infer - predict - monitor comprehension <p>1.2 After reading of text, shared reading, or read alouds, develop and utilize skills to:</p> <ul style="list-style-type: none"> - retell - illustrate - re-enact stories - draw conclusions 	<p>2.0 Develop and apply pre-reading strategies to:</p> <ul style="list-style-type: none"> - Self-select texts at an appropriate level, independently, confidently and with good understanding. - access background knowledge - preview the text - predict with evidence - state a purpose for reading - distinguish between fiction and non-fiction <p>2.1 During reading of text, shared reading, or read-alouds, develop and utilize, with assistance, strategies to</p> <ul style="list-style-type: none"> - Self-question and correct - infer - predict - monitor comprehension - make text-self, text-text connections <p>2.2 After reading of text, shared reading, or read alouds, develop and utilize skills to:</p> <ul style="list-style-type: none"> - pose and respond to simple questions relating to a text. - express opinions about the meaning of the story. - question to clarify - retell - draw conclusions - identify main idea - make predictions <p>2.3 Students demonstrate text comprehension by producing creative forms of art (music and scenic play) (GO)</p>	<p>3.0 Develop and apply pre-reading strategies to:</p> <ul style="list-style-type: none"> - access background knowledge - preview the text - predict with evidence - state a purpose for reading <p>3.1 During reading of text, shared reading, or read-alouds, develop and utilize strategies to</p> <ul style="list-style-type: none"> - Self-question and correct - monitor comprehension - make text-self, text-text, and text-world connections - determine meaning of unknown words - infer and predict - question the text - visualize - summarize <p>3.2 After reading of text, shared reading, or read alouds develop and utilize skills to:</p> <ul style="list-style-type: none"> - identify the main idea and supporting details - question to clarify - retell - reflect - make predictions - draw conclusions - summarize <p>3.3 Students demonstrate text comprehension by producing creative forms of art (music and scenic play) (GO)</p>	<p>4.0 Develop and apply pre-reading strategies to:</p> <ul style="list-style-type: none"> - access background knowledge - preview the text - predict with evidence - state a purpose for reading - identify relevant, reliable and useful information and decide on ways to use it. <p>4.1 During reading of text, shared reading, or read-alouds, develop and utilize strategies to</p> <ul style="list-style-type: none"> - Self-question and correct - monitor comprehension - make text-self, text-text, and text-world connections - determine meaning of unknown words - infer and predict - question the text - visualize - summarize - paraphrase <p>4.2 After reading of text, shared reading, or read alouds, develop and utilize skills to:</p> <ul style="list-style-type: none"> - recognize the author's purpose, - make predictions - question to clarify - reflect - draw conclusions - summarize - paraphrase - Students transfer the text into another text type or media explaining the structure of the text type or media. (GO) <p>4.3 Students demonstrate text comprehension by producing creative forms of art (music and scenic play) (GO)</p>	<p>5.0 Develop and apply pre-reading strategies to:</p> <ul style="list-style-type: none"> - access background knowledge - preview the text - predict with evidence - state a purpose for reading - identify genre and explain elements and literary forms that are associated with different genres. <p>5.1 During reading of text, shared reading, or read-alouds, develop and utilize strategies to</p> <ul style="list-style-type: none"> - recognize and understand figurative language, for example, similes, metaphors, idioms. - Self-question and correct - monitor comprehension - make text-self, text-text, and text-world connections - determine meaning of unknown words - infer and predict - question the text - visualize - summarize <p>5.2 After reading of text, shared reading, or read alouds, develop and utilize skills to:</p> <ul style="list-style-type: none"> - identify cause and effect - make predictions - question to clarify - reflect - draw conclusions - analyze - summarize - paraphrase - Students transfer the text into another text type or media explaining the structure of the text type or media. (GO) <p>5.3 Students demonstrate text comprehension by producing creative forms of art (music and scenic play) (GO)</p>
Bavarian			Students write to show text comprehension (see Writing section of the Bavarian Curriculum $\frac{3}{4}$)	Students write to show text comprehension (see Writing section of the Bavarian Curriculum $\frac{3}{4}$)	Students write to show text comprehension (see Writing section of the Bavarian Curriculum $\frac{3}{4}$)	Students write to show text comprehension (see Writing section of the Bavarian Curriculum $\frac{3}{4}$)

MIS Junior School
Language Scope and Sequence
WRITING

		Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Writing Lines of Inquiry	<p><i>An inquiry into:</i> How visual images allow people to inquire into ideas</p> <p>How a variety of fine motor experiences helps express ideas</p>			<p><i>An inquiry into:</i> How writing conveys meaning</p> <p>Why people write</p> <p>How talking about stories and pictures helps other people understand and enjoy them</p>	<p><i>An inquiry into:</i> How writing communicates ideas</p> <p>How sounds are represented visually (letters, symbols, characters)</p> <p>Why words and ideas are recorded consistently</p> <p>How written language works differently from spoken language</p> <p>How the words we choose and how we choose to use them enable us to share our imaginings and ideas</p>	<p><i>An inquiry into:</i> The different purposes for writing</p> <p>The identifiable features of different text types</p> <p>How applying a range of strategies helps us to express ourselves so that others can enjoy our writing</p>	<p><i>An inquiry into:</i> How writing and thinking work together to enable us to express our ideas and convey meaning</p> <p>Why asking questions of ourselves and others helps to make our writing more focused and purposeful</p> <p>How we structure our writing helps others to understand and appreciate it</p> <p>Why revising and editing our own writing enables us to express what we want to say more clearly</p>	<p><i>An inquiry into:</i> Why stories people want to read are built around themes</p> <p>How effective stories have a purpose and structure that help to make the author's intention clear</p> <p>How synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas</p> <p>Why the process of planning, drafting, editing and revising improves our writing</p>	
					Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	
Writing Process Bavarian					Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	Students write to show text comprehension (see Writing section of the Bavarian	
	<p>BEGINNING</p> <p>0.0 Orally recounts in mother tongue or draws pictures to describe own ideas for an adult to write</p>	<p>MIDDLE</p> <p>0.0 Orally recounts in English and mother tongue to describe own ideas for an adult to write</p>	<p>ENDING</p> <p>0.0 Orally recounts ideas for an adult to write</p>	<p>1.0 Participates in group writing activities that model the writing process (planning, writing, revising, editing and publishing)</p> <p>1.1 Attempts to read own writing</p>	<p>Curriculum ¾)</p> <p>2.0 Shows some knowledge of and a willingness to use the writing process (planning, writing, revising, editing and publishing)</p> <p>2.1 Reads own writing and notices mistakes with guidance</p> <p>2.2 Revises by adding details with guidance</p>	<p>Curriculum ¾)</p> <p>3.0 Begins to create and follow a plan for writing familiar genres using the writing process and begins to experiment with different publishing tools e.g.</p> <ul style="list-style-type: none"> ✓ Graphic organisers ✓ Brainstorms ✓ Text type templates <p>3.1 Uses several preEwriting strategies (web, brainstorm) with guidance</p> <p>3.2 Listens to others' writing and offers feedback</p> <p>3.3 Begins to consider suggestions from others about own writing</p> <p>3.4 Adds description and detail with guidance</p> <p>3.5 Edits for capitals and punctuation with guidance</p> <p>3.6 Publishes own writing with guidance, using digital and written forms (also refer to IT Scope and Sequence)</p>	<p>Curriculum ¾)</p> <p>4.0 Independently creates and follows a plan for writing familiar genres using the writing process and begins to experiment with different planning tools e.g.</p> <ul style="list-style-type: none"> ✓ Graphic organisers ✓ Brainstorms ✓ Text type templates <p>4.1 Seeks feedback on writing</p> <p>4.2 Revises for clarity with guidance</p> <p>4.3 Revises to enhance ideas by adding description and detail</p> <p>4.4 Uses resources (thesaurus and word lists) to make writing more effective with guidance</p> <p>4.5 Edits for punctuation, spelling and grammar</p> <p>4.6 Publishes writing in polished format with guidance</p>	<p>Curriculum ¾)</p> <p>5.0 Use planning, drafting, editing and revising processes independently and with increasing competence e.g.</p> <p>5.1 Uses a range of strategies for planning writing</p> <p>5.2 Adapts writing for purpose and audience with guidance</p> <p>5.3 Revises for specific writing traits (ideas, organisation, word choice, sentence fluency, voice and conventions) with guidance</p> <p>5.4 Incorporates suggestions from others about own writing with guidance</p> <p>5.5 Edits for punctuation, spelling, and grammar with greater precision</p> <p>5.6 Uses tools (dictionaries, word lists, spell checkers) to edit with guidance</p>	

	Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Ideas	BEGINNING 0.0 Expresses ideas through drawing 0.1 Discusses ideas using mother tongue 0.2 Draws in response to a prompt	MIDDLE 0.0 Expresses ideas through drawing 0.1 Uses knowledge of mother tongue orthographic structures to write (older students EAL)	ENDING 0.0 Expresses ideas through drawing 0.1 Includes labels	1.0 Uses their own experience as a stimulus when drawing and 'writing' 1.1 Participates in shared writing, observing the teacher's writing and making suggestions 1.2 Write text to recount personal experiences in time order	2.0 Write with meaning; it is understood without extended detail 2.1 Chooses own writing topics 2.2 Write informally about their own ideas, experiences and feelings, initially using simple sentence structures e.g. ✓ I like... ✓ I can.... ✓ I went to... ✓ I am going to...	3.0 Communicate main ideas clearly 3.1 Include important details to support the topic 3.2 Writes with a central idea	4.0 Write for a range of purposes, both creative and informative, using different types of structures and styles 4.1 Write for a specific purpose; paragraphs include a topic sentence with supporting details	5.0 Use written language as a means of reflecting on their own learning 5.1 Write with a clear and consistent focus on main ideas, including a developed logical position or argument
Organisation	0.0 Labels on drawing	0.0 Limited text (e.g. one sentence) so no organisation evident	0.0 Some attempt according to genre but inconsistent 0.1 Identifies different text forms (letter, story, poem, song and rhyme)	1.0 Use line breaks with assistance to show the beginning of a new idea 1.1 Write a simple description, list or caption for a picture.	2.0 Uses paragraphs that: ✓ Contain a main idea ✓ Supporting details ✓ One or more sentences 2.1 Use graphic organizers to plan writing, e.g. ✓ Mind Maps, ✓ Story boards. 2.2 Write about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher 2.3 Use templates to help organize and present writing e.g. margin, title, paragraphs	3.0 Uses paragraphs that: ✓ Contain a main idea ✓ Give supporting details with examples 3.1 Organize ideas in a logical sequence e.g. ✓ Narratives with a beginning, middle and end ✓ Recounts using adverbs of sequence, first, next, then and finally 3.2 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.	4.0 Uses paragraphs that: ✓ Have a topic sentence ✓ Contain a main idea ✓ Give supporting details with examples 4.1 Write using a variety of text types in order to communicate effectively using the appropriate structure of the text type with support e.g. narrative, recount, persuasive, poem etc. 4.2 Recognise that for headings and emphasis we use different fonts (italic and bold) and sizes	5.0 Uses paragraphs that: ✓ Have a topic sentence ✓ Contain a main idea ✓ Give supporting details with examples 5.1 Write using a variety of text types in order to communicate effectively using the appropriate structure of the text type e.g. narrative, recount, persuasive, poem etc. 5.2 Begin to use headings and emphasis such as different fonts (italic and bold) and sizes in own writing

	Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Sentence Fluency	BEGINNING 0.0 Not yet evident	MIDDLE 0.0 One or two words used 0.1 Incomplete sentences evident	ENDING 0.0 Composes simple sentences with assistance which may be incomplete or difficult to follow	1.0 When composing text writes simple sentences with assistance.	2.0 When composing text writes simple: <ul style="list-style-type: none"> ✓ Declarative sentences (a sentence that states a fact or an argument and ends with a full stop) ✓ Interrogative sentences (a type of sentence that asks a question) 	3.0 When composing text, identifies and writes: <ul style="list-style-type: none"> ✓ Declarative sentences (a sentence that states a fact or an argument and ends with a full stop) ✓ Interrogative sentences (a type of sentence that asks a question) ✓ Exclamatory sentences (a sentence that makes a statement that conveys excitement or emotion and ends with an exclamation mark) 3.1 Identify and write compound sentences e.g. two or more subordinate clauses linked by a conjunction (GO)	4.0 When composing text, identifies and writes: <ul style="list-style-type: none"> ✓ Declarative sentences (a sentence that states a fact or an argument and ends with a full stop) ✓ Interrogative sentences (a type of sentence that asks a question) ✓ Exclamatory sentences (a sentence that makes a statement that conveys excitement or emotion and ends with an exclamation mark) ✓ Imperative sentences (give a direct command) 4.1 Be aware of 'Satzglieder' e.g subject, object and verb (GO)	5.0 Use a range of declarative, interrogative, exclamatory and imperative sentences 5.1 Identify and write compound sentences e.g. two or more independent clauses of equal importance linked by a conjunction 5.2 Identify and eliminate fragments and run on sentences in writing 5.3 recognise and use 'Satzglieder' e.g subject, object and verb (GO)
Word Choice and Voice	0.0 Uses nouns to label picture	0.0 Can use one or two nouns related to the topic	0.0 Uses simple words related to topic 0.1 Can tell own story in words and pictures	1.0 Experiments with new and different words to describe ideas.	2.0 Write an increasing number of frequently used words or ideas independently. 2.1 Uses a simple dictionary or other word resources to expand vocabulary while writing.	3.0 Begin to demonstrate a personal voice as a writer 3.1 Begin to select appropriate vocabulary and supporting details 3.2 Use a dictionary, a thesaurus and word banks to extend their use of language.	4.0 Write independently and with confidence, demonstrating a personal voice as a writer. 4.1 Use a range of strategies to record words/ideas of increasing complexity. 4.2 Select appropriate vocabulary and supporting details. 4.3 Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing.	5.0 Write independently and with confidence, showing the development of their own voice and style. 5.1 Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood. 5.2 Recognize and use figurative language to enhance writing e.g. ✓ Similes, ✓ Metaphors ✓ Idioms ✓ Aliteration 5.3 Use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing.

	Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Capitalisation	BEGINNING 0.0 Use of capitals not yet evident in this phase	MIDDLE 0.0 Use of capitals not yet evident in this phase	ENDING 0.0 Capital for the pronoun 'I' used	1.0 Capital letters are used: <ul style="list-style-type: none"> ✓ At the beginning of people's names (first and last) ✓ At the beginning of a sentence ✓ For the pronoun 'I' (EO) ✓ Nouns are capitalized (GO) 	2.0 Capital letters are used: <ul style="list-style-type: none"> ✓ At the beginning of people's names ✓ At the beginning of a sentence ✓ For the pronoun 'I' 2.1 For proper nouns, with assistance: <ul style="list-style-type: none"> ✓ Days of the week, ✓ Months of the year 2.2 Nouns are capitalized (GO)	3.0 Capital letters are used: <ul style="list-style-type: none"> ✓ For proper nouns: ✓ Days of the week, ✓ Months of the year ✓ In titles of books and stories (EO) 	4.0 Capital letters are used: <ul style="list-style-type: none"> For proper nouns: ✓ Days of the week, ✓ Months of the year ✓ Titles of individuals ✓ Greeting and closing of a letter ✓ Holidays ✓ Counties and Countries ✓ Departments of government ✓ School subjects 4.1 Titles of books and stories 4.2 To indicate the beginning of quotations	5.0 Capital letters are used: <ul style="list-style-type: none"> For proper nouns: ✓ Days of the week, ✓ Months of the year ✓ Titles of individuals ✓ Greeting and closing of a letter ✓ Holidays ✓ Counties and Countries ✓ Departments of government ✓ School subjects 5.1 Headings and subheadings (EO)
Punctuation	0.0 Punctuation use not yet evident	0.0 Use of full stop not yet evident 0.1 May attempt spacing	0.0 Spacing apparent 0.1 Inconsistent use of full stops	1.0 Use a full stop at the end of a sentence. 1.1 Use appropriate spacing between letters and between words	2.0 Uses a full stop, question mark or exclamation mark (words, statements, strong feelings, excitement or anger, emphasis) at the end of a sentence 2.1 Uses a comma in dates, with assistance (EO) 2.2 Uses appropriate spacing between letters and words consistently 2.3 Develop an awareness of how direct speech is shown in writing e.g. what a character says is indicated by speech marks	3.0 Shows correct ending punctuation in declarative, interrogative and exclamatory sentences 3.1 Use commas: <ul style="list-style-type: none"> ✓ In series e.g. bananas, apples, pears and plums. ✓ Dates (EO) ✓ Greeting and closing of a letter e.g. Dear Mum, 3.2 Use apostrophes to: <ul style="list-style-type: none"> ✓ form common contractions e.g. didn't, we're, wie geht's ✓ Show singular possession with assistance (EO) e.g. The child's shoes. 3.3 Use correct punctuation in abbreviations e.g. Mr. etc. 3.4 begin to use speech (quotation) marks in writing to indicate when a character is speaking	4.0 Use correct ending punctuation in declarative, interrogative and exclamatory sentences 4.1 Use commas: <ul style="list-style-type: none"> ✓ In series e.g. bananas, apples, pears and plums. ✓ Dates ✓ Greeting and closing of a letter e.g. Dear Mum, ✓ Between city and state e.g. Munich, Bayern 4.2 Use apostrophes to: <ul style="list-style-type: none"> ✓ Form common contractions ✓ Show singular possession with assistance (EO) ✓ e.g. The child's shoes. ✓ Show plural possession (EO) e.g. The three teachers' shoes 4.3 Use speech (quotation) marks in dialogue when a character is speaking	5.0 Use commas: <ul style="list-style-type: none"> ✓ In series e.g. bananas, apples, pears and plums. ✓ Dates ✓ Greeting and closing of a letter e.g. Dear Mum, ✓ Between city and state e.g. Munich, Bayern ✓ After introductory words in sentences e.g. Finally, the sun began to shine. (EO) 5.1 Use apostrophes: <ul style="list-style-type: none"> ✓ To form common contractions ✓ To show singular possession with assistance (EO) ✓ e.g. The child's shoes. ✓ To show plural possession with assistance (EO) e.g. The three teachers' shoes ✓ In irregular plurals with assistance (EO) e.g. The mice's home was blocked up. 5.2 Use speech (quotation) marks and accompanying punctuation to indicate a character is speaking e.g. 'What are you doing?' the man asked.

Phase 0			Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
Spelling	BEGINNING 0.0 Writes random recognisable letters to represent words	MIDDLE 0.0 Initial sound of words identified e.g. k for cat	ENDING 0.0 A few phonetically related letters identified e.g. mrEmother interspersed with random letter strings 0.1 Uses beginning and ending consonants to make words	1.0 Uses growing awareness of sound segments (phonemes, syllables, rhymes) to write words 1.1 Spells words on the basis of sounds without regard for conventional spelling patterns 1.2 Uses beginning, middle and ending sounds to make words 1.3 Copies signs, labels, names and words (environmental print)	2.0 Spells simple words and some high frequency words correctly 2.1 Uses phonetic spelling to write independently 2.2 Writes names and familiar words 2.3 Uses classroom resources to verify correct spelling e.g. ✓ Dictionaries ✓ Word walls ✓ Environmental print 2.4 Increase of use of spelling rules refer to Lehrplanplus Bayern (GO) 2.5 Start to learn the word list for Grades 1 and 2 (GO)	3.0 Spells most high frequency words correctly and moves toward conventional spelling 3.1 Uses classroom resources to verify correct spelling e.g. 3.2 Dictionaries 3.3 Word walls 3.4 Environmental print 3.5 know how to spell the words from the Grade 1 and 2 word lists (GO)	4.0 Increases use of visual strategies, spelling rules and knowledge of word parts to spell correctly 4.1 Uses classroom resources to verify correct spelling e.g. ✓ Dictionaries ✓ Word walls ✓ Environmental print 4.2 Start to learn the word list for Grades 3 and 4 (GO)	5.0 Uses correct spelling patterns, rules and high frequency words 5.1 Demonstrates application of spelling strategies and patterns 5.2 Uses classroom resources to verify correct spelling e.g. ✓ Dictionaries ✓ Word walls ✓ Environmental print 5.3 Know how to spell the word list for Grades 3 and 4 (GO)
	Words Their Way Pre Emergent Speller Phase - Early Emergent Speller Phase			Words Their Way Middle Late <i>Emergent Speller Phase – Early Letter Name Alphabetic Phase</i>	Words Their Way Middle Late <i>Letter Name Alphabetic Phase</i> Early <i>Within Word Pattern Phase</i> .	Words Their Way Middle Late <i>Within Word Pattern Phase – Early Syllables and Affixes Phase</i>	Words Their Way Middle – Late <i>Syllables and Affixes Phase</i> Early <i>Derivational Relations</i>	Words Their Way Middle Late <i>Derivational Relations Phase</i>

	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Parts of Speech		<p>1.0 Nouns <i>Concept:</i> Nouns are used to represent 'who', 'what'E people, places, things, feelings and ideas. Build words on topics or themes</p> <p>1.1 Adjectives <i>Concept</i> Adjectives describe nouns. • Recognise and name some antonyms e.g. hotEcold, smallEbig</p> <p>1.2 Verbs <i>Concept</i> Verbs are words that we use to talk about what we are saying, doing and thinking. Use the correct form of these verbs in present and past tense</p> <ul style="list-style-type: none"> ✓ do/did/done ✓ see/saw/seen ✓ is/are/am ✓ was/were <p>1.3 Conjunctions <i>Concept</i> Conjunctions help us to join sentences together • Recognise and use the conjunctions and/then</p> <p>1.4 Prepositions <i>Concept</i> prepositions tell us the place of where an object is e.g. in, on, under, above, through</p>	<p>2.0 Nouns <i>Concept:</i> Nouns are naming words. Differentiate between gender e.g. King/Queen</p> <p>2.1 Verbs <i>Concept</i> Verbs are acting, saying, thinking, feeling, being and having words not just doing words.</p> <p>2.2 Adjectives <i>Concept</i> Adjectives describe nouns. • Recognise and name some antonyms and synonyms e.g. hotEcold, smallEbig or large, huge, big, enormous</p> <p>2.3 Conjunctions <i>Concept</i> Conjunctions are joining words. • Recognise and use the conjunctions and, then, also, but, though</p> <p>2.4 Prepositions <i>Concept</i> recognize and begin to use prepositional words e.g. in, on, under, above, through</p> <p>2.5 Adverbs <i>Concept</i> Adverbs add information after the verb • recognize adverbs and describe what an adverb does e.g. tell how, when, where, why about verbs</p> <p>2.6 German Only recognise and start to use compound words (GO) use knowledge of common prefixes and suffixes to change the form of a word e.g. noun to adjective e.g. Ärger to ärgerlich (GO)</p>	<p>3.0 Nouns <i>Concept:</i> Nouns can be organised into groups:</p> <ul style="list-style-type: none"> ✓ Common nouns e.g. ball ✓ Proper nouns e.g. Munich ✓ Collective nouns e.g. flock <p>Develop an awareness of the different cases e.g. nominative, accusative, dative and genitive (GO)</p> <p>3.1 Verbs <i>Concept</i> Verbs are action, thinking, feeling, saying, being and having words not just doing words.</p> <p>3.2 Adjectives <i>Concept</i> Adjectives describe nouns.</p> <p>3.3 Conjunctions • Recognise and use the conjunctions</p> <ul style="list-style-type: none"> ✓ And ✓ Then, ✓ Also ✓ But ✓ Though ✓ Therefore <p>3.4 Prepositions recognize prepositional phrases e.g. on the run, in trouble, for good, by heart</p> <p>3.5 Adverbs use the term adverb and demonstrate using these to give information about a verb</p> <p>3.6 German Only use compound words</p>	<p>4.0 Nouns ConceptENouns can be organised into groups:</p> <ul style="list-style-type: none"> ✓ Collective nouns e.g. gaggle ✓ Technical nouns e.g. tectonic plates <p>Identify and label the different cases of the noun e.g. nominative, accusative, dative and genitive (GO)</p> <p>4.1 Verbs <i>Concept</i> selection of specific verbs, add detail to the text and are specific to the communication type.</p> <p>4.2 Adjectives <i>Concept</i> Adjectives can be used to compare e.g. bigger and to show possession e.g. our.</p> <p>4.3 Adverbs recognize that adverbs and adverbial phrases can contribute to a description e.g. the dog ran quickly through the wind</p> <p>4.4 Prepositions use prepositional phrases with increasing accuracy</p>	<p>5.0 Nouns ConceptENouns can be organised into groups:</p> <ul style="list-style-type: none"> ✓ Collective nouns e.g. gaggle ✓ Technical nouns e.g. nucleus ✓ Abstract nouns e.g. bravery <p>5.1 Verbs <i>Concept</i> selection of specific verbs, add detail to the text and are specific to the communication type.</p> <p>5.2 Adjectives <i>Concept</i> Adjectives can be used to compare (superlatives e.g. be is the tallest in the class) and to classify e.g. native</p> <p>5.3 Adverbs begin to use adverbs and adverbial phrases in written work</p> <p>5.4 Prepositions accurately use prepositional phrases in writing.</p>

MIS Junior School
Language Scope and Sequence
VIEWING AND PRESENTING

	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Lines of inquiry An inquiry into...		<ul style="list-style-type: none"> the visual language all around us. the meaning of pictures, images, and symbols in our environment learning from visual language. 	<ul style="list-style-type: none"> using static and moving images to communicate ideas and information. How visual texts can immediately gain our attention. How viewing and talking about the images others have created helps us to understand and create our own presentations. 	<ul style="list-style-type: none"> How visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. How using the most suitable form of visual presentation enhances our ability to express ideas and images. The effects of different visual techniques on different types of information. 	<ul style="list-style-type: none"> How visual texts can influence thinking and behaviour. How interpreting visual texts involves making an informed judgment about the intention of the message. How to enhance learning by efficiently and constructively use the internet 	<ul style="list-style-type: none"> The influential and persuasive aims of commercial media. Individual response to visual texts. How knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. How personal interpretation influences our synthesis of visual interpretations
VIEWING AND PRESENTING		<p>1.0 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>1.1 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</p> <p>1.2 Observe visual cues that indicate context; show understanding by matching pictures with context</p> <p>1.3 Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences</p> <p>1.4 Make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>1.5 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p> <p>1.6 Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages</p> <p>1.7 Locate and use appropriate ICT iconography to activate</p>	<p>2.0 Attend to visual information showing understanding through discussion, role play, illustrations</p> <p>2.1 Talk about their own feelings in response to visual messages; show empathy to the way others might feel</p> <p>2.2 Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."</p> <p>2.3 Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products</p> <p>2.4 Show their understanding that visual messages influence our behaviour</p> <p>2.5 Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip</p> <p>2.6 Use body language in mime and role play to communicate ideas and feelings visually</p> <p>2.7 Realize that shapes, symbols and colours have meaning and include them in presentations</p> <p>2.8 Use a variety of implements to practice and develop handwriting and presentation skills</p>	<p>3.0 view visual information and show understanding by asking relevant questions and discussing possible meaning</p> <p>3.1 discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently</p> <p>3.2 realize that visual information reflects and contributes to the understanding of context</p> <p>3.3 recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography</p> <p>3.4 observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness</p> <p>3.5 discuss personal experiences that connect with visual images</p> <p>3.6 use actions and body language to reinforce and add meaning to oral presentations</p> <p>3.7 select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles</p> <p>3.8 realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances</p>	<p>4.0 view, respond to and describe visual information, communicating understanding in oral, written and visual form</p> <p>4.1 describe personal reactions to visual messages; reflect on why others may perceive the images differently</p> <p>4.2 understand and explain how visual effects can be used to reflect a particular context</p> <p>4.3 recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards</p> <p>4.4 interpret visual cues in order to analyse and make inferences about the intention of the message</p> <p>4.5 explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response</p> <p>4.6 identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</p> <p>4.7 design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect</p>	<p>5.0 view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</p> <p>5.1 identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</p> <p>5.2 analyse and interpret the ways in which visual effects are used to establish context</p> <p>5.3 identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</p> <p>5.4 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</p> <p>5.5 realize that individuals interpret visual information according to their personal experiences and different perspectives</p> <p>5.6 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</p>

		<p>different devices</p> <p>1.8 Listen to terminology associated with visual texts and understand terms such as color, shape, size.</p>	<p>2.9 Observe and discuss illustrations in picture books and simple reference book, commenting on information being conveyed</p> <p>2.10 Recognize ICT iconography and follow programs or activate devices</p> <p>2.11 Through teacher modelling, become aware of reminology used to tell about visual effects, for example, features, layout, border, frame</p> <p>2.12 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 version of a story</p> <p>2.13 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</p> <p>2.14 Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes</p>	<p>understanding</p> <p>3.9 with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact</p> <p>3.10 view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</p> <p>3.11 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</p> <p>3.12 observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</p>	<p>is achieved</p> <p>4.8 discuss a newspaper report and tell how the words and pictures work together to convey a particular message</p> <p>4.9 prepare, individually or in collaboration, visual presentations using a range of media, including computer and webEbased applications</p> <p>4.10 discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition</p> <p>4.11 experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects</p> <p>4.12 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</p> <p>4.13 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.</p>	<p>influence meaning</p> <p>5.7 apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</p> <p>5.8 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</p> <p>5.9 navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations</p> <p>5.10 use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion</p> <p>5.11 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</p> <p>5.12 identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages</p> <p>5.13 reflect on ways in which understanding the intention of a visual message can influence personal responses.</p>
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