

ORAL LANGUAGE – Listening and Speaking

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>	<p>Conceptual understandings: The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>Conceptual understandings: Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Conceptual understandings: Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Conceptual understandings: Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>
Respond appropriately to simple instructions and directions	Responds and acts appropriately following simple instructions and directions	Follow rules of conversation and group discussion	Listen appreciatively and responsively, presenting their own point of view and respecting the views of others	Show open-minded attitudes when listening to other points of view
Listens attentively and considerately and responds in small and large group discussions/conversations	Effectively take part and follow conversations	Argue persuasively and justify a point of view	Identify and expand on main ideas in familiar oral texts	Listen and respond appropriately to instructions, questions and explanations
Hears the beginning, middle and end of words and sounds	Ask questions for clarification and understanding	Respond to the ideas of others with respect	Argue persuasively and defend a point of view	Generate, develop and modify ideas and opinions through discussion
Expresses own thoughts, feelings, ideas and opinions and is able to discuss them	Develop confidence in expression: one-to-one, class groups and large groups	Support opinions with reasonable thoughts	Paraphrase and summarize when communicating orally	Use oral language to formulate and communicate possibilities and theories
Listen and respond to stories; relate to feelings and thoughts of characters in stories	Participate in learning situations, collective role playing and dramatic representations of stories	Begin to restate and rephrase information heard	Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context	Infer meanings, draw conclusions and make judgments about oral presentations

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Retells, relates and sequences events and stories with increasing details	Uses correct grammar and sentence structure as well as a well-developed vocabulary, when speaking	Participate in collaborative conversations with members of the class	Appreciate that language is not always used literally; understand and use the figurative language of their own culture (Metaphor)	Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
Enrich vocabulary by making sense of new words from how words are used	Share and talk about what is read and learnt	Share experiences, feelings, ideas and information and relate these to feelings and thoughts of characters in stories	Listen for a specific purpose in a variety of situations	Use an increasing vocabulary and more complex sentence structures with a high level of specificity
Ask questions and gives appropriate answers	Listen to and talk about stories, poems, factual information, explanations	Recount stories and begin to determine their central message	Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations	Use standard grammatical structures competently in appropriate situations
Uses correct grammar and sentence structure, and a wide vocabulary, when speaking	Express ideas orally, staying on topic when speaking	Share an experience with appropriate facts and relevant, descriptive details, speaking audibly	Explain and discuss their own writing with peers and adults	Use register, tone, voice level and intonation to enhance meaning
Re-enact stories and retell stories using appropriate voice intonation and expression	Develop and enrich descriptive vocabulary	Listen reflectively to stories read aloud in order to identify story structures and ideas	Verbalize their thinking and explain their reasoning	Use speech responsibly to inform, entertain and influence others
Mention the source of an idea	Mention the source of an idea with reference to how s/he used it or adapted it in his/her work	Organise thoughts and feelings before speaking		Understand and use figurative language such as simile, personification and metaphor
		Begin to paraphrase and summarize		Reflect on communication to monitor and assess their own learning.
				Appreciate that people speak and respond according to personal and cultural perspectives

VISUAL LANGUAGE – Viewing and Responding

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p>	<p>Conceptual understandings: People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Conceptual understandings: Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Conceptual understandings: Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Conceptual understandings: The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>
Attend to visual information showing understanding through play, gestures, facial expression	Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed	Use actions and body language to reinforce and add meaning to oral presentations	View, respond to and describe visual information, communicating understanding in oral, written and visual form	Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise	Use body language in mime and role play to communicate ideas and feelings visually	View visual information and show understanding by asking relevant questions and discussing possible meaning	Describe personal reactions to visual messages; reflect on why others may perceive the images differently	Analyse and interpret the ways in which visual effects are used to establish context
Recognize familiar signs labels and logos, and find similarities and difference; and make personal connections	Realise that shapes, symbols and colours have meaning and include them in presentations	Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently	Understand and explain how visual effects can be used to reflect a particular context	Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects
Observe visual cues that indicate context; show understanding by matching pictures with context	Attend to visual information showing understanding through discussion, role play, illustrations	With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful	Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved	Realise 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

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



Make personal connections to visual texts, for example, a picture book about children making friends in a new situation	Talk about their own feelings in response to visual messages; show empathy for the way others might feel	Realize that visual information reflects and contributes to the understanding of context (Billboards, Signages, Illustrations etc)	Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications	Realise 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	Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."	Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography	Recognize and name familiar visual texts and explain their effectiveness, for example, advertising, logos, labels, signs, billboards	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
Select and incorporate colours, shapes, symbols and images into visual presentations (posters, drawings, illustrations)	Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products	Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness	Interpret visual cues in order to analyse and make inferences about the intention of the message	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 and discussing "What I see in the illustration..."	Show their understanding that visual messages influence our behaviour	Discuss personal experiences that connect with visual images	Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response	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
Locate and use appropriate ICT iconography to activate different devices, for example, computer games, iPad apps, Mobile phone apps and television	Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip	Realise that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding	Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters	Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
Listen to terminology associated with visual texts and understand terms such as colour, shape, size.	Use a variety of implements to practice and develop handwriting and presentation skills	Use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact	Discuss a newspaper report and tell how the words and pictures work together to convey a particular message	Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion

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	Recognise ICT iconography and follow prompts to access programs or activate devices	View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama	Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition	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
	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		Identify the intended audience and purpose of a visual presentation; identify overt and subliminal message	Reflect on ways in which understanding the intention of a visual message can influence personal responses

WRITTEN LANGUAGE - Reading

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p>	<p>Conceptual understandings: The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Conceptual understandings: Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>Conceptual understandings: Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Conceptual understandings: Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>
<p>Recognise the connection between the spoken word and the written word and identify words in a short sentence.</p>	<p>Extend word decoding skills using phonographic awareness as well as sight word recall</p>	<p>Recognise a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles</p>	<p>Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</p>	<p>Read a wide range of texts confidently, independently and with understanding</p>
<p>Consolidate knowledge of the letters of the alphabet and their corresponding sounds</p>	<p>Use phonic and context clues as self-correction strategies when reading</p>	<p>Use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross - checking one cue source against another</p>	<p>Distinguish between fiction and non-fiction and select books appropriate to specific purposes</p>	<p>Appreciate authors' use of language and interpret meaning beyond the literal</p>
<p>Know and apply phonographic skills in decoding words (cvc and blends)</p>	<p>Use the cues of punctuation marks for expression and fluency</p>	<p>Summarize and retells story events in sequential order</p>	<p>Begin to generate in-depth responses in small group literature discussions</p>	<p>Understand that authors use words and literary devices to evoke mental images</p>
<p>Read with accuracy, comprehension and expression</p>	<p>Reads independently (10-15 minutes)</p>	<p>Read silently for increasing longer periods (15-30 minutes)</p>	<p>Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome</p>	<p>Recognize, understand and analyse literary devices, for example, metaphors, irony, imagery, satire, hyperbole, onomatopoeia etc</p>
<p>Read independently for short periods (5-10 minutes)</p>	<p>Develop personal preferences, selecting books for pleasure and information</p>	<p>Read aloud with fluency and expression</p>	<p>Read with sufficient accuracy and fluency to support comprehension and inferencing</p>	<p>Make inferences and be able to justify them</p>

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



Uses a variety of reading strategies to make meaning of text e.g. pictures, phonics, context, punctuation, self-correction	Select and reread favourite texts for enjoyment	Apply appropriate strategies to self-correct when reading	Read silently for extended periods (30-40 minutes)	Use a range of strategies to solve comprehension problems and deepen their understanding of a text
Recognizes that a story has a Beginning, Middle and End	Predicts what may happen next in the story and revises or confirms predictions	Use the cues of punctuation to guide in meaning making and expressive oral reading	Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility	Work in cooperative groups to locate and select texts appropriate to purpose and audience
Demonstrate understanding of literature by responding to texts (stories and letters)	Make inferences about a character	Make, confirm, modify predictions while reading	Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail	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
Reads and retells familiar stories independently and confidently	Identify and retell the elements of a story	Make connections to other authors, books and perspectives (compare – contrast)	Access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis	Appreciate structural and stylistic differences between fiction and nonfiction; show understanding of this distinction when structuring their own writing
Tell in own words what the book is about	Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group	Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways	Know when and how to use the internet and multimedia resources for research	Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
Begins to predict what may happen next in the story and revises or confirms predictions	Read and follows written directions	Discuss their own experiences and relate them to fiction and non-fiction texts	Identify relevant, reliable and useful information and decide on appropriate ways to use it	Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with them
Show empathy for characters in a story	Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts	Participate in collaborative reading experiences, acknowledging that people see things differently and are entitled to express their point of view	Acknowledge sources of information orally	Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



Recalls the plot and characters of a story	Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)	Infer cause and effect relations that are not stated explicitly	Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters	Consistently and confidently use a range of resources to find information and support their inquiries
Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity	Understand what is read by responding appropriately to questions	Recognise the author's purpose, for example, to inform, entertain, persuade, instruct	Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories	Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
Sound out unfamiliar words			Identify literary devices (e.g. similes, metaphors, personification and foreshadowing)	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
Enjoy a wide variety of books, to include non-fiction, fiction and poetry			Distinguish between fact and opinion, and reach their own conclusions about what represents valid information	Read with sufficient accuracy and fluency to support comprehension of novels and poetry
Begin to read own writing			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)				

WRITTEN LANGUAGE - WRITING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: <i>Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.</i></p>	<p>Conceptual understandings: <i>People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.</i></p>	<p>Conceptual understandings: <i>We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</i></p>	<p>Conceptual understandings: <i>Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</i></p>	<p>Conceptual understandings: <i>Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</i></p>
Shows confidence and a positive attitude to writing	Consistently uses basic punctuation – full stop, question mark, exclamation mark, and capital letters.	Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading	Develop a secure handwriting style which is legible	Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
Presents writing appropriately with correct directionality and spacing	Penmanship: Holds the pencil in a tripod grip	Organize ideas in a logical sequence, for example, write fiction and non-fiction pieces with a clear beginning, middle and end	Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing	Use planning, drafting, editing and reviewing processes independently and with increasing competence
Write with a developmentally appropriate pencil grasp, proper positioning of the page and body posture	Penmanship: Forms all letters correctly	Proofread their own writing and make some corrections and improvements	Write poetry using carefully chosen language	Use standard spelling for most words and use appropriate resources to check spelling
Use a combination of drawing, dictating and writing to describe a simple event	Write simple sequenced stories with a plot, containing a beginning, middle and end	Use conventional spelling for high frequency words and words with regular spelling patterns	Begin to take notes and summarize research using own words.	Use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



Create illustrations to match their own written text	Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions	Increases use of visual strategies, spelling rules and knowledge of word parts to spell correctly	Select vocabulary and supporting details to achieve desired effects e.g. adjectives and powerful verbs	Locate, organize, synthesize and present written information obtained from a variety of valid sources
Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality	Develop drafts, edit and revise as appropriate	Begin to join letters (introduction to cursive)	Identify the use of powerful verbs and descriptive language e.g. adjectives, adverbs, similes and metaphors in narrative writing and poetry	Write independently and with confidence, showing the development of their own voice and style
Use spaces between words	Utilize resources to edit for spelling (personal dictionary, word book, word wall...)	Plan, edit own work with peer and teachers' feedback	Write more complex sentences using conjunctions and time connectives.	Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
Understands sound-symbol relationships and recognizes, names and writes all letters and sounds	Use conventional spelling for high frequency words and words with regular spelling patterns	Use graphic organizers to plan writing, for example, Mind Maps®, storyboards	Write independently and with confidence, demonstrating a personal voice as a writer	Critique the writing of peers sensitively; offer constructive suggestions
Encode print, beginning with invented spelling and working towards conventional spelling for simple phonetic words, with up to five sounds.	Write legibly and use spacing between words consistently	Explore and identify writing conventions: -parts of speech (nouns –singular and plural, pronouns, verbs, adjectives, articles, prepositions) and begin to use in the correct order in sentences	Create plots with problems and solutions and develop main characters and describe detailed settings	Vary sentence structure and length by writing simple, compound and complex sentences accurately and investigate clauses through: identifying the main clause in a long sentence; sentences which contain more than one clause; understand how clauses are connected
Writes legible upper – and lower - case letters in a consistent style	Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story	Use feedback from teachers and other students to improve their writing	Reread, edit and revise to improve their own writing, for example, content, language, organization	Choose to publish written work in handwritten form or in digital format independently
Begin to use capital letters, full stops and question marks	Write short non-fiction and fiction pieces with guidance	With teacher guidance, publish written work, in handwritten form or in digital format.	Group sentences about similar information together, to form a paragraph.	Recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



Write names and familiar words	Write an increasing number of frequently used words or ideas independently	Know when to use printed media for research and mention sources of their work	Use appropriate paragraphing to organize ideas	Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader
Write 1-2 sentences about a topic	Illustrate their own writing and contribute to a class book or collection of published writing.	Take notes from resources, restating in own words	Identify word order in positive and negative statements and questions	Use written language as a means of reflecting on their own learning
Write simple sequenced stories with a beginning, middle and end		Identify and describe elements of a story—setting, plot, character, theme	Show awareness of different audiences and adapt writing appropriately	Write cohesive, fluent and effective poetry and fiction
Uses phonetic spelling			Set goals and identify strategies to improve writing in different genres	Writes organized, fluent, accurate, and in-depth non-fiction, including references with correct bibliographic format
Spell high frequency words at an appropriate level			Develop note taking and summarizing skills	Grammar & Syntax: Uses complex punctuation (e.g. commas, colons, semicolons, quotation marks) with increasing accuracy
			Acknowledge sources of information and write in bibliographic format	Grammar & Syntax: Understand the difference between direct and reported speech e.g. She said, “I am going” or she said she was going
				Grammar & Syntax: To identify active and passive voice and change sentences from the active to passive and vice versa. E.g. The mouse frightened the elephant(active) The elephant was frightened by the mouse (passive)
	Grammar & Syntax: Use commas and apostrophes correctly with guidance	Grammar & Syntax: Uses a variety of punctuation (full stops, question marks, exclamation marks, commas, apostrophes and speech marks)	Grammar & Syntax: Begin to use complex punctuation (e.g. commas, colons, semicolons, quotation marks) appropriately	Grammar & Syntax: Identify and use in writing the different kind of noun, function of pronouns, agreement between nouns, pronouns and verbs

ISÄ PYP LANGUAGE SCOPE AND SEQUENCE



<p>Grammar & Syntax: Prepositions, Nouns, Verbs, Adjectives (Basic)</p>	<p>Grammar & Syntax: Nouns singular-plural, possessive and pronouns, adjectives, Articles A, An; Formulate questions; Tenses (Present and Past); synonyms-antonyms; connectives (and, but, because)</p>	<p>Grammar & Syntax: Prefix-suffix, apostrophes and contractions, quotations, Adverbs, homophones, conjunctions (even though, since, as far as, although), connectives (when, if, after, while, also, as well), Tenses continuous</p>	<p>Grammar & Syntax: Connectives; speech – direct and indirect; Tenses participles; active passive; co-relative conjunctions (either or, neither nor)</p>	<p>Grammar & Syntax: To explore further the range of prepositions and prepositional phrases</p>
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