

## ORAL LANGUAGE – LISTENING AND SPEAKING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p><b>Conceptual understandings:</b></p> <p><i>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</i></p>	<p><b>Conceptual understandings:</b></p> <p><i>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.</i></p>	<p><b>Conceptual understandings:</b></p> <p><i>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.</i></p>	<p><b>Conceptual understandings:</b></p> <p><i>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.</i></p>	<p><b>Conceptual understandings:</b></p> <p><i>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.</i></p>
<b>Learners:</b>	<b>Learners:</b>	<b>Learners:</b>	<b>Learners:</b>	<b>Learners:</b>
Echo simple vocabulary and phrases	Interact in a simple way	Participate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities	Enter unprepared into conversation on topics that are familiar	Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible
Join in with familiar, songs, rhymes and games	Ask and answer simple questions, in areas of immediate need or on familiar topics	Handle very short social exchanges with scaffolding	Connect phrases in a simple way in order to describe experiences, their own work and events	Take an active part in discussion in familiar contexts, accounting for and sustaining own views
Use single words and two-word phrases in context	Use simple phrases and sentences to describe surroundings, where I live and people I know	Use a series of phrases and sentences to describe in simple terms family circumstances	Briefly give reasons and explanations for opinions and plans	Present clear, detailed descriptions on a wide range of subjects related to own field of interest
			Narrate a story or relate the plot of a book or film and describe own reactions	Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
			Participate in a variety of dramatic activities	

# ISÄ PYP SWEDISH LANGUAGE-ACQUISITION SCOPE AND SEQUENCE



Listening				
Learners:	Learners:	Learners:	Learners:	Learners:
Show interest when read to	Listen and show pleasure	Listen and show understanding	Listen to a variety of oral presentations	Listen and respond appropriately to instructions and questions
Recognise familiar words and very basic classroom phrases	Begin to recognise familiar words and very basic phrases concerning themselves, family and immediate concrete surroundings	Understand phrases and the highest frequency vocabulary related to areas of immediate personal relevance (e.g. very basic personal and family information)	Understand the main points of clear standard speech of familiar matters regularly encountered in school, leisure etc	Listen and reflect to a variety of oral presentations
	Understand and follow very basic instructions	Catch the main point in short, clear, simple messages and announcements	Understand the main point in many radio or TV programmes when the delivery is relatively slow and clear	Understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar
		Understand and follow basic instructions	Listen appropriately to instructions and questions	Understand a majority of films in Swedish
				Understand most TV news

# VISUAL LANGUAGE- VIEWING & PRESENTING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: <i>Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</i></p>	<p>Conceptual understandings: <i>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.</i></p>	<p>Conceptual understandings: <i>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.</i></p>	<p>Conceptual understandings: <i>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.</i></p>	<p>Conceptual understandings: <i>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.</i></p>
Learners:	Learners:	Learners:	Learners:	Learners:
Use body language (pointing, gesturing and facial expressions, moving)	Use body language (pointing, gesturing and facial expressions, moving) to communicate ideas and feelings.	Give a short presentation about themselves or on a familiar subject	Use expressions and tone to convey a message	View and critically analyse a range of visual texts
Draw pictures to communicate and show understanding	Relate to different contexts presented in visual texts according to their own experiences	View, respond to and describe visual information	Reflect on why others may perceive visual information different than himself/herself	Communicate through a combination of oral, written and visual media to influence the way people think and feel
Use body language (facial expressions, gestures and eye contact) to enhance or modify a message	Talk about own feelings and show empathy for others	Describe visual information in relation to self	Prepare visual presentations, individually or in a group	Use body language (facial expressions, gestures and eye contact) to enhance or modify a message
	Comment on illustrations and the information they show.	Draw or choose visuals connected to a topic	View, respond and describe visual information, communicating understanding in oral written and visual form	Analyse and interpret the ways in which visual effects are used to establish contexts

# ISÄ PYP SWEDISH LANGUAGE-ACQUISITION SCOPE AND SEQUENCE



	Use body language (facial expressions, gestures and eye contact) to enhance or modify a message		Understand and explain how visual effects can be used to reflect a particular context	
			Give a short (2 mins) presentation on a researched subject	
			Draw or choose visuals connected to a text	
			Use expression, tone and ... when speaking	

## 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>
Learners:	Learners:	Learners:	Learners:	Learners:
Identify letters and sounds in the Swedish alphabet	Understand familiar names of places, words, and very simple sentences, for example, on signs and headings	Read short simple sentences, instructions and texts with familiar content	Read and understand shorter texts and messages that consist mainly of high frequency everyday or school related language	Understand the main concept/main idea of a longer text
Use clues in pictures to develop their understanding of a text	Interpret clues in pictures to being to make predictions about a text	Read and interpret information around them	Find predictable information in everyday material such as ads, menus and timetables	Begin to explore different types of texts (fiction, non-fiction, articles connected to recent events)
	Retell a story in the language of instruction with guidance (mixed)	Understand short simple personal messages	Understand the description of feelings, wishes and opinions	Understand the description of feelings, wishes and opinions between the lines
		Retell a familiar story in Swedish with guidance (mixed)		

## 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>
Learners:	Learners:	Learners:	Learners:	Learners:
Match a letter to sound	Copy a simple text	Write short simple sentences/ instructions with familiar content	Write short texts, with facts, opinions or information connected to personal experiences	Write a clear, detailed text to explain facts, express opinions or share information
Form letters	Can label a familiar picture/object/image	Write a short, simple, personal message consisting of a few learned phrases	Write messages describing experiences and impressions with longer sentences and increasing detail	
Copy/trace simple words	Connect written codes with the sounds of spoken language (sight words)	Given a structure, student can write a simple text about themselves or their lives		
Make suggestions during shared writing				