

# ORAL LANGUAGE – Listening & Speaking

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings: <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>Conceptual understandings: <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>Conceptual understandings: <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>Conceptual understandings: <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>Conceptual understandings: <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>
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	Listen and respond appropriately to instructions, questions and explanations
Listens attentively and considerately and responds in small and large group discussions/conversations	Effectively take part and follow conversations	Ask questions for clarification and understanding	Identify and expand on main ideas in familiar oral texts	Generate, develop and modify ideas and opinions through discussion
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	Use oral language to formulate and communicate possibilities and theories
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	Begin to paraphrase and summarize	Infer meanings, draw conclusions and make judgments about oral presentations
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	Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations

# ISÄ PYP SWEDISH LANGUAGE-LITERATURE SCOPE AND SEQUENCE



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	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
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	Explain and discuss their own writing with peers and adults	Use register, tone, voice level and intonation to enhance meaning
Asks questions and gives appropriate answers	Listen to and talk about stories, poems, factual information, explanations	Recount stories and begin to determine their central message	Verbalize their thinking and explain their reasoning	Use speech responsibly to inform, entertain and influence others
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	Paraphrase and summarize when communicating orally	Reflect on communication to monitor and assess their own learning.
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	Argue persuasively and justify a point of view	Show open-minded attitudes when listening to other points of view
		Organise thoughts and feelings before speaking		Appreciate that people speak and respond according to personal and cultural perspectives

# VISUAL LANGUAGE – Viewing & Responding

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>
<p>Attend to visual information showing understanding through play, gestures, facial expression</p>	<p>Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</p>	<p>Use actions and body language to reinforce and add meaning to oral presentations</p>	<p>View, respond to and describe visual information, communicating understanding in oral, written and visual form</p>	<p>Analyse and interpret the ways in which visual effects are used to establish context</p>
<p>Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</p>	<p>Use body language in mime and role play to communicate ideas and feelings visually</p>	<p>Discuss personal experiences that connect with visual images</p>	<p>Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response</p>	<p>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</p>
<p>Recognize familiar signs labels and logos, for example pedestrian signs, emergency exits, no pets allowed, and find similarities and difference; and make personal connections</p>	<p>Talk about their own feelings in response to visual messages; show empathy for the way others might feel</p>	<p>Realise that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</p>	<p>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>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</p>
<p>Observe visual cues that indicate context; show understanding by matching pictures with context</p>	<p>Relate to different contexts presented in visual texts according to their own experiences, for</p>		<p>Discuss a newspaper report and tell how the words and pictures work</p>	<p>Examine and analyse text and illustrations in reference material, including online text,</p>

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	example, "That looks like my uncle's farm."		together to convey a particular message	explaining how visual and written information work together to reinforce each other and make meaning more explicit
Make personal connections to visual texts, for example, a picture book about children making friends in a new situation	Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip		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	With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful
Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions			Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products	
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..."				

## 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>
Recognise the connection between the spoken word and the written word and identify words in a short sentence.	Use phonic and context clues as self-correction strategies when reading	Read aloud with fluency and expression	Distinguish between fiction and non-fiction and select books appropriate to specific purposes	Read a wide range of texts confidently, independently and with understanding
Consolidate knowledge of the letters of the alphabet and their corresponding sounds	Use the cues of punctuation marks for expression and fluency	Apply appropriate strategies to self-correct when reading	Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome	Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility
Recognizes that a story has a Beginning, Middle and End	Able to read independently for short periods (5-10 minutes)	Reads independently (10-15 minutes)	Read silently for increasing longer periods (15-30 minutes)	Make inferences and be able to justify them
Tell in own words what the book is about	Uses a variety of reading strategies to make meaning of text e.g. pictures, phonics, context, punctuation, self-correction	Use the cues of punctuation to guide in meaning making and expressive oral reading	Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail	Use a range of strategies to solve comprehension problems and deepen their understanding of a text
Predicts what may happen next in the story & revises or confirms predictions	Reads and retells familiar stories independently and confidently	Make, confirm, modify predictions while reading	Identify relevant, reliable and useful information and decide on appropriate ways to use it	Work in cooperative groups to locate and select texts appropriate to purpose and audience

# ISÄ PYP SWEDISH LANGUAGE-LITERATURE SCOPE AND SEQUENCE



Show empathy for characters in a story	Confirm predictions about what will happen next in a story	Make connections to other authors, books and perspectives (compare – contrast)	Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters	Identify and describe elements of a story— plot, setting, characters, theme— and explain how they contribute to its effectiveness
Recalls the plot and characters of a story	Make inferences about a character	Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways	Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories	Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with them
Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity	Retell beginning, middle, and end of a story with guidance	Discuss their own experiences and relate them to fiction and non - fiction texts	Distinguish between fact and opinion, and reach their own conclusions about what represents valid information	Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
Begin to read own writing	Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group	Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view		Consistently and confidently use a range of resources to find information and support their inquiries
	Read and follows written directions	Recognise the author's purpose, for example, to inform, entertain, persuade, instruct		Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
	Understand what is read by responding appropriately to questions			Read with sufficient accuracy and fluency to support comprehension of novels and poetry
	Sound out unfamiliar words			

## 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>
<p>Use a combination of drawing, dictating and writing to describe a simple event</p>	<p>Begin to use capital letters, full stops and question marks</p>	<p>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</p>	<p>Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p>	<p>Write independently and with confidence, demonstrating a personal voice as a writer</p>
<p>Use spaces between words</p>	<p>Writes simple sequenced stories with a plot, containing a beginning, middle and end</p>	<p>Organize ideas in a logical sequence, for example, write fiction and non-fiction pieces with a clear beginning, middle and end</p>	<p>Begin to take notes and summarise research using own words.</p>	<p>Show awareness of different audiences and adapt writing appropriately</p>
<p>Write names and familiar words</p>	<p>Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions</p>	<p>Proofread their own writing and make some corrections and improvements</p>	<p>Select vocabulary and supporting details to achieve desired effects e.g. adjectives and powerful verbs</p>	<p>Use planning, drafting, editing and reviewing processes independently and with increasing competence</p>
	<p>Write legibly (läsligt) and use spacing between words consistently</p>	<p>Uses a variety of punctuation (full stops, question marks, exclamation marks, commas, apostrophes and speech marks)</p>	<p>Identify the use of powerful verbs and descriptive language e.g adjectives, adverbs, similes and metaphors in narrative writing and poetry</p>	<p>Use standard spelling for most words and use appropriate resources to check spelling</p>

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	Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story	Increases use of visual strategies, spelling rules and knowledge of word parts to spell correctly	Reread, edit and revise to improve their own writing, for example, content, language, organization	Critique the writing of peers sensitively; offer constructive suggestions
	Write an increasing number of frequently used words or ideas independently	Plan, edit own work with peer and teachers' feedback		Grammar & Syntax: To explore the range verbs, adjectives, tenses (verb, adjektiv, presens, imperfect etc)
		Use feedback from teachers and other students to improve their writing		
		Identify and describe elements of a story—setting, plot, character, theme		