

Language in the PYP

Oral communication: listening and speaking

Students will learn how to use a variety of oral language appropriately and with increasing confidence. They will talk about their own thoughts, feelings and opinions and they will be able to work in groups to discuss their ideas. They will appreciate that listening is important and, in both small- and large- group situations, listen with increasing concentration and consideration.

Written communication: reading and writing

Students will read for pleasure and information with increasing independence. They will be confident about their own reading and will continue to develop a range of reading strategies to decode and make sense of text. They will discuss stories heard and read, demonstrate an awareness of the role of the characters and plot, and will respond to the ideas and feelings expressed. They will learn to utilize an increasingly wide range of reference books and dictionaries independently. A balanced learning experience includes opportunities to participate either independently, in small groups or in whole-class situations. Opportunities will be given for daily independent and instructional reading. Students will learn to write confidently, with developing legibility and fluency. They will write for a variety of purposes. They will learn to plan, edit and review their own writing, showing an increasing ability to spell accurately. They will learn to use spelling patterns and to develop their phonetic skills to spell, especially when constructing more complex words. As risk-takers, they will demonstrate confidence in attempting to write unfamiliar words using a variety of strategies. They will be given opportunities for daily independent and instructional writing.

Visual communication: viewing and presenting

Students will understand that communication involves visual, verbal, and kinaesthetic features. They will understand that signs and symbols carry meaning and will learn to read a range of signs widely used in their immediate environment. They will be able to read and use texts with different types of layout and will understand information presented by a range of visual media including television, theatre and computer. Using a variety of visual and technological media, the students will search for, record and present information. As they continue to develop an increasing understanding of what they view, they will make more informed choices

In Year 1 and 2 the following skills will be studied:

Oral communication: listening and speaking

- listen attentively and considerately and respond in small- and large-group situations
- appreciate and relate to different voice tones, and use tone, volume and intonation to enhance meaning
- use talk to establish relationships with others and for a variety of personal purposes
- begin to understand that language is influenced by purpose and audience
- hear and accept differences between languages

- participate in imaginative play, storytelling, role play and dramatization of stories and poems
- listen to and talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail
- be able to anticipate and predict when listening to texts read aloud
- pick out main events and relevant points
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others.
- retell, relate and sequence events and stories with increasing detail
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to develop specific vocabulary to suit different purposes, eg descriptive, comparative or persuasive vocabulary
- appreciate that a word can have various meanings (eg light)
- hear the beginning, middle and end of words, including blends and digraphs
- hear and use rhyming words
- use simple and compound sentences, with appropriate word order

Written communication: reading

- enjoy reading and being read to
- read for a variety of purposes and respond to what is read
- participate in paired, group or class reading activities
- read and retell simple, familiar books independently with confidence and will be willing to take risks
- read silently with a degree of independence
- use a variety of reading strategies to make meaning of text: picture cues, directionality, phonics, self-correction, one-to-one correspondence, context, prediction, an increasingly developed sight vocabulary, memory, punctuation, syntax, rereading and reading on
- recognize that a story has a beginning, middle and end
- predict what may happen next in a story and revise or confirm predictions
- identify with a character or a situation, recall the plot and characters of a story
- understand and respond to the ideas and feelings expressed in various reading materials
- recognize and talk about a range of different text types (eg letters, lists, recipes, stories, poetry, plays)
- start to develop personal preferences in reading
- understand the role of an author or illustrator
- recognize and use the different parts of a book (title page, contents page, page numbers, index)
- know the difference between fiction and nonfiction
- begin to use reference books, dictionaries and computers with some independence and confidence
- read simple text aloud with expression and with regard to punctuation
- understand sound-symbol relationships and recognize and name all letters and sounds

- know the alphabet and be able to use simple alphabetical order.

Written communication: writing

- show confidence and a positive attitude to writing
- write about a range of topics that are personally significant
- write simple, sequenced stories with a beginning, middle and end
- use some simple literary forms and structures
- show some knowledge of, and a willingness to use an appropriate writing process (planning, drafting, editing, producing)
- respond orally to the work of others
- present writing appropriately with correct directionality and pacing
- use capital letters, full stops and question marks
- accurately spell some high frequency words
- use phonetic spelling
- begin to use some common spelling patterns
- use a simple dictionary or thesaurus
- use simple and compound sentences
- write legible upper- and lower-case letters in a consistent style.

Visual communication: viewing and presenting

- understand that communication involves visual as well as verbal features
- understand that signs, symbols and icons carry meaning
- use a range of communications media, (eg drama, video, photography, computers, texts with different types of layout) to locate, present and record information
- understand that of everything they see is useful or relevant and know how to make discerning choices
- begin to interpret visual cues in order to analyse and make inferences.
- make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them
- begin to interpret information provided in advertisements (catalogues, magazines, billboards and on television)
- begin to understand the role of familiar media in their own and their family's daily life
- begin to use appropriate technology such as a computer, printer, CDROM, digital camera.

Years 3 and 4

Oral communication: listening and speaking

- respect the power of language and its effect on others, showing sensitivity
- listen appreciatively and responsively
- listen for a specific purpose in a variety of situations (eg stories, poetry, drama, instructions, discussions, conversations)
- listen responsively to stories read aloud in order to identify story structures and ideas

- understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups
- use language confidently, appropriately and with increasing accuracy
- organize thoughts and feelings before speaking
- use register, tone and voice level appropriately and purposefully
- use a range of specific vocabulary to suit different purposes
- explain and discuss their own stories and writing with peers and adults. begin to communicate in more than one language
- use more sophisticated storytelling skills showing an increasing awareness of structure and expression
- begin to argue persuasively and defend a point of view
- begin to paraphrase and summarize.
- takes turns at speaking and listening

Written communication: reading

- read independently, fluently, accurately and with understanding
- engage daily in individual silent reading with concentration
- use reading for pleasure, instruction and information
- maintain a “reading reflections” or “learning” journal
- show an interest in a variety of fiction and nonfiction literature.
- recognize and appreciate different literary styles and genres
- express preferences in reading materials
- understand and respond to the ideas, feelings and attitudes expressed in various *texts*
- begin to recognize the author’s purpose (to inform, persuade, entertain, instruct)
- begin to understand that *texts* may be interpreted differently by different people
- make inferences and be able to justify them
- identify and describe elements of a story (setting, plot, characters, theme)
- recognize that there are more complex story structures than beginning, middle and end
- read to skim and scan in order to find specific information quickly
- respond to *text* by identifying the main idea, recognizing cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions
- read *text* aloud with fluency, expression and with regard to punctuation
- locate, select and use reference books, dictionaries and *IT* to find information

Written communication: writing

- experience and appreciate different types of writing structures and styles
- use appropriate punctuation to support meaning
- demonstrate an increasing understanding of how and why grammar works
- accurately spell high frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity
- begin to select vocabulary according to the audience and purpose
- use content-specific vocabulary which may be connected to the unit of inquiry

- write a descriptive, narrative or information paragraph with a topic sentence, supporting details and closing sentence
- write for a range of purposes, both creative and informational, for themselves and others
- write in a consistent, legible style
- use word processing to compose written pieces
- write independently with confidence, demonstrating an increasing development of the individual “voice” of the writer
- respond to the writing of others with sensitivity and respect
- compose using a range of structures and styles to reflect the particular purpose of the writing
- reread their written work in order to make revisions and improve their writing.
- begin to use literary devices such as similes, onomatopoeia, and alliteration
- experiment composing different forms of poetry, including free verse and those governed by a variety of structures.

Visual language

- demonstrate an awareness of the presence of the media in the daily life of most people
- define the role of advertising as part of media presentation
- demonstrate an understanding of the basic elements of a poster
- study and interpret a still representation of a landscape (eg photograph, painting, model), identify what is seen, describe the elements shown in the picture and analyse the picture
- use strategies to identify appropriate resources and find information in visual media
- use critical and analytical skills to respond to communications media.
- search for, record and resent information from a variety of media and *texts*
- explore and use visual communication in order to express their own ideas and interpret the ideas of others
- view, analyse and discuss a wide variety of media works and relate them to their own experiences
- use a range of technologies to create media works of many types (eg cartoons, designs, film animation, web pages, diagrams)
- begin to select the appropriate presentation format for their work
- appreciate form and quality of presentation
- categorize visual documents.

Years 5 and 6

Oral communication: listening and speaking

- use discussion to generate, develop, modify and present ideas
- participate appropriately in increasingly complex discussions, conversations, class and group meetings, debates and group presentations.
- argue persuasively
- understand how language can influence points of view and the responses of others
- infer meanings, draw conclusions and make judgments.

- prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform, to persuade, to direct)
- use a wide vocabulary and complex sentence structures with a high level of accuracy
- understand and use a variety of literary devices such as metaphor, simile
- give increasingly complex instructions, directions and messages and respond appropriately to those of others.
- listen appropriately for a sustained period and for a variety of purposes show an active interest in and respect for other languages
- identify and appreciate differences and similarities between languages
- communicate in more than one language.

Written communication: reading

- categorize literature (fable, myth, biography, novel, essay)
- identify genre (eg science fiction, mystery, historical novel)
- read widely across the genre and show an interest in a variety of literature.
- identify the different types of conflict in a story
- make informed judgments about the author's purpose.
- Students show appreciation of different writing styles
- recognize and understand figurative language (eg similes, metaphors)
- identify and discuss forms and structures.
- independently select the appropriate reading strategy for the purpose of the activity (eg scanning skimming, rereading).
- be familiar with the standard organization of informational *text*.
- locate, access, organize and synthesize information from a variety of sources
- generate new questions after reading and connect these to prior knowledge and experience.
- show awareness that poems have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning
- be aware that poems are open to a range of interpretations
- understand that words can evoke mental images
- use specific vocabulary to comment on and analyse poetry (line, stanza, rhyme etc).

Written communication: writing

- participate in an appropriate writing process (eg group discussions, brainstorming, webbing, planning, drafting, revising, editing)
- use an appropriate writing process independently and confidently to communicate effectively and fluently
- display a sense of audience by writing in a variety of styles for a range of purposes: matching the style of writing to the task
- plan, organize and complete writing projects of increasing length and complexity
- show individuality and creativity in writing style, use a range of modes in writing: narrative, descriptive, persuasive, expository
- use writing independently and effectively to structure thinking and to communicate.
- use a range of pre-writing strategies
- use a variety of strategies for collecting and organizing ideas, details and information.

- revise writing to clarify ideas, and to improve smooth flow of ideas
- use appropriate paragraphing
- edit and proofread their own and peers' writing before completing a final copy
- use appropriate punctuation and grammar (eg apostrophes, quotation marks)
- use correct syntax and increasingly complex sentence structure
- recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb).
- use a range of vocabulary including content-specific vocabulary, which clearly and precisely conveys meaning and creates atmosphere and mood
- use figurative language appropriately in writing (eg simile, metaphor)
- use standard spelling for most words and use appropriate resources to check spelling.
- complete a bibliography to list resources
- have a fluent and legible style of handwriting and show competency in word processing.
- write engaging stories that have a recognizable and appropriate structure.
- use a variety of note-taking and study skills to comprehend oral and written text and gather information during research.
- experiment composing different forms of poetry, including free verse and those with specific structures.

Visual communication: viewing and presenting

- define the role of advertising as part of media presentation.
- interpret and analyse the purpose and point of view of a visual presentation (television programme, advertisement, video)
- recognize that our interpretations of visual presentations are influenced by our backgrounds and experience.
- analyse the different meanings that can be conveyed in different versions of the same story (eg film/film, film/book, comic strip).
- identify and analyse the structures and features characteristic of a range of visuals
- recognize that visuals are constructed for particular reasons.
- understand that the form and quality of the presentation of their work reflects their thinking and attitudes.

Year 7

Oral communication: listening and speaking

- use discussion to generate, develop, modify and present ideas
- participate appropriately in complex discussions, conversations, class and group meetings, debates and group presentations.
- argue persuasively and practise debating skills, presenting a point of view that is not necessarily their own
- understand how language can influence points of view and the responses of others
- infer meanings, draw conclusions and make judgments.
- prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform, to persuade, to direct)

- use a wide vocabulary and complex sentence structures with a high level of accuracy
- understand and use a variety of literary devices such as metaphor, simile, personification.
- Students will give complex instructions, directions and messages and respond appropriately to those of others.
- Students will listen appropriately for a sustained period and for a variety of purposes (eg to seek information, to gain knowledge, for instructions, for enjoyment).
- show an active interest in and respect for other languages
- identify and appreciate differences and similarities between languages
- communicate in more than one language.

Written communication: reading

- categorize literature (fable, myth, biography, novel, essay)
- identify genre (eg science fiction, mystery, historical novel)
- read widely across the genre and show an interest in a variety of literature.
- identify the different types of conflict in a story
- make informed judgments about the author's purpose.
- Students show appreciation of different writing styles
- recognize and understand figurative language (eg similes, metaphors, idioms)
- identify and discuss forms and structures.
- independently select the appropriate reading strategy for the purpose of the activity (eg scanning skimming, rereading).
- be familiar with the standard organization of informational *text*.
- locate, access, organize and synthesize information from a variety of sources
- generate new questions after reading and connect these to prior knowledge and experience.
- show awareness that poems have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning
- be aware that poems are open to a range of interpretations
- understand that words can evoke mental images
- use specific vocabulary to comment on and analyse poetry (line, couplet, stanza, rhyme scheme etc).

Written communication: writing

- participate in an appropriate *writing process* (eg group discussions, brainstorming, webbing, planning, drafting, revising, editing)
- use an appropriate *writing process* independently and confidently to communicate effectively and fluently
- display a sense of audience by writing in a variety of styles for a range of purposes: matching the style of writing to the task, adapting writing according to the audience and demonstrating the ability to engage and sustain the interest of the reader.
- plan, organize and complete writing projects of increasing length and complexity

- show individuality and creativity in writing style, use a range of modes in writing: narrative, descriptive, persuasive, expository
- use writing independently and effectively to structure thinking and to communicate.
- use a range of pre-writing strategies
- use a variety of strategies for collecting and organizing ideas, details and information.
- revise writing to clarify ideas, provide examples, change sequence and to improve smooth flow of ideas
- use appropriate paragraphing
- edit and proofread their own and peers' writing before completing a final copy
- use appropriate punctuation and grammar (eg semicolons, colons, apostrophes, quotation marks)
- use correct syntax and increasingly complex sentence structure
- recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb).
- use a range of vocabulary including content-specific vocabulary, which clearly and precisely conveys meaning and creates atmosphere and mood
- use figurative language appropriately in writing (eg simile, metaphor, alliteration, idiom)
- use standard spelling for most words and use appropriate resources to check spelling.
- complete a bibliography to list resources
- have a fluent and legible style of handwriting and show competency in word processing.
- write engaging stories that have a recognizable and appropriate structure.
- use a variety of note-taking and study skills to comprehend oral and written text and gather information during research.
- experiment composing different forms of poetry, including free verse and those with specific structures.

Visual communication: viewing and presenting

- define the role of advertising as part of media presentation.
- interpret and analyse the purpose and point of view of a visual presentation (television programme, advertisement, video)
- recognize that our interpretations of visual presentations are influenced by our backgrounds and experience.
- develop an awareness of how characters in film are constructed.
- analyse the different meanings that can be conveyed in different versions of the same story (eg film/film, film/book, comic strip).
- identify and analyse the structures and features characteristic of a range of visuals
- recognize that visuals are constructed for particular reasons.
- understand that the form and quality of the presentation of their work reflects their thinking and attitudes.

