<table>
<thead>
<tr>
<th></th>
<th>K2</th>
<th>G1</th>
<th>G2</th>
</tr>
</thead>
</table>
| Use of Texts     | • Listen to texts read aloud and show understanding by responding in oral, written or visual form  
                  • Memorise and join in with poems, rhymes and songs  
                  • Follow classroom instructions, showing understanding      | • Listen and respond in small or large groups for increasing periods of time  
                  • Retell in sequence, e.g. stories, recounts  
                  • Follow two step instructions                             | • Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing detail  
                  • Express thoughts, ideas and opinions and discuss them, respecting contributions from others  
                  • Use language to explain, inquire and compare  
                  • Follow multi-step directions                              |
| Contextual       | • Describe personal experiences                                    | • Ask questions to gain information and respond to inquiries directed to the class or themselves  
                  • Obtain simple information from accessible spoken texts  
                  • Predict likely outcomes when listening to texts read aloud  
                  • Talk about the writing, pictures and models they have created | • Hear and appreciate differences between languages  
                  • Understand and use specific vocabulary to suit different purposes  
                  • Begin to understand that language use is influenced by its purpose and audience  
                  • Try different ways of adjusting speaking and listening, e.g. tone and pace |
| Understanding    | • Distinguish beginning, medial and ending sounds of words with increasing accuracy  
                  • Structure simple spoken texts appropriately  
                  • Interpret simple commands and questions  
                  • Rely on simple sentences to communicate ideas            | • Use grammatical rules of language  
                  • Structure simple spoken texts appropriately  
                  • Use simple connectives to link ideas  
                  • Use simple statements, commands and questions  
                  • Use everyday terms related to their experiences and some subject specific words | • Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatisation of familiar stories and poems  
                  • Recognise patterns in language and use increasingly accurate grammar  
                  • Experiment with different speaking and listening behaviours, e.g. proximity, eye contact, volume |
| Conventions      | - Use a range of high frequency, topic-specific and personal content words to create meaning  
                  - Use a limited range of processes and strategies when speaking, e.g. use repetition | - Talk about thinking with others, e.g. I think...  
                  - Use a large and increasing bank of high frequency, topic-specific and personal content words to create meaning  
                  - Use a small range of processes and strategies when speaking, e.g. using props | - Pick out main events and relevant points in oral texts  
                  - Experiment with a small range of processes and strategies when listening, e.g. draws pictures |
| Processes and    | - Use a range of high frequency, topic-specific and personal content words to create meaning  
                  - Use a limited range of processes and strategies when speaking, e.g. use repetition |                                                           |                                                                 |
<p>| Strategies       |                                                                     |                                                                     |                                                                 |</p>
<table>
<thead>
<tr>
<th>Use of Texts</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
</tr>
</thead>
</table>
| **Use of Texts** | - Listen attentively and speak appropriately in small and large group interactions  
- Listen reflectively to stories read aloud in order to identify story structures and ideas  
- Listen for a specific purpose in a variety of situations  
- Obtain specific information from short informational and expressive spoken texts | - Listen effectively to obtain specific information from informational and expressive spoken texts  
- Present their own point of view and respect the views of others  
- Identify and expand on main ideas in familiar oral texts  
- Generate and modify ideas and opinions through discussions | - Listen effectively to obtain specific information from informational and expressive spoken texts  
- Use oral language appropriately and with increasing accuracy  
- Compose spoken texts using most text structures and features appropriately  
- Participate appropriately as listener and speaker, including participating in discussions, conversations, debates and group presentations  
- Generate, develop and modify ideas and opinions through discussion  
- Develop and present familiar ideas and information, and support opinion with some detail, in a variety of classroom situations |
| **Contextual Understanding** | - Use language for a variety of personal purposes, e.g. invitations  
- Provide some background information and supporting ideas for the listener, e.g. facts and personal reasons  
- Begin to understand that language use is influenced by its purpose and the audience | - Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs/groups to develop oral presentations  
- Argue persuasively and defend a point of view  
- Appreciate that language is not always used literally; understand and use the figurative language of their own culture  
- Experiment with a range of devices to enhance meaning of spoken texts, e.g. volume, simile, rhyme, common sayings  
- Listen and respond appropriately to instructions, questions and explanations | - Infer meanings, draw conclusions and make judgments about oral presentation  
- Argue persuasively and justify a point of view  
- Use speech responsibly to inform, entertain and influence others  
- Use a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume, speed of speech, negotiating meaning  
- Be aware that certain forms of spoken text are associated with particular contexts and purposes  
- Understand that people’s points of view and beliefs influence the construction of spoken texts |
| **Conventions** | - Recognise patterns in language and use increasingly accurate grammar  
- Experiment with more complex structures and features to express spoken ideas and information, e.g. provide some supporting details  
- Respond appropriately to spoken language in informal situations  
- Use some language structures and features appropriate to the purpose | - Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context  
- Realise that grammatical structures can be irregular and begin to use them appropriately and consistently  
- Recognise that different forms of grammar are used in different contexts  
- Select listening behaviours to suit purpose and audience | - Use an increasing vocabulary and more complex sentence structures with a high level of specificity  
- Understand and use figurative language such as simile, personification and metaphor  
- Use standard grammatical structures competently in appropriate situations  
- Use register, tone, voice level and intonation to enhance meaning  
- Select speaking behaviours to suit purpose and audience |
| **Processes and Strategies** | - Explore thinking strategies with others  
- Experiment with a small range of processes and strategies when speaking, e.g. use rehearsed phrases | - Explain and discuss their own writing with peers and adults  
- Begin to paraphrase and summarise  
- Organise thoughts and feelings before speaking  
- Verbalise their thinking and explain their reasoning  
- Use a variety of processes and strategies when listening, e.g. ask questions to seek confirmation | - Show open-minded attitudes when listening to other points of view, e.g. reflect on communication to monitor and assess their own learning  
- Reflect on speaking and listening activities and use this knowledge in an attempt to improve communication  
- Use a variety of processes and strategies when speaking, e.g. justifying and explaining statements  
- Paraphrase and summarise when communicating orally  
- Use oral language to formulate and communicate possibilities and theories |
<table>
<thead>
<tr>
<th>ISV Speaking and Listening Target Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-K</strong></td>
</tr>
<tr>
<td><strong>Use of Texts</strong></td>
</tr>
</tbody>
</table>
| Ongoing Development  
- Understand more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’  
- Understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is…?)  
- Develop understanding of simple concepts (e.g. big/little)  
- Understand use of objects (e.g. ‘What do we use to cut things?’)  
- Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture  
- Respond to simple instructions, e.g. to get or put away an object  
- Respond to instructions involving a two-part sequence  
- Maintain attention, concentrate and sit quietly during appropriate activity | - Listen and respond to picture books, demonstrating their understanding through gestures, expression and/or words  
- Understand simple questions and respond with actions or words  
- Follow classroom directions and routines, using context  
- Show interest in playing with sounds, songs and rhymes  
- Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus  
- Listen to others one to one or in small groups, when conversation interests them |
| **Contextual Understanding** | **Contextual Understanding** |
| Ongoing Development  
- Use gestures, action, body language and/or words to communicate needs and to express ideas  
- Use single words and two word phrases in context  
- Interact effectively with peers and adults in familiar social settings  
- Use language to address their needs, express feelings and opinions  
- Use oral language to communicate during classroom activities, conversations and imaginative play  
- Use mother tongue to express needs and explain ideas  
- Listen and respond to others in a range of contexts and varied subject matters. | - Tell their own stories using words, gestures, and objects/artefacts  
- Understand humour e.g. nonsense rhymes, jokes  
- Two-channeled attention – can listen and do, for short span  
- Beginning to understand ‘why’ and ‘how’ questions |
| **Conventions** | **Conventions** |
| Ongoing Development  
- Realise that people speak different languages  
- Ask questions  
- Respond to spoken language in ways appropriate to home language or culture  
- Attend to spoken texts that are personally significant  
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts  
- Build up vocabulary that reflects the breadth of their experiences | - Maintain a conversation in context  
- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words |
| **Processes and Strategies** | **Processes and Strategies** |
| Ongoing Development  
- Use own grammar style as part of the process of developing grammatical awareness  
- Join in with poems, rhymes, songs and repeated phrases in shared reading experiences  
- Use talk when pretending that objects stand for something else in play, e.g. ‘This box is my castle.’  
- Use language to imagine and recreate roles and experiences in play situations  
- Question why things happen and gives explanations. Asks e.g. who, what, when, how | - Name classmates, teachers and familiar classroom and playground objects  
- Use gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’  
- Use simple sentences (e.g. ‘Mummy gonna work.’)  
- Begins to use word endings (e.g. going, cats)  
- Retell a simple past event in correct order (e.g. went down slide, hurt finger)  
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences  
- Use intonation, rhythm and phrasing to make the meaning clear to others  
- Link statements and maintains a theme or intention  
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events |

Collaboration with a. Teaching staff b. Senior Leadership Team c. Board of Directors d. Parent community  
Resources Used: PYP - Language Scope and Sequence document (2009); First Steps – Second Series (©Western Australian Minister for Education 2005); Assisted from Language Scope and Sequence addendum documents from ‘cwbs.edu.hk’