

## Planning a progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing **range** and **sophistication** of **literary and informational texts** and **works of literature** extending across **genres, cultures** and **historical periods**. These texts will also provide models for students to develop the competencies to communicate **appropriately** and **effectively** in an increasing range of **social, cultural** and **academic contexts**, and for an increasing **variety of audiences and purposes**.

Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

Year 1 In order to reach the aims of language and literature, students should be able to:	Year 3 In order to reach the aims of language and literature, students should be able to:	Year 5 In order to reach the aims of language and literature, students should be able to:
<b>Objective A: Analysing</b>		
<ul style="list-style-type: none"> <li>i. identify and comment upon significant aspects of texts</li> <li>ii. identify and comment upon the creator's choices</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. identify similarities and differences in features within and between texts.</li> </ul>	<ul style="list-style-type: none"> <li>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. identify and explain the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. interpret similarities and differences in features within and between genres and texts.</li> </ul>	<ul style="list-style-type: none"> <li>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. analyse the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. evaluate similarities and differences by connecting features across and within genres and texts.</li> </ul>

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<b>Objective B: Organizing</b>		
<ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
<b>Objective C: Producing text</b>		
<ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas.</li> </ul>

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<b>Objective D: Using language</b>		
<ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in a register and style that serve the context and intention</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>