Grade 2

Language development is essential to human communication and supports personal, cognitive, and cultural growth. In the Primary Years Programme(PYP), language learning includes home, school, and additional languages, helping students connect with their local and global communities. It is key to building relationships, fostering international-mindedness, and bridging cultural differences. Language learning is a social process that enriches both personal and group identity. IB schools emphasise multilingualism, recognising that students develop language skills at different levels based on their experiences, which affirms cultural identity and promotes global understanding.

Language is divided into four interrelated strands which are taught progressively.

- ☐ **Listening and Speaking**
- ☐ **Viewing and Presenting**
- ☐ **Reading**
- ☐ **Writing**

Listening and Speaking

Grade 2

Students show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Focus	Learning Outcomes
Listen attentively	I am beginning to maintain attention and participate actively in collaborative discussions, staying on topic and initiating and responding to comments I show interest and respect when others contribute to discussions
Listen to a variety of oral presentations	I am beginning to maintain my focus when listening to a variety of oral presentations for extended periods of time asking relevant questions and making pertinent contributions I am beginning to demonstrate my understanding of a variety of oral presentations e.g. stories and reports by asking and answering questions about key information presented I can exchange ideas and perspectives with increasing confidence to build shared understanding
Pick out main events	I am beginning to explore oral storytelling processes, including creating an original story
Follow multi-step directions	I am beginning to follow multi-step instructions to allow me to work with increasing independence
Retell familiar stories in sequence	I am beginning to recount personal stories and experiences in class recalling key details in sequence
Anticipate and predict when listening to texts	I am beginning to anticipate possible outcomes when listening to stories/oral presentations by making connections with my own experiences I am beginning to refine and revise my predictions as I reflect on texts that are presented in class
Use language for a variety of personal purposes	I am beginning to use spoken language in a variety of ways e.g. to build friendships, for collaborative learning and for presentations

Express thoughts, ideas and opinions	I am beginning to express my thoughts, ideas and opinions using spoken language clearly I am beginning to respect and consider the different viewpoints of others by listening to, and building on, their contributions
Participate in a variety of dramatic activities	I am beginning to create a variety of dramatic activities e.g. role play, puppet shows and familiar stories/poems to present in class
Use language to explain, inquire and compare	I can use spoken language with increasing clarity to express my thoughts, to explain, to ask questions and compare ideas
Recognise patterns in language(s)	I communicate using full sentences and am beginning to use some grammatical conventions in my spoken language e.g. using the correct tenses
Start to recognise that language use is shaped by its purpose and audience	I am beginning to adapt my spoken language to match my audience or purpose
Use specific vocabulary to suit different purposes	I use a vocabulary to help me to make connections socially and in my learning
Hear and appreciate differences between languages	I show interest and respect of the home languages of my peers I use words/phrases in more than one language to communicate my ideas I can share a story/experience in my home language I sometimes use my home language to translate for my peers I am able to listen to stories in other languages using a range of strategies e.g. context, images, props I participate in class activities that may be in another language e.g. songs, stories

Viewing and Presenting

Grade 2

Students show an understanding that visual text may represent reality or fantasy. They recognise that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

Focus	Learning Outcomes
Interpret visual information	I am beginning to show an understanding of visual information such as picture books and presentations, by asking relevant questions to extend my understanding and knowledge I am beginning to consider and evaluate the visual information presented in class and engage in discussions taking in account the views of others
Discuss feelings	I can talk about my emotions in response to stories/information presented in class and am beginning to form well-structured arguments and opinions about how I feel I am beginning to consider and evaluate the different viewpoints of others
Realise that visual information contributes to understanding	I am beginning to use visual information such as pictures, charts and diagrams to help me to recall spoken language and put it in a meaningful context
Recognise and name familiar visual texts	I can recognise and name familiar visual texts e.g. logos and icons I use in ICT
Observe and discuss familiar and unfamiliar	I am beginning to understand and discuss visual messages e.g. brochures/posters/adverts and formulate

visual messages	opinions/arguments about their efficacy
Discuss personal experiences that connect with visual images	I am beginning to express my ideas about visual images such as photographs, videos and pictures connecting them to my personal experiences
Use actions and body language to add meaning to oral presentations	I understand that my body language conveys messages to my peers and I can use it to communicate more effectively and connect with an audience
Select and use suitable shapes, colours, symbols and layout for presentations	I understand that shapes, symbols and colours have meaning and help me to organise and present my work visually
Text and illustrations convey meaning	I am beginning to identify the link between the text and illustrations/photos in reference materials to enhance my understanding e.g. a bar graph to depict data from a survey
Use the Internet to access relevant information	I am beginning to demonstrate how to use online and offline technology safely, responsibly, and cooperatively
Use appropriate terminology to discuss visual texts	I am beginning to use appropriate terminology related to visual texts e.g. logos, font, background
View a range of visual language formats	I am beginning to view a range of visual language formats and discuss their effectiveness e.g. film, video, posters, drama
Effects are chosen and arranged to create a specific impact	I am beginning to realise that effects such as lighting, music and colour can add meaning to a performance/presentation I am beginning to appreciate that images convey ideas, values, and beliefs as powerfully as words can
Observe and discuss visual presentations	I am beginning to realise what makes a good visual presentation, offering constructive feedback to my peers about the successes of their presentations and reflect on ways to improve

Reading

Grade 2

Students show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.

Focus	Learning Outcomes
Develop personal preferences in reading	I can choose a book of interest to read for pleasure I am beginning to select books to help me with research projects
Read text at an appropriate level	I can read a text and with confidence and understand what I am reading
Recognise a range of different text types	I know the difference between various sources such as letters, poetry, stories and novels
Identify and explain the basic structure of a story	I can explain the beginning, middle, and end of a story
Make predictions about a story	I can make a prediction based on what I have read and change my prediction if needed

Realise that there is a difference between fiction and non-fiction	I can tell the difference between fiction and non-fiction pieces
Recognise and use the different parts of a book	I can explain the different parts of a book such as the title page, contents and index page
Understand sound-symbol relationships	I can use my decoding skills to sound out a word when reading
Use a range of strategies to self-monitor and self-correct	I can use multiple strategies when self-monitoring and self-correcting when reading
Discuss personality and behaviour of story book characters	I can explain the mood of a story and why a character might be feeling or reacting to a situation when reading
Discuss their own experiences in relation to texts	I can make personal connections when reading fiction and non-fiction pieces
Participate in collaborative learning experiences	I can be open-minded to others' opinions of a piece of reading when it is different from mine
Wonder about texts and ask questions	I can be curious about what I am reading and ask questions to make sure I am understanding what I am reading

Writing

Grade 2

Students show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Focus	Learning Outcomes
Organise ideas in a logical sequence	I am beginning to draft and write by using organisational and presentational devices to structure my text and to guide the reader e.g. headings, bullet points, underlining I am beginning to write simple narratives organising my ideas in a sequential manner e.g. beginning, middle and end I am beginning to use story mapping strategies to help me to organise my ideas sequentially
Use appropriate writing conventions	I understand that writing conventions require a specific word order and these may be different from my home language
Use familiar aspects of written language	I write with some independence using familiar spelling patterns, non-decodable high frequency words and some high-interest words too
Use increasingly accurate grammatical constructs	I am beginning to use a range of grammatical constructs including pronouns, adjectives, proper nouns and prepositions
Write legibly, and in a consistent style	I am beginning to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Proofread their own writing	I am beginning to evaluate and edit my writing by proofreading it and making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use feedback from teachers/students	I am beginning to register feedback from teachers and use this constructively to help enhance and improve my writing
Use a dictionary, a thesaurus and word banks	I am beginning to use a dictionary and thesaurus to help me with spelling and to extend my vocabulary in writing tasks
Keep a log of ideas to write about	I am beginning to generate my own ideas of what I want to write about to drive my own learning
Categorising writing genres	I am aware that there are many different types of writing and can categorise them into different genres with support
Self-monitor and take responsibility for improvement	I am beginning to actively participate in conferences with my teachers reflecting on my progress and 'next steps' I am beginning to appreciate areas of strengths and how to set learning goals for myself I am self-motivated to write and am beginning to write outside of tasks set in class
Publish written work, in handwritten form or in digital format	I am beginning to write for a variety of purposes with some fluency and accuracy e.g. journals, stories, experiments, recipes

Created at the International School of Lyon by Anna Clow (First published 2025). Licensed under a CC BY-NC-SA 4.0 License.