

Grade 4

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

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Students show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledge; for negotiating understanding; and for negotiating the social dimension.

Focus	Learning Outcomes
Listen to and present own views	I can listen appreciatively and responsively, presenting my own point of view and respecting the views of others
Listen for a specific purpose	I am able to listen for a specific purpose in a variety of situations and can pick out key information and details
Identify and expand on main ideas	I can identify and expand on the main ideas in familiar oral texts e.g. stories or fables
Listen reflectively to stories	I listen reflectively to stories read aloud in order to identify structures and ideas
Understand that ideas and opinions can be generated, developed and presented through talk	I understand that ideas and opinions can be generated, developed and presented through talk I can work collaboratively in pairs and groups to develop oral presentations
Argue persuasively and defend a point of view	I can present an argument to my class and defend/justify my point of view
Explain and discuss their own writing with peers and adults	I can explain and discuss my writing with peers and adults with clarity
Begin to paraphrase and summarise	I am beginning to paraphrase and summarise information that is presented in my own words using subject-specific vocabulary
Organise thoughts and feelings before speaking	I can organise my thoughts and feelings before speaking to convey the meaning

Use a range of specific vocabulary	I can use a range of specific vocabulary in different situations e.g. mathematical language, scientific language I have an awareness that language is influenced by purpose, audience and context e.g. sentence structure, word choice, punctuation, and formal or informal language convey a wide variety of meanings in a range of settings
Realise that grammatical structures can be irregular	I am aware that grammatical structures can be irregular and begin to use them appropriately and consistently
Use oral language appropriately	I use spoken language appropriately, confidently and with increasing accuracy I use oral language for an increasingly wide range of purposes e.g. presentations, storytelling and recounting events
Verbalise their thinking and explain their reasoning	I express my thinking clearly explaining my thought process with reasonable arguments
Recognise that different forms of grammar are used in different contexts	I recognise that different forms of grammar are used in different contexts
Appreciate that language is not always used literally	I understand that figurative language is a method of communicating with people without using the actual or literal meaning of words and phrases

Viewing and Presenting

Grade 4

Students show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Focus	Learning Outcomes
Communicate in oral, written and visual form	I can describe visual information sharing my ideas verbally, in written form and through visual media e.g. videos, photos
Describe personal reactions to visual messages	I can describe my reactions to visual messages expressing my ideas with some clarity I can reflect on why others may perceive the images differently and am open to varying perspectives
Understand and explain how visual effects can be used to reflect a particular context	I understand and can explain how visual effects can be used to reflect a particular context
Recognise and name familiar visual texts	I can recognise and name familiar visual texts and explain why they are or are not effective, e.g. advertising, logos, labels, signs, billboards
Interpret visual cues	I can interpret visual cues in order to analyse and make inferences about the intention of the message
Write and illustrate a personal response	I can explain how my own personal experiences can add to the meaning of a selected film/movie I can write and illustrate a personal response to a selected film/movie
Identify aspects of body language	I can identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters

Design posters and charts	I can design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects I can explain how the desired effect is achieved
Discuss a newspaper report	I can discuss a newspaper report and explain how the words and pictures work together to convey a particular message
Prepare presentations	I can prepare visual presentations using a range of media e.g. including computer and web-based applications, independently or collaboratively as part of a group
Discuss and explain visual images	I can discuss and explain visual images and effects using appropriate terminology e.g. image, symbol, graphics, balance, techniques, composition
Experience a range of different visual language formats	I can use a range of different visual language formats e.g. diagram, map or painting, and describe why particular formats are selected to achieve particular effects
Observe and discuss the choice and composition of visual presentation	I can observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, e.g. facial expressions, speech bubbles, word images to convey sound effects
Realise that visual presentations have been created to reach out to a particular audience	I realise that visual presentations have been created to connect with particular audiences I can discuss the way in which visual presentations impact on particular audiences

Reading

Grade 4

Students show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Focus	Learning Outcomes
Read a variety of books	I can read a variety of books for pleasure, instruction and information
Reflect regularly on reading	I can reflect regularly on reading and set future goals for myself
Distinguish between fiction and non-fiction	I can distinguish between fiction and nonfiction and select books appropriate to specific purposes e.g. reference books to gather information
Understand and respond to the ideas, feelings and attitudes expressed in various texts	I understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
Recognise the author's purpose	I recognise the author's purpose, e.g. to inform, entertain, persuade, instruct
Understand that stories have a plot;	I understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
Appreciate that writers plan and structure their stories to achieve particular effects	I appreciate that writers plan and structure their stories to achieve particular effects I can identify features that can be replicated when planning my own stories
Use reference books, dictionaries, and computer	I use reference books, dictionaries, and computer and web-based applications with increasing independence

and web-based applications	and responsibility
Know how to skim and scan texts	I know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
Collaborate in reading tasks	As part of the inquiry process, I can work cooperatively with others to access, read, interpret, and evaluate a range of source materials
Identify relevant, reliable and useful information	I can identify relevant, reliable and useful information and decide on appropriate ways to use it
Access information from a variety of texts	I can access information from a variety of texts both in print and online, e.g. newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
Know when and how to use the internet	I know when and how to use the internet and multimedia resources for research
Using the internet responsibly	I understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy

Writing

Grade 4

Students show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Focus	Learning Outcomes
Write independently	I can write independently and with confidence, demonstrating a personal voice as a writer
Write for a range of purposes	I can write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of writing
Show awareness of different audiences	I have some awareness of writing for different audiences and I am beginning to demonstrate this in the work that I produce
Select vocabulary and supporting details to achieve desired effects	I can select vocabulary and supporting details to achieve desired effects
Organise ideas in a logical sequence	I can organise my ideas in a logical sequence by using drafting or planning techniques to structure my text e.g. headings, bullet points, underlining
Reread, edit and revise writing	I can reread, edit and revise my writing with some independence proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Respond to the writing of others sensitively	I respond to the writing of others sensitively giving constructive peer feedback
Use appropriate punctuation to support meaning	I can use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Use knowledge of written code patterns to accurately spell	I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, whilst other follow spelling patterns

Use a range of strategies to record words/ideas of increasing complexity	I can use a range of strategies to record words/ideas of increasing complexity
Realise that writers ask questions of themselves	I realise that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"
Check punctuation, variety of sentence starters, spelling, presentation	I am beginning to proofread for spelling and punctuation errors before I submit my work I am aware that using a variety of sentence starters reduces repetition and adds emphasis and variety to my writing e.g. starting a sentence with an adverb or prepositional phrase
Use a dictionary and thesaurus to check accuracy	I can use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich my writing
Work cooperatively with a partner to discuss and improve each other's work	I can work cooperatively with a partner, exploring ways to discuss and improve each other's work, taking the roles of authors and editors
Work independently to produce written work	I can write clearly, legibly and with some speed I am beginning to write in a variety of styles, understanding that some tasks require printed unjoined writing e.g. labelling a diagram or data, or capital letters when filling in a form

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