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| **Knowledge and grammatical terminology** | **Example only**  | **Drag and drop here (you may add to this with further detail or examples if you wish).** **Please indicate if knowledge is secure in pinyin and/or characters and specify if it is not secure across all four skills (listening, reading, writing, speaking).** |
| **GRAMMAR** |  |  |
| **Measure words**Awareness of measure words (covered implicitly)Knowledge that 二changes to 两to specify quantities **Numbers** | 几口人 ?我八岁给我一张纸两只老虎， 两点At least up to 31 |  |
| **Word Order**SVO sentence structureS-Time-VO S-Location-VO‘Verb after time’ rule | 我叫Tim, 妈妈吃苹果她九点去学校。我在家看书。 |  |

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| **Use of de的to describe (adjective+的）**Know that adjectives precede the nounReduplication of adjectivesUse of 很with adjectives as a ‘dummy linking adverb’  | 红色的苹果红红的， 大大的，小小的她很高，我很累 |  |
| **Use of的for belonging** | 我的妈妈,我的书包，我的老师，我的朋友 |  |
| **Subject Pronouns**Plural pronouns | 我，你,她/他，它他们　我们，你们　 |  |
| **High frequency verbs**Know a selection of high frequency regular verbs | 是有喜欢爱要吃喝去看听说写坐 |  |
| **Core structures** | 有，没有是，不是这，那 |  |
| **Simple, complex and compound sentences**Know that asimple sentence is made up of one clause. A complex sentence is made up of two clauses: a main (independent) clause, anda subordinate clause.A compound sentence consists of two or more independent clauses. | **Simple sentence (SVO)**我在家。我吃饭。我喜欢吃苹果。**Complex sentence**我四点在家吃饭。**Compound sentence**Sentences linked with因为，但是 or所以 |  |
| **Opinion verbs** | 我爱我喜欢我不喜欢我最喜欢—— |  |
| **Opinion adjectives**  | 很好非常好太棒了很厉害！好，不好好玩，不好玩有趣有意思酷　很无聊 |  |
| **Conjunctions** | 但是，因为，可是，也，和 |  |
| **Intensifiers** | 很，非常，最，太——了！ |  |
| **Adverbs and adverbial phrases**Be able to use adverbial phrases of place and time.Know some adverbs of manner, eg. 快，慢 | 我在中国吃饭。我星期一踢足球。\_\_\_\_\_的时候跑得快慢慢得慢慢来快一点说得好 |  |
| **Prepositions**Be familiar with a range of prepositions | 上下在左边右边前后中间在———里 |  |
| **CHARACTERS** |
| **Strokes**Awareness of some keystrokesKnow the pinyin name of keystrokesAble to reproduce keystrokesAwareness of stroke orderHow to write using 田字格 | * Diǎn, (点)
* Héng, (橫)
* Shù, (竖)
* Gōu, (钩)
* Tí, (提)
* Wān, (弯)
* Piě, (撇)
* Nà, (捺)
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| **Radicals**Knowledge of some key radicals (reading and/or writing)Know that some radicals are adaptations of characters | 女－妈妈，姐姐，妹妹，好水,氵人，他 |  |
| **Visual Processing**Awareness of components Awareness of basic character structuresMaking links to previously encountered characters when meeting new characters |  |  |
| **Pictographs**Awareness that some characters are pictographs | 木，山，马，田，大，人，口 |  |
| **PHONOLOGY** |  |  |
| **Key phonemes**Awareness of initials and finalsAble to sound out pinyin wordsAble to distinguish between two similar pinyin sounds e.g. chi and cheAble to write pinyin wordsTo use the correct mouth shape/tongue position for different sounds | ou - 有，口，手e - 哥哥,喝,可乐,和qi – 七chi,che,shi－吃，车，是xi　－喜欢zh－这是j－叫r－日 |  |
| **Tones**Know that there are 4 (+1 unstressed) tonesBe able to listen and identify the different tonesBe able to reproduce the tones in single syllable wordsBe able to reproduce the tones in multisyllable words and sentencesBe able to annotate tone markings in pinyinBe aware of tone sandhi – when certain combinations of tones require changes in connected speech |  |  |
| **VOCABULARY** |  |  |
| **Question words** 几什么（时候，动物，颜色）哪（国、里、个）为什么多大谁怎么 | 你几岁？现在几点?你喜欢吃什么？这是什么？这是什么颜色？你什么时候看电影？哪个是对的？我的朋友在哪里？你是哪国人?你多大？这是谁的？她是谁？你怎么样？ |  |
| **Forming Questions**Knows how to add question particles to form questions e.g.呢吗Knows how to useＡ不Ａ、Ａ没Ａstructures to form questions | \_\_\_\_\_你呢？你好吗？你喜欢狗吗？是不是有没有对不对 |  |
| **Teacher classroom instructions** | 你好请进请坐举手给你安静不要说话再说一遍谢谢 |  |
| **Days of the week** | 星期一星期二星期三星期四星期五星期六星期天 |  |
| **Months of the year** | 一月二月三月四月五月六月七月八月九月十月十一月十二月 |  |
| **CULTURE** |
|  | * Where is China?
* General geography of China　including main cities
* Other countries where Mandarin Chinese is spoken
* Important festivals e.g. Chinese New Year, Mid-Autumn Festival
* Key aspects of Chinese culture(s): foods, tea, clothing, calligraphy, awareness of multiple ethnicities and dialects
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