

# RAFFLES WORLD ACADEMY



**RAFFLES**  
WORLD ACADEMY

**ENGLISH - LISTENING & SPEAKING**  
**RWA SCOPE AND SEQUENCE**



## RWA Scope and Sequence - English - Listening and Speaking

### MISSION AND CORE VALUES

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School and a centre for Cambridge International Examinations. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human Development Authority (KHDA).

#### Our Guiding Statements

##### Our Vision

Providing world class education.

##### Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

##### Our Philosophy

To be recognized by the success of our students in achieving their personal goals

To make student development the centre of all school decisions

To aspire to the highest internationally recognized performance standards

To build and celebrate a culture based on internationalism

To enable the staff to become life-long learners through the development of their professional practice

##### Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

##### The RWA Motto

Towards Excellence

##### The RWA Mascot

Arabian Stallion

#### The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

### IB MISSION STATEMENT

IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## **RWA Scope and Sequence - English - Listening and Speaking**

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# RWA Scope and Sequence - English - Listening and Speaking

## Phase 1

**Overall Expectation Phase 1:** Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

**PYP Conceptual Understanding:**

- Spoken words connect us with others.
- People listen and speak to share thoughts and feelings.
- People ask questions to learn from others.

**Learning Objectives:**

	P1	P2	P3	P4	P5	P6	P7	P8
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## RWA Scope and Sequence - English - Listening and Speaking

<p>KG 1</p>	<p>repeat/echo single words join in with poems, rhymes, songs and repeated phrases in shared books</p>	<p>use single words and two-word phrases in context</p> <ul style="list-style-type: none"> <li>LA: I can identify action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>MA: I can develop understanding of simple concepts (e.g. big/ little)</li> <li>HA: I can show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul> <p>name classmates, teachers and familiar classroom and playground objects</p> <ul style="list-style-type: none"> <li>LA: I can use vocabulary focused on objects and people that are of particular importance to them.</li> <li>MA: I can use a variety of questions (e.g. what, where, who).</li> <li>HA: I can understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> </ul> <p>follow classroom directions and routines, using context cues</p> <ul style="list-style-type: none"> <li>LA: I can understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>MA: I can understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>HA: I can respond to simple instructions, e.g. to get or put away an object</li> </ul> <p>interact effectively with peers and adults in familiar social settings</p> <ul style="list-style-type: none"> <li>HA: I can question why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>LA: I can begin to use more complex sentences to link thoughts (e.g. using and, because</li> <li>MA: I can use talk to connect ideas, explain what is happening and anticipate what might happen next. recall and</li> </ul>	<p>understand simple questions and respond with actions or words (P2-P3)</p> <ul style="list-style-type: none"> <li>LA: I can begin to understand 'why' and 'how' questions.</li> <li>MA: I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>HA: I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul> <p>use gestures, actions, body language and/or words to communicate needs and to express ideas (P3)</p> <ul style="list-style-type: none"> <li>LA: I can use language to imagine and recreate roles and experiences in play situations.</li> <li>MA: I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>HA: I can introduce a storyline or narrative into their play.</li> </ul>	<p>interact effectively with peers and adults in familiar social settings (P3-P4)</p> <ul style="list-style-type: none"> <li>LA: I can link statements and sticks to a main theme or intention.</li> <li>HA: I can follow instructions involving several ideas or actions</li> <li>Children listen attentively in a range of situations</li> </ul>		<p>tell their own stories using words, gestures, and objects/ artifacts (P5-P6)</p> <ul style="list-style-type: none"> <li>LA: I can express themselves effectively, showing awareness of listeners' needs</li> <li>MA: I can answer "how" and "why" questions about their experiences and in response to stories or events</li> <li>HA: I can give their attention to what others say and respond appropriately while engaged in another activity</li> </ul>		<ul style="list-style-type: none"> <li>use own grammar style as part of the process of developing grammatical awareness. (P7-P8)</li> <li>LA: I can listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>MA: I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>HA: I can develop their own narratives and explanations by connecting ideas or events</li> </ul>
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Phase 2

**Overall Expectation Phase 2:** Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

**PYP Conceptual Understandings:**

- The sounds of language are a symbolic way of representing ideas and objects.
- People communicate using different languages.
- Everyone has the right to speak and be listened to.

**Learning Objectives:**

Listening and Speaking

## RWA Scope and Sequence - English - Listening and Speaking

KG2	<p><b>listen and respond in small or large groups for increasing periods of time</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p><b>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can articulate and justify answers, arguments and opinions</i></li></ul> <p><b>memorize and join in with poems, rhymes and songs</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p><b>follow classroom instructions, showing understanding</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>describe personal experiences</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li></ul> <p><b>obtain simple information from accessible spoken texts</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>distinguish beginning, medial and ending sounds of words with increasing accuracy</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>follow two-step directions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>predict likely outcomes when listening to texts read aloud</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>use language to address their needs, express feelings and opinions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>ask questions to gain information and respond to inquiries directed to themselves or to the class</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li></ul> <p><b>use oral language to communicate during classroom activities, conversations and imaginative play</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>talk about the stories, writing, pictures and models they have created</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can gain, maintain and monitor the interest of the listener(s)</i></li></ul> <p><b>begin to communicate in more than one language</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul>
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## RWA Scope and Sequence - English - Listening and Speaking

<p><b>Grade 1</b></p> <p><b>listen and respond in small or large groups for increasing periods of time</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p><b>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can articulate and justify answers, arguments and opinions</i></li></ul> <p><b>memorize and join in with poems, rhymes and songs</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p><b>follow classroom instructions, showing understanding</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>describe personal experiences</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li></ul> <p><b>obtain simple information from accessible spoken texts</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>distinguish beginning, medial and ending sounds of words with increasing accuracy</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>follow two-step directions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>predict likely outcomes when listening to texts read aloud</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>use language to address their needs, express feelings and opinions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>ask questions to gain information and respond to inquiries directed to themselves or to the class</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li></ul> <p><b>use oral language to communicate during classroom activities, conversations and imaginative play</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>talk about the stories, writing, pictures and models they have created</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can gain, maintain and monitor the interest of the listener(s)</i></li></ul> <p><b>begin to communicate in more than one language</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul>
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## RWA Scope and Sequence - English - Listening and Speaking

### Phase 3

**Overall Expectation Phase 3:** Learners 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.

#### PYP Conceptual Understandings:

- Spoken language varies according to the purpose and audience.
- People interpret messages according to their unique experiences and ways of understanding.
- Spoken communication is different from written communication—it has its own set of rules.

#### Learning Objectives

Listening and Speaking

## RWA Scope and Sequence - English - Listening and Speaking

Grade 2	<p><b>listen attentively and speak appropriately in small and large group interactions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p><b>listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li></ul> <p><b>pick out main events and relevant points in oral texts</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>follow multi-step directions</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>retell familiar stories in sequence</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can gain, maintain and monitor the interest of the listener(s)</i></li></ul> <p><b>anticipate and predict when listening to text read aloud</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>use language for a variety of personal purposes, for example, invitations</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>express thoughts, ideas and opinions and discuss them, respecting contributions from others</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>use language to explain, inquire and compare</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>recognize patterns in language(s) of instruction and use increasingly accurate grammar</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>begin to understand that language use is influenced by its purpose and the audience</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>understand and use specific vocabulary to suit different purposes</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p><b>hear and appreciate differences between languages</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul>
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## RWA Scope and Sequence - English - Listening and Speaking

**Overall Expectation Phase 4:** Learners 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 knowledgeable; for negotiating understanding; and for negotiating the social dimension.

### PYP Conceptual Understandings:

- Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.
- Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.
- The grammatical structures of a language enable members of a language community to communicate with each other.

### Learning Objectives:

Listening and Speaking

## RWA Scope and Sequence - English - Listening and Speaking

<p><b>Gra de 3</b></p> <p><b>listen appreciatively and responsively, presenting their own point of view and respecting the views of others</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p><b>listen for a specific purpose in a variety of situations</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li></ul> <p><b>identify and expand on main ideas in familiar oral texts</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>listen reflectively to stories read aloud in order to identify story structures and ideas</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li></ul> <p><b>understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>argue persuasively and defend a point of view</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li><li>• <i>HA: I can gain, maintain and monitor the interest of the listener(s)</i></li></ul> <p><b>explain and discuss their own writing with peers and adults</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>begin to paraphrase and summarize</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>organize thoughts and feelings before speaking</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p><b>realize that grammatical structures can be irregular and begin to use them appropriately and consistently</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>use oral language appropriately, confidently and with increasing accuracy</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can gain, maintain and monitor the interest of the listener(s)</i></li></ul> <p><b>verbalize their thinking and explain their reasoning</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p><b>recognize that different forms of grammar are used in different contexts</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p><b>appreciate that language is not always used literally; understand and use the figurative language of their own culture.</b></p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul>
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Phase 5

**Overall Expectation Phase 5:** Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world

**PYP Conceptual Understandings:**

- Spoken language can be used to persuade and influence people.
- Metaphorical language creates strong visual images in our imagination.
- Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
- People draw on what they already know in order to infer new meaning from what they hear.

**Learning Objectives:**

Listening and Speaking

## RWA Scope and Sequence - English - Listening and Speaking

Grade 4	<p>participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p>generate, develop and modify ideas and opinions through discussion</p> <ul style="list-style-type: none"><li>• <i>LA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>MA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li></ul> <p>listen and respond appropriately to instructions, questions and explanations</p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MAL I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can speak audibly and fluently with an increasing command of Standard English</i></li></ul> <p>infer meanings, draw conclusions and make judgments about oral presentations</p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p>use an increasing vocabulary and more complex sentence structures with a high level of specificity</p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p>argue persuasively and justify a point of view</p> <ul style="list-style-type: none"><li>• <i>LA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>MA: I can select and use appropriate registers for effective communication.</i></li><li>• <i>HA: I can articulate and justify answers, arguments and opinions</i></li></ul> <p>show open-minded attitudes when listening to other points of view</p> <ul style="list-style-type: none"><li>• <i>LA: I can listen and respond appropriately to adults and their peers</i></li><li>• <i>MA: I can ask relevant questions to extend their understanding and knowledge</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p>paraphrase and summarize when communicating orally</p> <ul style="list-style-type: none"><li>• <i>LA: I can articulate and justify answers, arguments and opinions</i></li><li>• <i>MA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li></ul> <p>understand and use figurative language such as simile, personification and metaphor</p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p>use oral language to formulate and communicate possibilities and theories</p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul> <p>use standard grammatical structures competently in appropriate situations</p> <ul style="list-style-type: none"><li>• <i>LA: I can use relevant strategies to build their vocabulary</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p>use register, tone, voice level and intonation to enhance meaning</p> <ul style="list-style-type: none"><li>• <i>LA: I can speak audibly and fluently with an increasing command of Standard English</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication.</i></li></ul> <p>appreciate that people speak and respond according to personal and cultural perspectives</p> <ul style="list-style-type: none"><li>• <i>LA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li><li>• <i>HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li></ul> <p>use speech responsibly to inform, entertain and influence others</p> <ul style="list-style-type: none"><li>• <i>LA: I can participate in discussions, presentations, performances, role play, improvisations and debates</i></li><li>• <i>MA: I can gain, maintain and monitor the interest of the listener(s)</i></li><li>• <i>HA: I can select and use appropriate registers for effective communication</i></li></ul> <p>reflect on communication to monitor and assess their own learning.</p> <ul style="list-style-type: none"><li>• <i>LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li><li>• <i>MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li><li>• <i>HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</i></li></ul>
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## RWA Scope and Sequence - English - Listening and Speaking

Grade 5	<p>participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</p> <ul style="list-style-type: none"><li>• LA: I can listen and respond appropriately to adults and their peers</li><li>• MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p>generate, develop and modify ideas and opinions through discussion</p> <ul style="list-style-type: none"><li>• LA: I can ask relevant questions to extend their understanding and knowledge</li><li>• MA: I can articulate and justify answers, arguments and opinions</li><li>• HA: I can consider and evaluate different viewpoints, attending to and building on the contributions of others</li></ul> <p>listen and respond appropriately to instructions, questions and explanations</p> <ul style="list-style-type: none"><li>• LA: I can listen and respond appropriately to adults and their peers</li><li>• MA: I can ask relevant questions to extend their understanding and knowledge</li><li>• HA: I can speak audibly and fluently with an increasing command of Standard English</li></ul> <p>infer meanings, draw conclusions and make judgments about oral presentations</p> <ul style="list-style-type: none"><li>• LA: I can listen and respond appropriately to adults and their peers</li><li>• MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p>use an increasing vocabulary and more complex sentence structures with a high level of specificity</p> <ul style="list-style-type: none"><li>• LA: I can use relevant strategies to build their vocabulary</li><li>• MA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• HA: I can select and use appropriate registers for effective communication.</li></ul> <p>argue persuasively and justify a point of view</p> <ul style="list-style-type: none"><li>• LA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• MA: I can select and use appropriate registers for effective communication.</li><li>• HA: I can articulate and justify answers, arguments and opinions</li></ul> <p>show open-minded attitudes when listening to other points of view</p> <ul style="list-style-type: none"><li>• LA: I can listen and respond appropriately to adults and their peers</li><li>• MA: I can ask relevant questions to extend their understanding and knowledge</li><li>• HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li></ul> <p>paraphrase and summarize when communicating orally</p> <ul style="list-style-type: none"><li>• LA: I can articulate and justify answers, arguments and opinions</li><li>• MA: I can speak audibly and fluently with an increasing command of Standard English</li><li>• HA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li></ul> <p>understand and use figurative language such as simile, personification and metaphor</p> <ul style="list-style-type: none"><li>• LA: I can use relevant strategies to build their vocabulary</li><li>• MA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• HA: I can select and use appropriate registers for effective communication.</li></ul> <p>use oral language to formulate and communicate possibilities and theories</p> <ul style="list-style-type: none"><li>• LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li></ul> <p>use standard grammatical structures competently in appropriate situations</p> <ul style="list-style-type: none"><li>• LA: I can use relevant strategies to build their vocabulary</li><li>• MA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• HA: I can select and use appropriate registers for effective communication.</li></ul> <p>use register, tone, voice level and intonation to enhance meaning</p> <ul style="list-style-type: none"><li>• LA: I can speak audibly and fluently with an increasing command of Standard English</li><li>• MA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• HA: I can select and use appropriate registers for effective communication.</li></ul> <p>appreciate that people speak and respond according to personal and cultural perspectives</p> <ul style="list-style-type: none"><li>• LA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• MA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li><li>• HA: I can participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p>use speech responsibly to inform, entertain and influence others</p> <ul style="list-style-type: none"><li>• LA: I can participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• MA: I can gain, maintain and monitor the interest of the listener(s)</li><li>• HA: I can select and use appropriate registers for effective communication</li></ul> <p>reflect on communication to monitor and assess their own learning.</p> <ul style="list-style-type: none"><li>• LA: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• MA: I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• HA: I can use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li></ul>
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