

# RAFFLES WORLD ACADEMY



**RAFFLES**  
WORLD ACADEMY

**ENGLISH - WRITING  
RWA SCOPE AND SEQUENCE**



## RWA PYP Scope and Sequence - English - Writing

### 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 PYP Scope and Sequence - English - Writing**

**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 PYP Scope and Sequence - English - Writing

### Phase 1

**Overall Expectation Phase 1:** Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

#### PYP Conceptual Understanding:

- Writing conveys meaning.
- People write to tell about their experiences, ideas and feelings.
- Everyone can express themselves in writing.
- Talking about our stories and pictures helps other people to understand and enjoy them

#### Learning Objectives:

	P1	P2	P3	P4	P5	P6	P7	P8
KG 1	<b>differentiate between illustrations and written text (P1)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can tell what is written text and what is an illustration</i></li> <li>• <i>MA: I can distinguish between the different marks they make.</i></li> <li>• <i>HA: I can experiment with illustration and mark making</i></li> </ul>	<b>experiment with writing using different writing implements and media (P2)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can sometimes give meaning to marks as they draw and paint.</i></li> <li>• <i>MA: I can ascribe meaning to marks that they see in different places.</i></li> <li>• <i>HA: I can choose different tools to make marks of my own</i></li> </ul>	<b>show curiosity and ask questions about written language (P3)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can give meaning to marks they make as they draw, write and paint.</i></li> <li>• <i>MA: I can begin to break the flow of speech into words.</i></li> <li>• <i>HA: I can continues a rhyming string.</i></li> </ul>	<b>listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction (P4)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can hear and say the initial sound in words.</i></li> <li>• <i>MA: I can segment the sounds in simple words and blend them together.</i></li> <li>• <i>HA: I can link sounds to letters, naming and sounding the letters of the alphabet.</i></li> </ul>	<b>begin to discriminate between letters/ characters, numbers and symbols show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded (P5)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i></li> <li>• <i>MA: I can write my own name and other things such as labels, captions.</i></li> <li>• <i>HA: I can attempt to write short sentences in meaningful contexts.</i></li> </ul> <b>write their own name independently. (P5)</b>	<b>choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party (P6)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i></li> <li>• <i>MA: I can write my own name and other things such as labels, captions.</i></li> <li>• <i>HA: I can spell some words correctly and others are phonetically plausible.</i></li> </ul>	<b>participate in shared writing, observing the teacher’s writing and making suggestions (P7)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can spell some words correctly and others are phonetically plausible.</i></li> <li>• <i>MA: I can write some irregular common words.</i></li> <li>• <i>HA: I can write simple sentences which can be read by themselves</i></li> </ul>	<b>use their own experience as a stimulus when drawing and “writing” (P8)</b> <ul style="list-style-type: none"> <li>• <i>LA: I can write some irregular common words.</i></li> <li>• <i>MA: I can use their phonic knowledge to write words in ways which match their spoken sounds</i></li> <li>• <i>HA: I can write simple sentences that can read by themselves or others</i></li> </ul>

### Phase 2

## RWA PYP Scope and Sequence - English - Writing

**Overall Expectation Phase 2:** Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined

### PYP Conceptual Understandings:

- People write to communicate.
- The sounds of spoken language can be represented visually (letters, symbols, characters).
- Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.
- Written language works differently from spoken language.

### Learning Objectives:

Writing

## RWA PYP Scope and Sequence - English - Writing

KG2

connect written codes with the sounds of spoken language and reflect this understanding when recording ideas

- LA: I can spell words containing each of the 40+ phonemes already taught
- MA: I can name the letters of the alphabet in order
- HA: I can use letter names to distinguish between alternative spellings of the same sound

write an increasing number of frequently used words or ideas independently

- LA: I can spell words containing each of the 40+ phonemes already taught
- MA: I can spell common exception words
- HA: I can spell the days of the week

discriminate between types of code, for example, letters, numbers, symbols, words/ characters

- LA: I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- MA: I can use the prefix un-
- HA: I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  
(Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat)

enjoy writing and value their own efforts

- LA: I can say out loud what they are going to write about
- MA: I can compose a sentence orally before writing it
- HA: I can read aloud their writing clearly enough to be heard by their peers and the teacher.

write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."

- LA: I can say out loud what they are going to write about
- MA: I can sequence sentences to form short narratives
- HA: I can discuss what they have written with the teacher or other pupils

read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

- LA: I can say out loud what they are going to write about
- MA: I can compose a sentence orally before writing it
- HA: I can read aloud their writing clearly enough to be heard by their peers and the teacher.

participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions

- LA: I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- MA: I can sequence sentences to form short narratives
- HA: I can re-read what I have written to check that it makes sense

write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story

- LA: I can compose a sentence orally before writing it
- MA: I can sequence sentences to form short narratives
- HA: I can re-read what I have written to check that it makes sense

create illustrations to match their own written text

- LA: I can compose a sentence orally before writing it
- MA: I can sequence sentences to form short narratives
- HA: I can illustrate my sentences to give them more meaning

demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality

- LA: I can explain how conventions are used
- MA: I can identify and explain why conventions were used in a piece of writing
- HA: I can use conventions correctly in my own writing when it is appropriate

(Leaving spaces between words

Joining words and joining clauses using

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I')

form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community

- LA: I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- MA: I can form capital letters and digits 0-9.
- HA: I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

illustrate their own writing and contribute to a class book or collection of published writing.

- LA: I can compose a sentence orally before writing it
- MA: I can sequence sentences to form short narratives
- HA: I can illustrate my sentences to give them more meaning

Writing

## RWA PYP Scope and Sequence - English - Writing

Grade 1

connect written codes with the sounds of spoken language and reflect this understanding when recording ideas

- LA: I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- MA: I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- LA: I can distinguishing between homophones and near-homophones

between types of code, for example, letters, numbers, symbols, words/ characters

- LA: I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- MA: I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- LA: I can distinguishing between homophones and near-homophones

write an increasing number of frequently used words or ideas independently

- LA: I can learn to spell common exception words
- MA: I can learn to spell more words with contracted forms
- HA: I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly  
(Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less

Use of the suffixes -er, -est in adjectives and the use of -ly in

Standard English to turn adjectives into adverbs)

enjoy writing and value their own efforts

- LA: I can plan or say out loud what they are going to write about
- MA: I can encapsulate what I want to say, sentence by sentence
- HA: I can evaluate my writing with the teacher and other pupils

write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."

- LA: I can plan or say out loud what they are going to write about
- MA: I can write down ideas and/or key words, including new vocabulary
- HA: I can read aloud what I have written with appropriate intonation to make the meaning clear.

read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

- LA: I can re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- MA: I can understand that writing doesn't change when it is read aloud
- HA: I can read aloud what I have written with appropriate intonation to make the meaning clear.

participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions

- LA: I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  
(Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name])

- MA: I can write for different purposes
- HA: I can re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story

- LA: I can plan or say out loud what they are going to write about
- MA: I can encapsulate what I want to say, sentence by sentence
- HA: I can evaluate my writing with the teacher and other pupils

create illustrations to match their own written text

- LA: I can plan or say out loud what they are going to write about
- MA: I can write about real events, poetry and for different purposes
- HA: I can illustrate my writing to create clearer meaning

demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality

- LA: I can explain how conventions are used
- MA: I can identify and explain why conventions were used in a piece of writing
- HA: I can use conventions correctly in my own writing when it is appropriate

(How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Expanded noun phrases to describe and specify [for example, the blue butterfly]

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

The possessive apostrophe (singular) [for example, the girl's book])

form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community

- LA: I can form lower-case letters of the correct size relative to one another.
- MA: I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- HA: I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

illustrate their own writing and contribute to a class book or collection of published writing.

- LA: I can plan or say out loud what they are going to write about
- MA: I can write narratives about personal experiences and those of others (real and fictional)
- HA: I can illustrate my writing to create clearer meaning



## RWA PYP Scope and Sequence - English - Writing

### Phase 3

**Overall Expectation Phase 3:** Learners 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.

#### PYP Conceptual Understandings:

- We write in different ways for different purposes.
- The structure of different types of texts includes identifiable features.
- Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.
- Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
- When writing, the words we choose and how we choose to use them enable us to share our imaginations and ideas

#### Learning Objectives

## RWA PYP Scope and Sequence - English - Writing

<p><b>Grade 2</b></p>	<p>engage confidently with the process of writing</p> <ul style="list-style-type: none"> <li>LA: I can discuss and record ideas</li> <li>MA: I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of])</li> </ul> <p>HA: I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading</p> <ul style="list-style-type: none"> <li>LA: I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>MA: I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>HA: I can, in non-narrative material, using simple organizational devices [for example, headings and sub-headings]</li> </ul> <p>use graphic organizers to plan writing, for example, Mind Maps®, storyboards</p> <ul style="list-style-type: none"> <li>LA: I can discuss and record ideas</li> <li>MA: I can use a range of graphic organizers to record words/ideas</li> <li>HA: I can design my own graphic organizers for my ideas/words</li> </ul> <p>organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <ul style="list-style-type: none"> <li>LA: I can organize paragraphs around a theme (Introduction to paragraphs as a way to group related material)</li> <li>MA: I can, in narratives, creating settings, characters and plot</li> <li>HA: I can assess the effectiveness of my own and others' writing and suggesting improvements</li> </ul> <p>use appropriate writing conventions, for example, word order, as required by the language(s) of instruction</p> <ul style="list-style-type: none"> <li>LA: I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of])</li> <li>MA: I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Formation of nouns using a range of prefixes [for example super-, anti-, auto-])</li> <li>HA: I can use the present perfect form of verbs in contrast to the past tense (Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play])</li> </ul> <p>use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words</p> <ul style="list-style-type: none"> <li>LA: I can use further prefixes and suffixes and understand how to add them</li> <li>MA: I can spell further homophones</li> <li>HA: I can spell words that are often misspelt</li> <li>(Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble])</li> </ul> <p>use increasingly accurate grammatical constructs</p> <ul style="list-style-type: none"> <li>LA: I can explain how grammar is used</li> <li>MA: I can identify and explain why grammar was used in a piece of writing</li> <li>HA: I can use grammar correctly in my own writing when it is appropriate (Introduction to inverted commas to punctuate direct speech)</li> </ul> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's])</p> <p>write legibly, and in a consistent style</p> <ul style="list-style-type: none"> <li>LA: I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>MA: I can increase the legibility, consistency and quality of their handwriting</li> </ul> <p>(ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <ul style="list-style-type: none"> <li>HA: I can choose a style of writing to match the purpose or voice of my writing</li> </ul> <p>proofread their own writing and make some corrections and improvements</p> <ul style="list-style-type: none"> <li>LA: I can assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>MA: I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box])</li> <li>HA: I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p>use feedback from teachers and other students to improve their writing</p> <ul style="list-style-type: none"> <li>LA: I can listen positively to feedback about my writing from others</li> <li>MA: I can discuss and record ideas</li> <li>HA: I can agree to proposed changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>use a dictionary, a thesaurus and word banks to extend their use of language</p> <ul style="list-style-type: none"> <li>LA: I can use the first two or three letters of a word to check its spelling in a dictionary</li> <li>MA: I can use a thesaurus to check accuracy of words used</li> <li>HA: I can use a thesaurus to revise and improve vocabulary in my writing</li> </ul> <p>keep a log of ideas to write about</p> <ul style="list-style-type: none"> <li>LA: I can illustrate verbally ideas to write about</li> <li>MA: I can categorize ideas to write about in a writing log</li> <li>HA: I can use ideas from my writing log to write about</li> </ul> <p>over time, create examples of different types of writing and store them in their own writing folder</p> <ul style="list-style-type: none"> <li>LA: I can discuss and record ideas</li> <li>MA: I can organize paragraphs around a theme</li> <li>HA: I can assess the effectiveness of their own and others' writing and suggesting improvements</li> </ul> <p>participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</p> <ul style="list-style-type: none"> <li>LA: I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>MA: I can assess the effectiveness of their own and others' writing and suggesting improvements</li> </ul>
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Phase 4

**Overall Expectation Phase 4:** Learners 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 judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

**PYP Conceptual Understandings:**

- Writing and thinking work together to enable us to express ideas and convey meaning.
- Asking questions of ourselves and others helps to make our writing more focused and purposeful.
- The way we structure and organize our writing helps others to understand and appreciate it.
- Rereading and editing our own writing enables us to express what we want to say more clearly.

**Learning Objectives:**

## RWA PYP Scope and Sequence - English - Writing

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write independently and with confidence, demonstrating a personal voice as a writer

- LA: I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- MA: I can, in narratives, create settings, characters and plot
- HA: I can Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing

- LA: I can discuss and record ideas
- MA: I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.])
- HA: I can organize paragraphs around a theme

show awareness of different audiences and adapt writing appropriately

- LA: I can discuss writing for an audience similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- MA: I can organize paragraphs around a theme for a specific audience
- HA: I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences to match the given audience

select vocabulary and supporting details to achieve desired effects

- LA: I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- MA: I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition)
- HA: I can use fronted adverbials (Use commas after fronted adverbials)

organize ideas in a logical sequence

- LA: I can use the present perfect form of verbs in contrast to the past tense
- MA: I can use conjunctions, adverbs and prepositions to express time and cause
- HA: I can, in non-narrative material, using simple organizational devices [for example, headings and sub-headings]

reread, edit and revise to improve their own writing, for example, content, language, organization

- LA: I can assess the effectiveness of my own writing and suggest improvements
- MA: I can identify changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- HA: I can revise to improve my own writing organization, language and content

respond to the writing of others sensitively

- LA: I can assess the effectiveness of other peoples writing and suggest improvements
- MA: I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- HA: I politely evaluate someone's revised piece of writing identifying areas of development

use appropriate punctuation to support meaning

- LA: I can explain how punctuation is used
- MA: I can identify and explain why punctuation was used in a piece of writing
- HA: I can use punctuation correctly in my own writing when it is appropriate (Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials)

use knowledge of written code patterns to accurately spell high-frequency and familiar words

- LA: I can use further prefixes and suffixes and understand how to add them
- MA: I can spell further homophones
- HA: I can spell words that are often misspelt

use a range of strategies to record words/ideas of increasing complexity

- LA: I can discuss and record ideas
- MA: I can use a range of graphic organizers to record words/ideas
- HA: I can design my own graphic organizers for my ideas/words

realize 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?"

- LA: I can ask questions about my writing
- MA: I can modify my writing based on questions I ask myself
- HA: I can evaluate my writing by asking reflective questions about it

check punctuation, variety of sentence starters, spelling, presentation

- LA: I can assess the effectiveness of my own writing and suggest improvements
- MA: I can identify changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- HA: I can revise to improve the presentation of my finished piece of writing

use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing

- LA: I can use the first two or three letters of a word to check its spelling in a dictionary
- MA: I can use a thesaurus to check accuracy of words used
- HA: I can use a thesaurus to revise and improve vocabulary in my writing

work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors

- LA: I can assess the effectiveness of other peoples writing and suggest improvements
- MA: I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- HA: I politely evaluate someone's revised piece of writing identifying areas of development

work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.

- LA: I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- MA: I can increase the legibility, consistency and quality of their handwriting (ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- HA: I can use digital technology to produce written work creatively

Phase 5

**Overall Expectation Phase 5:** Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high Step of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

**PYP Conceptual understandings:**

- Stories that people want to read are built around themes to which they can make connections.
- Effective stories have a purpose and structure that help to make the author's intention clear.
- Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.
- Knowing what we aim to achieve helps us to plan and develop different forms of writing.

Through the process of planning, drafting, editing and revising, our writing improves over time.

**Learning Objectives:**

## RWA PYP Scope and Sequence - English - Writing

Grade 4	<p>write independently and with confidence, showing the development of their own voice and style</p> <ul style="list-style-type: none"><li>• LA: I can, when writing narratives, consider how authors have developed characters and settings in what I have read, listened to or seen performed.</li><li>• MA: I can, when writing narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li><li>• HA: I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul> <p>write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive</p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas, drawing on reading and research where necessary</li><li>• MA: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• HA: I can use further organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li></ul> <p>adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</p> <ul style="list-style-type: none"><li>• LA: I can identify the audience for and purpose of the writing</li><li>• MA: I can select the appropriate form and using other similar writing as models for their own</li><li>• LA I can recognize vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> <p>use appropriate paragraphing to organize ideas</p> <ul style="list-style-type: none"><li>• LA: I can ensure correct subject and verb agreement when using singular and plural</li><li>• MA: I can distinguish between the language of speech and writing and choosing the appropriate register.</li><li>• HA: I can use a wide range of devices to build cohesion within and across paragraphs (Devices to build cohesion within a paragraph [for example, then, after that, this, firstly])</li></ul> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before])</p> <p>use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</p> <ul style="list-style-type: none"><li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li><li>• MA: I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li><li>• HA: I can assess the effectiveness of my own and others' writing</li></ul> <p>use planning, drafting, editing and reviewing processes independently and with increasing competence</p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas, drawing on reading and research where necessary</li><li>• MA: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• HA: I can assess the effectiveness of my own and others' writing</li></ul> <p>critique the writing of peers sensitively; offer constructive suggestions</p> <ul style="list-style-type: none"><li>• LA: I can proof-read for spelling and punctuation errors.</li><li>• MA: I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• HA: I can ensure the consistent and correct use of tense throughout a piece of writing</li></ul> <p>vary sentence length</p> <ul style="list-style-type: none"><li>• LA: I can tell what I am trying to communicate through a sentence</li><li>• MA: I can modify the structure and length of my sentences while communicating the same idea</li><li>• HA: I can assess the structure and length of sentences based on what they are communicating</li></ul> <p>vary sentence structure</p> <ul style="list-style-type: none"><li>• LA: I can use passive verbs to affect the presentation of information in a sentence</li><li>• MA: I can use the perfect form of verbs to mark relationships of time and cause</li><li>• HA: I can use expanded noun phrases to convey complicated information concisely (Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun)</li></ul> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must])</p> <p>demonstrate an increasing understanding of how grammar works</p> <ul style="list-style-type: none"><li>• LA: I can explain how grammar works</li><li>• MA: I can identify where and how grammar has been used in a text</li><li>• HA: I can use grammar in my own writing (Brackets, dashes or commas to indicate parenthesis)</li></ul> <p>Use of commas to clarify meaning or avoid ambiguity)</p> <p>use standard spelling for most words and use appropriate resources to check spelling</p> <ul style="list-style-type: none"><li>• LA: I can use further prefixes and suffixes and understand the guidance for adding them.</li><li>• MA: I can spell some words with 'silent' letters [for example, knight, psalm, solemn].</li><li>• HA: I can continue to distinguish between homophones and other words which are often confused. (Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]) Verb prefixes [for example, dis-, de-, mis-, over- and re-])</li></ul> <p>use a dictionary, thesaurus, spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</p> <ul style="list-style-type: none"><li>• LA: I can use dictionaries to check the spelling and meaning of words.</li><li>• MA: I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>• HA: I can use a thesaurus to enrich my writing</li></ul> <p>choose to publish written work in handwritten form or in digital format independently</p> <ul style="list-style-type: none"><li>• LA: I can write legibly, fluently and with increasing speed by</li><li>• MA: I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• HA: I can choose the writing implement that is best suited for a task.</li></ul> <p>use written language as a means of reflecting on their own learning</p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas for reflection, drawing on reading and research where necessary</li><li>• MA: I can express my thinking by précis longer passages</li><li>• HA: I can assess the effectiveness of my own and others' written reflections</li></ul> <p>recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration</p> <ul style="list-style-type: none"><li>• LA: I can explain the different types of figurative language</li><li>• MA: I can identify and explain how written language is used in a piece of writing</li><li>• HA: I can use figurative language to develop my own writing when appropriate</li></ul> <p>identify and describe elements of a story—setting, plot, character, theme</p> <ul style="list-style-type: none"><li>• LA: I can, when writing narratives, consider how authors have developed characters and settings in what I have read, listened to or seen performed.</li><li>• MA: I can, when writing narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li></ul>
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## RWA PYP Scope and Sequence - English - Writing

Grade 5	<p><b>write independently and with confidence, showing the development of their own voice and style</b></p> <ul style="list-style-type: none"><li>• LA: I can, when writing narratives, consider how authors have developed characters and settings in what I have read, listened to or seen performed.</li><li>• MA: I can, when writing narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li><li>• HA: I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul> <p><b>write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive</b></p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas, drawing on reading and research where necessary</li><li>• MA: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• HA: I can use further organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. (Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text])</li></ul> <p><b>adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</b></p> <ul style="list-style-type: none"><li>• LA: I can identify the audience for and purpose of the writing</li><li>• MA: I can select the appropriate form and using other similar writing as models for their own</li><li>• LA I can recognize vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> <p><b>use appropriate paragraphing to organize ideas</b></p> <ul style="list-style-type: none"><li>• LA: I can ensure correct subject and verb agreement when using singular and plural</li><li>• MA: I can distinguish between the language of speech and writing and choosing the appropriate register.</li><li>• HA: I can use a wide range of devices to build cohesion within and across paragraphs (Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis)</li></ul> <p><b>use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</b></p> <ul style="list-style-type: none"><li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li><li>• MA: I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li><li>• HA: I can assess the effectiveness of my own and others' writing</li></ul> <p><b>use planning, drafting, editing and reviewing processes independently and with increasing competence</b></p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas, drawing on reading and research where necessary</li><li>• MA: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• HA: I can assess the effectiveness of my own and others' writing</li></ul> <p><b>critique the writing of peers sensitively; offer constructive suggestions</b></p> <ul style="list-style-type: none"><li>• LA: I can proof-read for spelling and punctuation errors.</li><li>• MA: I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• HA: I can ensure the consistent and correct use of tense throughout a piece of writing</li></ul> <p><b>vary sentence length</b></p> <ul style="list-style-type: none"><li>• LA: I can tell what I am trying to communicate through a sentence</li><li>• MA: I can modify the structure and length of my sentences while communicating the same idea</li><li>• HA: I can assess the structure and length of sentences based on what they are communicating</li></ul> <p><b>vary sentence structure</b></p> <ul style="list-style-type: none"><li>• LA: I can use passive verbs to affect the presentation of information in a sentence</li><li>• MA: I can use the perfect form of verbs to mark relationships of time and cause</li><li>• HA: I can use expanded noun phrases to convey complicated information concisely (Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech])</li></ul> <p><b>demonstrate an increasing understanding of how grammar works</b></p> <ul style="list-style-type: none"><li>• LA: I can explain how grammar works</li><li>• MA: I can identify where and how grammar has been used in a text</li><li>• HA: I can use grammar in my own writing (Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover)</li></ul> <p><b>use standard spelling for most words and use appropriate resources to check spelling</b></p> <ul style="list-style-type: none"><li>• LA: I can use further prefixes and suffixes and understand the guidance for adding them.</li><li>• MA: I can spell some words with 'silent' letters [for example, knight, psalm, solemn].</li><li>• HA: I can continue to distinguish between homophones and other words which are often confused. (The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].)</li></ul> <p><b>use a dictionary, thesaurus, spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</b></p> <ul style="list-style-type: none"><li>• LA: I can use dictionaries to check the spelling and meaning of words.</li><li>• MA: I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>• HA: I can use a thesaurus to enrich my writing</li></ul> <p><b>choose to publish written work in handwritten form or in digital format independently</b></p> <ul style="list-style-type: none"><li>• LA: I can choose the writing implement that is best suited for a task.</li><li>• MA: I can choose which shape of a letter to use when given choices</li><li>• HA: I can decide whether or not to join specific letters</li></ul> <p><b>use written language as a means of reflecting on their own learning</b></p> <ul style="list-style-type: none"><li>• LA: I can note and develop initial ideas for reflection, drawing on reading and research where necessary</li><li>• MA: I can express my thinking by précis longer passages</li><li>• HA: I can assess the effectiveness of my own and others' written reflections</li></ul> <p><b>recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration</b></p> <ul style="list-style-type: none"><li>• LA: I can explain the different types of figurative language</li><li>• MA: I can identify and explain how written language is used in a piece of writing</li><li>• HA: I can use figurative language to develop my own writing when appropriate</li></ul> <p><b>identify and describe elements of a story—setting, plot, character, theme</b></p> <ul style="list-style-type: none"><li>• LA: I can, when writing narratives, consider how authors have developed characters and settings in what I have read, listened to or seen performed.</li><li>• MA: I can, when writing narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li></ul>
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