

RAFFLES WORLD ACADEMY



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ENGLISH - READING

RWA SCOPE AND SEQUENCE

RWA Scope and Sequence – MFL – Reading

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. 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 | Innovation

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.

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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.

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.

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:

- Illustrations convey meaning.
- Print conveys meaning. People read for pleasure.
- Stories can tell about imagined worlds. Printed information can tell about the real world.
- There are established ways of setting out print and organizing books.

Learning Objectives:

Years of Study: 1

- Recognise the sound of the letter.
- Recognise the sound of the letters if joined with other letters.
- Break down familiar words of 3- 5 letters into syllabus.
- Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

Phase 2

Overall Expectation Phase 2: Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

PYP Conceptual Understandings:

- The sounds of spoken language can be represented visually.
- Written language works differently from spoken language.
- Consistent ways of recording words or ideas enable members of a language community to communicate.
- People read to learn. The words we see and hear enable us to create pictures in our minds.

Learning Objectives:

Years of Study: 2

- Recognise words with same rhymes and sounds.
- Pupils can recognize masculine and feminine words e.g...“ E at the end” and can identify a few simple high frequency words by matching text to pictures.
- Sing familiar songs.
- They match sound to print by reading aloud familiar words and phrases.
- Pupils show that they understand familiar and simple written sentences.
- Started to read simple single word and can make sense of stories with pictures even if they cannot read all of the words.

Phase 3

Overall Expectation Phase 3: Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

PYP Conceptual Understandings:

- Different types of texts serve different purposes.
- What we already know enables us to understand what we read.
- Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning.
- The structure and organization of written language influences and conveys meaning.

Learning Objectives

Years of Study: 3	Years of Study: 4
<ul style="list-style-type: none"> • Pupils begin to read familiar single words presented in clear script in a familiar context, they can read simple French/Spanish words/phrases. • They can match vocabulary words to pictures. • They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words. • Analyse words vocally, adding and editing sounds. • Read aloud very simple and familiar sentences presented in clear script in a familiar context. 	<ul style="list-style-type: none"> • Pupils enjoy reading short, simple stories in collective reading groups with teacher support. • They make connections between stories and real life. They use illustrated word books or word charts to identify new words. • Ask appropriate questions about written text, read and understand common signs and labels. • Pupils can confidently identify and read short familiar phrases presented in clear script in a familiar context and they can independently read some unfamiliar words, signs and notices. • Identify the meanings of the common and familiar words. • Classify the words into categories like masculine, feminine, singular and plural.

Phase 4

Overall Expectation Phase 4: Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

PYP Conceptual Understandings:

- Reading and thinking work together to enable us to make meaning.
- Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.
- Identifying the main ideas in the text helps us to understand what is important.
- Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Learning Objectives:

Years of Study: 5

- Pupils show they understand short texts and dialogues, made up of familiar language, printed in books or word processed.
- They identify and note main points and make personal responses (likes, dislikes, feelings, predictions).
- They have a good understanding of their reading level and can select books appropriately.
- They are beginning to read independently, selecting simple texts and using classroom resources to identify new or unfamiliar words.
- They read aloud with nearly correct pronunciation, nearly normal speed and may use visual clues to identify words in a story. They begin to self-correct when reading aloud.
- Read and respond to texts by answering questions in limited time. Read simple poems showing emotional reflections.

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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:

- Authors structure stories around significant themes.
- Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.
- Synthesizing ideas and information from texts leads to new ideas and understanding.
- Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

Learning Objectives:

Years of Study: 6

- They are beginning to read independently, selecting simple texts and using context to work out what unfamiliar words mean and use a bilingual dictionary or glossary to look up new words.
- They read aloud with correct pronunciation, inflection and expression.
- Identify the meaning of different words driven from the same roots.
- Pupils can understand the very short stories and factual texts printed or clearly hand written.
- Can identify and note main points and some details.
- Read for different purposes (putting a title, follow instructions, looking for information)