

RAFFLES WORLD ACADEMY



RAFFLES
WORLD ACADEMY

MFL - WRITING
RWA SCOPE AND SEQUENCE

RWA PYP Scope and Sequence – MFL - 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. 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.

RWA PYP Scope and Sequence – MFL - Writing

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:

- 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:

Years of Study: 1

- Pupils write or copy simple words or symbols correctly.
- They label items and select appropriate words to complete familiar short phrases or sentences.
- Pupils can copy and trace sentences accurately and mark some sentences ending with full stop.

Phase 2

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:

Years of Study: 2

- Pupils write one or two short sentences, following a model, and fill in the words on a simple form.
- Pupils label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.
- Classify words relating to colours, numbers, and weekdays.
- Write simple descriptive sentences for people and places.

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

Years of Study: 3	Years of Study: 4
<ul style="list-style-type: none"> • Pupils write a few short sentences, with support, using expressions that they have already learnt. • Arrange words in meaningful sentences • • Pupils express personal responses. • They write short phrases from memory and their spelling is readily understandable. 	<ul style="list-style-type: none"> • Select appropriate words to complete short phrases or sentences. • Begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. • Review written work with peers and teacher by editing or deleting. • • They begin to use dictionaries or glossaries to check words they have learnt. • Write short texts on familiar topics, adapting language that they have already learnt through some support.

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:

Years of Study: 5

- Pupils write short texts on a range of familiar topics, using simple sentence referring to recent experiences, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty.
-
- Express personal responses (eg likes, dislikes, feelings) from memory and their spelling is readily understandable.
- Can fill in the words on a simple form or closed procedure exercise.
- Begin to use some different forms of regular and common verbs.
- Form texts applying their knowledge of grammar using connectives.

RWA PYP Scope and Sequence – MFL - Writing

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:

Years of Study: 6

- They use descriptive language and a variety of structures.
- They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.
- Pupils independently write individual paragraphs drawing largely on memorized language
- They begin to use connectives and prepositions. When they write familiar words from memory, their spelling may be approximate.