

# **RAFFLES WORLD ACADEMY**



**RAFFLES**  
WORLD ACADEMY

**MFL – LISTENING & SPEAKING**  
**RWA SCOPE AND SEQUENCE**

# RWA Scope and Sequence – MFL – 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 | 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 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:**

**Years of Study: 1**

- Pupils can repeat a few simple high frequency French/Spanish words with support from the teacher.
- They understand and respond to basic greetings and can recall a few simple phrases in French/Spanish including introducing themselves (My name is...). Pronunciation may be approximate and will require teacher prompts.
- Pupils can recall parts of class songs and rhymes.
- Pupils can repeat a few simple high frequency French/Spanish words with support from the teacher.
- Understand and respond to basic greetings.
- Can recall a few simple phrases in French/Spanish including introducing themselves (My name is...).
- Pronunciation may be approximate and will require teacher prompts. Pupils can recall parts of class songs and rhymes.
- Recognise sounds and vowels.
- Answer specific questions about name, nationality and age).

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:**

**Years of Study: 2**

- Pupils can independently recall most taught French/Spanish vocabulary words.
- They can recall a few common phrases in French/Spanish including introducing themselves, where they live, how old they are.
- Pronunciation should generally be accurate but may require occasional teacher prompts.
- Pupils can recall class songs and rhymes with a high degree of accuracy.
- They begin to describe places using familiar words (house, school, class).
- Give instructions of three – four simple steps.
- Give an opinion in the context of a text without argue (it's good, I like, I do not like).

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**

Years of Study 3	Years of Study 4
<ul style="list-style-type: none"> <li>• Pupils respond briefly, with single words and phrases, to what they see and hear.</li> <li>• Their pronunciation may be approximate and they may need considerable support from a spoken model and from visual clues.</li> <li>• Pupils can understand and repeat some familiar French/Spanish words with increasing concentration and accuracy.</li> <li>• They begin to follow simple French/Spanish instructions. They use some familiar French/Spanish greetings. Pupils understand that word order may be different in French/Spanish and English.</li> <li>•</li> <li>• Pupils listen and respond to picture books and stories read or told by the teacher.</li> <li>• They can introduce themselves, their friends and can name familiar school and home objects in French/Spanish.</li> <li>• Identify the similar words with the same Rhyme and sounds.</li> <li>• Identify what they like and what they do not like.</li> <li>• Recognise between the ideas mentioned in a text they hear and those which are not ( persons, places and things).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils give short, simple responses to what they see and hear and can ask simple questions.</li> <li>• They name and describe familiar people, places and objects. They use set phrases (eg to ask for help, permission).</li> <li>• Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.</li> <li>• Pupils respond to basic instructions in French/Spanish. They can answer simple personal questions in French/Spanish individually, in small and large groups.</li> <li>• They pick up simple words from taught stories in French/Spanish.</li> <li>• They make connections between stories and real life and can respond to them verbally or in visual form.</li> <li>• They use French/Spanish greetings confidently and appropriately.</li> <li>• Pupils can distinguish beginning, medial and ending sounds of French/Spanish words and understand that words or endings may change based on singular/plural, masculine/feminine.</li> </ul>

Phase 4

**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:**

Years of Study 5

- They can follow multi-step directions and retell familiar stories in sequence.
- They start to naturally use French/Spanish phrases in conversations. They use short phrases to express personal responses.
- They accurately apply French/Spanish grammar rules including masculine/feminine and singular/plural.
- Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond (eg identifying and describing family members, talking about pets, house, class) using descriptive words.
- Although they use mainly memorized language, they occasionally substitute items of vocabulary to vary questions or statements.
- Their pronunciation is generally correct with consistent intonation and near normal fluency in familiar and pre-prepared contexts.

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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:

##### Years of Study: 6

- Pupils answer simple questions and give basic information about their interests.
- They give short, simple responses to what they see and hear, and use set phrases through structured conversations of at least three or four exchanges.
- They use short phrases to express personal responses: likes and dislikes.
- Pupils show that they understand the main points from conversations made up of familiar language. Pupils show that they understand a range of familiar spoken phrases.
- They act a part of a heard text.
- The pronunciation shows an awareness of sound patterns and their meaning is clear.
- Take part in brief prepared tasks, using visual or other clues to help them initiate and respond.
- Respond to a clear model of standard language, but may need items to be repeated. They speak French/Spanish at near normal pace.
- Respond to a text identifying the feelings (happy, sad, anger...)
- Take part in conversations seeking and conveying information, using a variety of structure with difficulty.