

RAFFLES WORLD ACADEMY



RAFFLES
WORLD ACADEMY

ENGLISH - READING
RWA SCOPE AND SEQUENCE

RWA Scope and Sequence - English - 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 and a centre for Cambridge International Examinations. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human Development Authority (KHDA).

Our Guiding Statements

Our Vision

Providing world class education.

Our Mission

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

Our Philosophy

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

To make student development the centre of all school decisions

To aspire to the highest internationally recognized performance standards

To build and celebrate a culture based on internationalism

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

Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

The RWA Motto

Towards Excellence

The RWA Mascot

Arabian Stallion

The RWA definition of International-Mindedness:

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

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

IB MISSION STATEMENT

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

IB Learner Profile

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

IB learners strive to be:

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

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

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

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

RWA Scope and Sequence - English - Reading

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:

	P1	P2	P3	P4	P5	P6	P7	P8
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RWA Scope and Sequence - English - Reading

<p>KG 1</p>	<ul style="list-style-type: none"> Enjoy listening to stories (P1) LA: I can have some favorite stories, rhymes, songs, poems or jingles. MA: I can repeat words or phrases from familiar stories. HA: I can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> listen attentively and respond to stories read aloud (P2) LA: I can listen to and joins in with stories and poems, one-to-one and also in small groups. MA: I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories. HA: I can show awareness of rhyme and alliteration. Recognizes rhythm in spoken words. participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity (P2) LA: I can listen to and joins in with stories and poems, one-to-one and also in small groups. MA: I can enjoy rhyming and rhythmic activities. HA: I can show awareness of rhyme and alliteration. Recognizes rhythm in spoken words. 	<ul style="list-style-type: none"> locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) (P3) LA: I can show interest in illustrations and print in books and print in the environment. MA: I can listen to stories with increasing attention and recall. HA: I can suggest how the story might end. express opinions about the meaning of a story (P3) LA: I am beginning to be aware of the way stories are structured. MA: I can suggest how the story might end. HA: I can describe main story settings, events and principal characters. distinguish between pictures and written text, for example, can point to a picture when asked (P3) LA: I am beginning to be aware of the way stories are structured. MA: I can listen to stories with increasing attention and recall. HA: I can show interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> choose and "read" picture books for pleasure (P4) LA: I can look at books independently. MA: I can handle books carefully. HA: I can hold books the correct way up and turns pages. handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (P4) LA: I can handle books carefully. MA: I can hold books the correct way up and turns pages. HA: I can discuss how books work show curiosity and ask questions about pictures or text (P4) LA: I know information can be relayed in the form of print. MA: I can recognize familiar words and signs such as own name and advertising logos. HA: I know that print carries meaning and, in English, is read from left to right and top to bottom. recognize their own first name (P4) 	<ul style="list-style-type: none"> begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (P5) LA: I can hear and say the initial sound in words. MA: I can segment the sounds in simple words and blend them together and knows which letters represent some of them. HA: I can link sounds to letters, naming and sounding the letters of the alphabet join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction (P5) MA: I can enjoy rhyming and rhythmic activities. HA: I can show awareness of rhyme and alliteration. Recognizes rhythm in spoken words. HA: I can continue a rhyming string. 	<ul style="list-style-type: none"> indicate printed text where the teacher should start reading (P6) LA: I can segment the sounds in simple words and blend them together and knows which letters represent some of them. MA: I can link sounds to letters, naming and sounding the letters of the alphabet. HA: I can begin to read words and simple sentences. make connections to their own experience when listening to or "reading" texts (P6) LA: I can enjoy an increasing range of books. MA: I can compare moments in stories to my own life HA: I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books. realize that the organization of on-screen text is different from how text is organized in a book (P6) LA: I can identify text on-screen MA: I know that information can be retrieved from books and computers HA: I can explain how texts are organized differently on-screen than in books 	<ul style="list-style-type: none"> begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (P7) LA: I can use phonic knowledge to decode regular words and read them aloud accurately. MA: I can read some common irregular words. HA: I can read and understand simple sentences 	<ul style="list-style-type: none"> show empathy for characters in a story (P8) LA: I can demonstrate understanding when talking with others about what they have read. MA: I can identify characteristics of characters in a story HA: I can show empathy for characters in a story
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RWA Scope and Sequence - English - Reading

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:

Reading

RWA Scope and Sequence - English - Reading

KG2

- **select and re-read favorite texts for enjoyment**
- *LA: I can re-read these books to build up their fluency and confidence in word reading.*
- *MA: I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*
- *MA: I can explain clearly my understanding of what is read to me.*
- **understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts**
- *LA: I can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently*
- *MA: I can recognize and join in with predictable phrases*
- *HA: I can find errors when parts of a story are missing*
- **participate in shared reading, posing and responding to questions and joining in the refrains**
- *LA: I can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.*
- *MA: I can ask and answer questions connected to what I read*
- *HA: I can recognize and join in with predictable phrases*
- **participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group**
- *LA: I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.*
- *MA: I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings and read other words of more than one syllable that contain taught GPCs.*
- *HA: I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).*
- **listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes**
- *LA: I can participate in discussion about what is read to them, taking turns and listening to what others say*
- *MA: I can make inferences on the basis of what is being said and done*
- *HA: I can predict what might happen on the basis of what has been read so far*
- **read and understand the meaning of self-selected and teacher-selected texts at an appropriate level**
- *LA: I can check that the text makes sense to them as they read and correcting inaccurate reading*
- *MA: I can discuss the significance of the title and events*
- *HA: I can discussing word meanings, linking new meanings to those already known*
- **use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)**
- *LA: I can draw on what they already know or on background information and vocabulary provided by the teacher*
- *MA: I can check that the text makes sense to me as I read and correcting inaccurate reading*
- *HA: I can discuss what cues help me understand texts I read*
- **read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography**
- *LA: I can list different types of print*
- *MA: I can compare and contrast features of different print in my environment*
- *HA: I can evaluate if print makes its message clear to its reader*
- **make connections between personal experience and storybook characters**
- *LA: I can be encouraged to link what they read or hear read to their own experiences*
- *MA: I can identify physical and personal characteristics of characters in stories*
- *HA: I can discuss how my own experiences are similar to those of a character in a story*
- **understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community**
- *LA: I can apply phonic knowledge and skills as the route to decode words.*
- *MA: I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.*
- *HA: I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.*
- **instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols**
- *LA: I can apply phonic knowledge and skills as the route to decode words.*
- *MA: I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.*
- *HA: I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.*
- **have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation**
- *LA: I can list the different conventions of language*
- *MA: I can identify where conventions of language are being used*
- *HA: I can use conventions of language with some help from the teacher*
- **participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.**
- *LA: I can re-read these books to build up their fluency and confidence in word reading.*
- *MA: I can learn to appreciate rhymes and poems, and to recite some by heart*
- *HA: I can explain clearly their understanding of what is read to them*

RWA Scope and Sequence - English - Reading

Grade
1

- **select and reread favorite texts for enjoyment**
- *LA: I can re-read books to build up my fluency and confidence in word reading.*
- *MA: I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales*
- *HA: I can explain why a text is my favorite*
- **understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts**
- *LA: I can listen and remember moments from familiar stories*
- *MA: I can listen to, discuss and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently*
- *HA: I can decide if part of a familiar story has been left out*
- **participate in shared reading, posing and responding to questions and joining in the refrains**
- *LA: I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.*
- *MA: I can participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.*
- *HA: I can respond to refrains in reading without prompting*
- **participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group**
- *LA: I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.*
- *MA: I can read accurately words of two or more syllables that contain the same graphemes as above.*
- *HA: I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.*
- **listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes**
- *LA: I can answer and ask questions*
- *MA: I can make inferences on the basis of what is being said and done*
- *HA: I can predict what might happen on the basis of what has been read so far*
- **read and understand the meaning of self-selected and teacher-selected texts at an appropriate level**
- *LA: I can discuss the sequence of events in books and how items of information are related*
- *MA: I can listen to, discuss and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently*
- *HA: I can discuss my favorite words and phrases*
- **use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)**
- *LA: I can draw on what they already know or on background information and vocabulary provided by the teacher*
- *MA: I can check that the text makes sense to me as I read and correcting inaccurate reading*
- *HA: I can discuss what cues help me understand texts I read*
- **read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography**
- *LA: I can list different types of print*
- *MA: I can compare and contrast features of different print in my environment*
- *HA: I can evaluate if print makes its message clear to its reader*
- **make connections between personal experience and storybook characters**
- *LA: I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.*
- *MA: I can identify physical and personal characteristics of characters in stories*
- *HA: I can discuss how my own experiences are similar to those of a character in a story*
- **understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community**
- *LA: I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.*
- *MA: I can read words containing common suffixes.*
- *HA: I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.*

- **instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols**
- *LA: I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.*
- *MA: I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.*
- *HA: I can re-read these books to build up their fluency and confidence in word reading.*
- **have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation**
- *LA: I can list the different conventions of language*
- *MA: I can identify where conventions of language are being used*
- *HA: I can use conventions of language with some help from the teacher*
- **participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.**
- *LA: I can recognize simple recurring literary language in stories and poetry*
- *MA: I can discuss and clarify the meanings of words, linking new meanings to known vocabulary*
- *HA: I can continue to build up a repertoire of poems/stories learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear*

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

Reading

RWA Scope and Sequence - English - Reading

Grade
2

- develop personal preferences, selecting books for pleasure and information read texts at an appropriate level, independently, confidently and with good understanding
- *LA: I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *MA: I can choose texts that interest me*
- *HA: I can recommend a text to a classmate giving reasons for my choice*
- recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles
- *LA: I can read books that are structured in different ways and reading for a range of purposes*
- *MA: I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
- *HA: I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.*
- identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements
- *LA: I can sequence the beginning, middle and end of stories*
- *MA: I can discuss words and phrases that capture the reader's interest and imagination*
- *HA: identifying themes and conventions in a wide range of books*
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- *LA: I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context*
- *MA: I can predict what might happen from details stated and implied*
- *HA: I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance
- *LA: I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *MA: I can show a text is fiction or non-fiction using its features*
- *HA: I can evaluate if a text fits a particular purpose for reading with help from my teacher*
- recognize and use the different parts of a book, for example, title page, contents, index
- *LA: I can identify different parts of a book*
- *MA: I can read books that are structured in different ways and reading for a range of purposes*
- *HA: I can evaluate how parts of a book are used to support the reader*
- use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another
- *LA: I can use dictionaries to check the meaning of words that they have read*
- *MA: I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*
- *HA: I can apply growing knowledge of root words, prefixes and suffixes*
(Formation of nouns using a range of prefixes [for example super-, anti-, auto-])
- 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]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble])
- discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways
- *LA: I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.*
- *MA: I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *HA: I can create character sketches for different characters in a story*
- discuss their own experiences and relate them to fiction and non-fiction texts
- *LA: I can retrieve and record information from non-fiction and fiction.*
- *MA: I can connect how fiction and non-fiction texts connect to me*
- *HA: I can prepare a summary of how a text is connected to my own experiences*
- participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view
- *LA: I can recognize some different forms of poetry [for example, free verse, narrative poetry].*
- *MA: I can discuss my opinions about different types of poetry and positively listen to others*
- *HA: I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - reflecting what interest me*
- wonder about texts and ask questions to try to understand what the author is saying to the reader
- *LA: I can ask questions to improve their understanding of a text*
- *MA: I can identify main ideas drawn from more than one paragraph and summarize these*
- *HA: I can identify how language, structure, and presentation contribute to meaning.*
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- *LA: I can explain the difference between fact and opinion*
- *MA: I can distinguish between statements of fact and opinion.*
- *HA: I can agree or disagree with opinions read using facts already known*
- understand sound-symbol relationships and apply reliable phonetic strategies when decoding print
- *LA: I can read more unusual exception words*
- *MA: I can note unusual correspondence between spelling and sound*

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:

Reading

RWA Scope and Sequence - English - Reading

Grade 3

- read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals
- *LA: I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *MA: I can read books that are structured in different ways and reading for a range of purposes*
- *HA: I can check that the text makes sense to me, discussing understanding and explaining the meaning of words in context*
- distinguish between fiction and non-fiction and select books appropriate to specific purposes
- *LA: I can list the features of a fiction and non-fiction text*
- *MA: I can read books that are structured in different ways and reading for a range of purposes*
- *HA: I can evaluate if texts selected fit the purpose for reading clearly - giving necessary information*
- understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- *LA: I can increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
- *MA: I can identify how language, structure, and presentation contribute to meaning*
- *HA: I can defend characters in books - showing empathy for their journey*
- recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- *LA: I can ask questions to improve understanding of a text*
- *MA: I can identify main ideas drawn from more than one paragraph and summarizing these*
- *HA: I can evaluate how well an author has communicated their purpose to the audience*
- understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
- *LA: I can identify and order sequences of a plot*
- *MA: I can identify themes and conventions in a wide range of books*
- *HA: I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, predicting what might happen from details stated and implied, - justifying inferences with evidence*
- appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories
- *LA: I can recognize some different forms of poetry [for example, free verse, narrative poetry] - Focusing on structure*
- *MA: I can discuss structure and effect, words and phrases that capture the reader's interest and imagination*
- *HA: I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Using structure used by other writers*
- use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility
- *LA: I can use dictionaries to check the meaning of words that they have read*
- *MA: I can retrieve and record information from non-fiction*
- *HA: I can identify main ideas drawn from more than one paragraph and summarize these*
- know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
- *LA: I can define what skimming and scanning is used for*
- *MA: I can identify key information by skimming and scanning*
- *HA: I can evaluate if a text meets my purpose by skimming and scanning it first - before reading*
- as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials
- *LA: I can participate in discussion about both books that are read to me and those I read for myself, taking turns and listening to what others say.*
- *MA: I can work with others to identify main ideas drawn from more than one paragraph and summarize these*
- *HA: I can evaluate how useful a text in aiding my inquiry into particular questions and concepts*
- identify relevant, reliable and useful information and decide on appropriate ways to use it
- *LA: I can use dictionaries to check the meaning of words that they have read*
- *MA: I can retrieve and record information from non-fiction*
- *HA: I can decide how to best use and present relevant and reliable information*
- access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- *MA: I can read texts that are structured in different ways and reading for a range of purposes*
- *MA: I can retrieve and record information from non-fiction*
- *HA: I can decide how to best use and present relevant and reliable information*
- know when and how to use the internet and multimedia resources for research
- *LA: I can explain why the internet is a useful resource*
- *MA: I can perform key word searches connected to my inquiry*
- *HA: I can evaluate if a source of information on the internet is reliable*
- understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.
- *LA: I know the online rules of the school*
- *MA: I can explain what online safety is*
- *HA: I can evaluate the school's cyber-safety guide*
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- *LA: I can explain the difference between fact and opinion*
- *MA: I can distinguish between statements of fact and opinion.*
- *HA: I can defend or oppose an opinion read using facts from the text*
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)
- *LA: I can identify root words, prefixes and suffixes*
- *MA: I can explain how suffixes and prefixes change root words*
- *HA: I can use prefixes, suffixes and advanced synonyms and antonyms*

(The grammatical difference between plural and possessive -s)

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Word Reading

Comprehension

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:

Reading

RWA Scope and Sequence - English - Reading

Grade
4

- read a wide range of texts confidently, independently and with understanding
- *LA: I can ask relevant questions to improve my understanding of what I read*
- *MA: I can make comparisons across a range of texts*
- *HA: I can recommend books to my peers giving reasons why*
- work in cooperative groups to locate and select texts appropriate to purpose and audience
- *LA: I can read books that are structured in different ways for different purposes*
- *MA: I can positively discuss texts read building on my ideas and those of others*
- *HA: I can choose and evaluate texts for a specific purpose*
- participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- *LA: I can summarise main ideas in texts read giving details to support the main ideas*
- *MA: I can identify how language, structure and presentation contribute to meaning.*
- *HA: I can evaluate how authors use language, including figurative language, considering the impact on the reader.*
- identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres
- *LA: I can list a wide range of fiction genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- *MA: I can explain themes and conventions in and across a wide range of writing*
- *HA: I can evaluate texts from different genres and provide reasoned justifications for my views.*
- appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing
- *LA: I can distinguish between fiction and non-fiction texts*
- *MA: I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.*
- *HA: I can create my own fiction and non-fiction texts using proper structures from each*
- appreciate authors' use of language and interpret meaning beyond the literal
- *LA: I can learn a wider range of poetry by heart*
- *MA: I can distinguish author's use of language and interpret meaning beyond the literal in poetry*
- *HA: 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.*
- understand that authors use words and literary devices to evoke mental images
- *LA: I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words and literary in context*
- *MA: I can identify how language, structure and presentation contribute to meaning.*
- *HA: I can evaluate how authors use language, including figurative language, considering the impact on the reader.*
- recognize and understand figurative language, for example, similes, metaphors, idioms
- *LA: I can explain the different types of figurative language*
- *MA: I can identify and explain how written language is used in a piece of writing*
- *HA: I can evaluate if figurative language used allows a greater experience for the reader*
- make inferences and be able to justify them
- *LA: I can predict what might happen from details stated and implied*
- *MA: I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions*
- *MA: I can use examples from texts to justify my inferences*
- *HA: I can evaluate my inferences by using examples of what happens later in a text*
- identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
- *LA: I can list the elements of a story - plot, setting, characters, theme*
- *MA: I can explain how elements of a story contribute to effectiveness of the story*
- *HA: I can create my own stories using all the elements of a story - plot, setting, characters, theme*
- compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
- *LA: I can identify the plots of two different, but similar, novels*
- *MA: I can compare and contrast the plots of two different, but similar, novels*
- *HA: I can evaluate which plot is more effective and impactful for the reader*
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- *LA: I can retrieve, record and present information from non-fiction.*
- *MA: I can distinguish between statements of fact and opinion.*
- *HA: I can evaluate facts and opinions as valid or invalid*
- use a range of strategies to solve comprehension problems and deepen their understanding of a text
- *LA: I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context*
- *MA: I can ask questions to improve understanding*
- *HA: I can find answers by looking back through text for specific examples*
- consistently and confidently use a range of resources to find information and support their inquiries
- *LA: I can retrieve, record and present information from non-fiction.*
- *MA: I can distinguish between statements of fact and opinion.*
- *HA: I can evaluate if a resources has supported my inquiry*
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- *LA: I can participate in discussions about texts that are read to me and those read by myself, building on my own and others' ideas and challenging views courteously.*
- *MA: I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.*
- *HA: I can work collaboratively and use what we have read to explain new understanding*
- use the internet responsibly and knowledgeably, appreciating its uses and limitations
- *LA: I can locate information online connected to my inquiry*
- *MA: I can compare and contrast information found online*
- *HA: I can evaluate if the source of information online is reliable*
- locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.
- *LA: I can read books that are structured in different ways for different purposes*
- *MA: I can retrieve, record and present information from different sources.*
- *HA: I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.*
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology),
- *LA: I can identify root words, prefixes and suffixes*
- *MA: I can explain how suffixes and prefixes change root words*
- *HA: I can use prefixes, suffixes and advanced synonyms and antonyms*
- **(Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]**
- **Verb prefixes [for example, dis-, de-, mis-, over- and re-])**

RWA Scope and Sequence - English - Reading

Grade
5

- read a wide range of texts confidently, independently and with understanding
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- *HA: I can recommend books to my peers giving reasons why*
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- *LA: I can read books that are structured in different ways for different purposes*
- *MA: I can positively discuss texts read building on my ideas and those of others*
- *HA: I can choose and evaluate texts for a specific purpose*
- participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- *LA: I can summarise main ideas in texts read giving details to support the main ideas*
- *MA: I can identify how language, structure and presentation contribute to meaning.*
- *HA: I can evaluate how authors use language, including figurative language, considering the impact on the reader.*
- identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres
- *LA: I can list a wide range of fiction genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- *MA: I can explain themes and conventions in and across a wide range of writing*
- *HA: I can evaluate texts from different genres and provide reasoned justifications for my views.*
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- *HA: I can use prefixes, suffixes and advanced synonyms and antonyms*

(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])



Terminology for Pupils

Raffles World Academy
Grammatical Terminology by
Grade Level

Word Structure

Sentence Structure

Text Structure

Punctuation

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]

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** (A fuller list of suffixes can be found in the spelling appendix.)

Use of the suffixes **-er**, **-est** in adjectives and the use of **-ly** in Standard English to turn adjectives into adverbs

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

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]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

The grammatical difference between plural and possessive **-s**

Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

Verb prefixes (e.g. dis-, de-, mis-, over- and re-)

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].

How words can combine to make sentences

Joining words and joining clauses using and

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

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

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

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]

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.]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

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

Sequencing sentences to form short narratives

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]

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

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]

Use of paragraphs to organise ideas around a theme

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices

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

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

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]

Introduction to inverted commas to punctuate direct speech

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

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

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

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

determiner, pronoun, possessive pronoun, adverbial

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Key:

KG2

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5