

Language Policy – PYP School



Silver Oaks International Schools Hyderabad Bangalore Visakhapatnam Language Policy – PYP School

A language, of course is not merely a set of grammatical rules or a vocabulary. It is a flash of human spirit, the vehicle by which the soul of each particular culture comes into the material world. Every language is an old-growth forest of the mind, a water-shed of thought, an ecosystem of spiritual possibilities.

-From “The Wayfinders” by Wade Davis

At Silver Oaks, language is essentially about communicating thoughts, feelings and ideas. It is considered important to communicate the same in a positive and clear expression.

To inculcate this, School developed a culture which is an inside out approach to enhance all expressions and communications. While language is a set of words, school’s culture is an underlying philosophy to develop language as a personality and attitude.

School’s Culture

“Speak softly and pleasantly smile always be positive and progressive feel good look good and do good have and show confidence”

Aspiration: At Silver Oaks, we aspire to develop an ecosystem of learners, teachers, parents and visitors who communicate with each other through understanding and respect.

School’s motto

Where the mind is without fear and the head is held high

The motto is also applied in language learning and communication. Students are encouraged to read, write and speak without fear and shed inhibitions.

Language is encouraged to be developed as a personality with focus on IB attributes and attitudes.

Language education & acquisition

Language learning from Pre Primary to Grade X focuses on curriculum continuity and progression of learning. Teachers make decisions about developmentally appropriate learning experiences, including formative and summative assessments.

At Silver Oaks, National standards of language, IB standards and global standards are referred to develop the scope and sequence of language curriculum. Vertical and horizontal alignment is ensured between PYP and the National Board classes.

The three-language formula in India

English is the primary language of instruction in the school.

PYP School Hyderabad

2nd language: Hindi or Telugu are taught from Grade I to those who wish to pursue mother tongue or learn the national language.

3rd language: 3rd language is taught from Grade V to VIII as a part of the national language policy. **Hindi, Telugu, French or Sanskrit** are taught as 3rd language. This is to expose children to more languages.

Note: Grade VI is the last year of PYP. Language carousel begins in Grade V (second last year of PYP).

PYP School Bangalore

2nd language: Hindi or Kannada or French are taught from Grade I to those who wish to pursue mother tongue or learn the national language.

3rd language: 3rd language is taught from Grade V to VIII as a part of the national language policy. **Hindi, Kannada or French** are taught as 3rd language. This is to expose children to more languages.

Note: Grade VI is the last year of PYP and Grade VII is the MYPI. Language carousel begins in Grade V (second last year of PYP).

PYP School Visakhapatnam

2nd language: **Hindi or Telugu** are taught from Grade I to those who wish to pursue mother tongue or learn the national language.

3rd language: 3rd language is taught from Grade V to VIII as a part of the national language policy. **Hindi, Telugu, French or Sanskrit** are taught as 3rd language. This is to expose children to more languages.

Note: Grade VI is the last year of PYP. Language carousel begins in Grade V (second last year of PYP).

Support and Enhancement strategies

- School recognizes the potentiality of ATLs in enhancing language and uses these approaches to learning in language development.
- In teaching, learning and assessing, Phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
- English being the medium of instruction, prior knowledge is assessed during admission. For all those who require special support in English, school accommodates time, space, work and people.
- Records from Induction programme done at the time of admission will be used to give appropriate support in language development.
- Differentiated instructional plans for varying learning needs.
- Tests for identifying strengths and weaknesses in grammatical areas of language will be conducted to give suitable support. Test papers will be analyzed to plan diagnostic work.

- Collaborative planning sessions also aim at building collective responsibility of teachers to develop language of all students.

Authentic and diverse language learning experiences in the school:

Creative writing policy: A fortnightly task for children to write creatively and assess their work through self, peer or teacher assessments on Monday mornings.

Speakers at Silver Oaks: A fortnightly event to encourage public speaking, oratory skills, confidence and fluency.

Respect for mother tongue: Children are encouraged to respect and appreciate all languages and mother tongue. And various events are created to celebrate mother tongue.

Language days: Hindi Telugu Kannada and Sanskrit days are planned in every calendar year to develop respect and appreciation of these languages.

School functions: Many Indian languages and foreign languages are included in the school functions to give exposure to students.

Review process

Annual review is done during the Curriculum review meetings to ensure up-gradation of language teaching in the school.

Review of the language scope and sequence and the language policy is done by language teachers, homeroom teachers, year level coordinators, Heads of Wings, Head PYP, PYP Coordinator and Head of the School.

Including the entire staff in the school towards language development in the school

Besides the teachers, bus drivers, supporting staff, administrative staff are given orientation at the beginning of the academic year towards the responsibility of speaking or writing polite and positive language. All adults

are reposed with the responsibility of using clear and positive language to set an example for students.

As an IB World School, we are committed to the following practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7)
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

For each practice, the school has taken the following measures to bring excellence in language learning.

The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7)

The medium of instruction in the school is English. Additional languages like Hindi and Telugu start from Grade 1. Students have the choice to select from either of those. From Grade 5, a third language option is offered and students choose any one from Hindi, Telugu and French.

In the PYP section of the School the language of instruction (English) is integrated into the units of inquiry or organized into stand-alone language sessions.

Through the programme specific learning outcomes for the strands of speaking and listening, reading and writing, and viewing and presenting appropriate to the students' level have been defined. We promote inquiry-based authentic learning atmosphere to students.

The School invests in qualified, professional language teachers for the language of instruction, host language and other languages.

Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).

All students' language needs are identified through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways.

Teachers provide individualized instruction by specifying learning goals. Teaching strategies include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students.

In the PYP section of the School students are grouped by ability for reading groups, but work in mixed ability groups for other tasks.

A link between the language policy and the admission policy is established where at the time of student admission; a test to gauge the student's level of language proficiency is taken and a record of which is made available to teachers.

Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

The School focuses on trans-disciplinary nature of language learning by recognizing the role of language in all teaching and learning done in the school. The basic skills for all types of communication - oral, written and visual - are explicitly planned for, using our scope and sequence.

Receptive and expressive aspects of language teaching and learning

Receptive: In how many ways children receive the language

Aural: How they hear the language within the school community and outside.

Visual: How they see the language being used to express and communicate

Expressive: How children speak, convey, and express their written and spoken forms of language

Oral: Attitudinally, soft and pleasant language to be used with focus on grammatically accepted structures of language and appropriate words.

Written: At a basic level, legible form of writing with focus on grammatically acceptable language structures and appropriate usage of words and sentences are expected.

To support this practice further, the school has developed a reading policy with a purpose of improving a child's communication skill, thinking skill, focus and concentration.

A variety of reading strategies are introduced to support students in the mechanics of reading and comprehending the meaning of what they read. These include phonemic awareness, recognising patterns in text, decoding, making inferences and recognising a bank of sight words.

Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

Assessment is integral to teaching and learning in the school. Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language.

Students are regularly assessed using the expectations from the School's language scope and sequence. Achievement of different learning outcomes will be recorded and passed on throughout their schooling to facilitate each student's learning. At the beginning of tasks, criteria is shared or created by the students so that learning goals are clear.

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).

Since students learn about and through language, the school understands that all teachers are responsible for language development of students. During collaborative planning and reflection, links are developed between the POI and language teaching.

The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

A team of teachers are responsible for purchasing high quality texts so that students can explore a variety of genres to read for pleasure and information. The pedagogical leadership team collaborates with the librarian in ordering and cataloguing books in different mother tongue languages for the library and as classroom resources.

Students have access to other resources such as newspapers and magazines, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency and comprehension. The use of ICT is an integral language learning tool.

The involvement of parents is important in the School. They expose students to different mother tongue languages through visits to classrooms and speaking to students on festive occasions by sharing the beliefs behind those festivals and promote international mindedness.

Teaching and learning of language is organized into five phases of overall expectations, conceptual understandings and learning outcomes. The phases represent a developmental continuum of language learning.

Below is a table that illustrates the overall expectations in language:

Oral Language

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|---|---|--|
| 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. | 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. | 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. | 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. | Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning. |

Visual Language

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|--|--|---|--|---|
| <p>Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.</p> | <p>Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p> | <p>Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p> | <p>Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.</p> | <p>Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.</p> |

Written Language

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|--|---|--|--|
| 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. | 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. | 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. | 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. | 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. |

Scope and Sequence

School has developed a vertical and horizontal scope and sequence document for teaching of English as a Language.

Conceptual understandings and learning outcomes for each language strand have been documented for each grade level from PP 1 to Grade 6.

Vertical and horizontal plans are developed which are upgraded every year for the teaching of English as a language.

The art of communication is the language of leadership.

- James Humes

Drafting Committee: Director Education, Principal, Pedagogical leadership team

To be reviewed next in April/June 2020