



“Success for Every Child”

At KJS we create a safe, supportive and caring environment where beliefs and values reflect a respect of cultural diversity. We motivate individuals to become lifelong learners who are empowered to take action to make a positive difference in the world. The school community works together to develop global citizens with a sense of social awareness and responsibility through an engaging, relevant and challenging curriculum.

Language Policy

Aims:

At KJS, language is central to learning, thinking and communicating. It is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. In line with our mission, vision and values, we believe that the language that children learn and use helps them to establish their identity and thus support the concept of international mindedness. This policy outlines our core beliefs and practices which permeate through the teaching and learning of Language in four key areas:

- *English Language*
- *Chinese Language*
- *English as an Additional Language*
- *Mother Tongue*

Language permeates the whole curriculum and transcends individual subject disciplines. Language is not learnt independently of meaning and function. Therefore, students need to be provided with different purposes, situations and audiences within real and meaningful contexts for the development of language. The teaching of and about language involves Oral, Visual and Written Strands in an interrelated and meaningful way.

A child-centred curriculum provides for the developmental progress of children, e.g. through the Programme of Inquiry and ESF Scope and Sequence documents, catering to the needs of all children in our school.

All teaching staff are responsible for language development, which is achieved by learning language, learning through language and learning about language.

Language is key to all learning.

Language Teaching Practices

Language is taught:

- *in a meaningful and authentic contextual programme, which draws on social, cultural, cognitive and linguistic resources*
- *within Units of Inquiry where possible*
- *by valuing differentiated and varied instruction and considering multiple learning styles and individual development*
- *in a context where learning technologies are used to promote its development*
- *in a non-threatening environment in which children take risks*
- *where the children’s learning is supported by a variety of scaffolded learning experiences which build on prior learning*
- *as a major connection between home and school, and mother tongue language development is actively encouraged and supported*
- *with an increasing emphasis on an inquiry-based approach*
- *in a well resourced learning environment where resources are collected, suggested, modified or designed to meet the*

children's needs

- *where the control of language learning gradually moves from the teacher to the child*
- *where assessment tasks, activities and criteria are relevant to the student's language development*

The Library/Learning Centre is:

- *a well resourced learning environment that plays an important role in language learning*
- *an expanding resource which will represent all mother tongues spoken within our community*
- *a resource hub which includes books, reference material, magazines, periodicals, artifacts and audio-visual resources*
- *an additional area for students to research and develop information literacy skills*
- *a classroom support and extension to facilitate individual student inquiry and learning*
- *readily accessible to students through formal lessons and flexible timetabling*
- *connected to local libraries to further enhance reference materials*
- *a resource centre for teaching staff*

The librarians are involved in the development and planning of the Units of Inquiry

English Language

English is our language of instruction. We recognise that our school community is diverse and our children come from a wide range of backgrounds with a variety of English language experiences. The children are supported in their learning through differentiated instruction based on their individual needs across the subjects and throughout a transdisciplinary programme of inquiry.

Progress across the phases is tracked developmentally through PYP language continuums.

Aims

At KJS the children will:

- *develop the necessary skills to use the English language socially academically and confidently*
- *speak clearly, fluently and accurately*
- *listen to the oral language attentively with understanding*
- *present and respond effectively to visual texts and performances*
- *read a range of texts fluently with understanding, both for enjoyment and for information*
- *write effectively for a wide range of audiences and purposes*
- *reflect on and evaluate their own and others' use of language*
- *communicate effectively in English in all aspects of school life*

Organisation

A whole language inquiry-based approach to learning is incorporated throughout the curriculum. Learning is planned according to the three strands identified in the IB's Language Scope and Sequence

- *Oral language – Listening and Speaking*
- *Visual language – Viewing and Presenting*
- *Written language – Reading and Writing*

Chinese Language

We recognise that Chinese is the second language of our school and the language of our host country. We are committed to children achieving a high competence in Chinese.

Throughout their schooling, children are provided with learning opportunities appropriate to their level of ability and background in learning Chinese. Following the ESF wide outcome-based multi-pathway curriculum, our children are catered for in different groups and pathways.

The three language Strands (Oral, Visual and Written) are taught through purposeful and engaging activities. Year 1 children have three 45-minute lessons per week; Year 2 children have four 45-minute lessons; Years 3 to 6 have daily lessons. As the children progress through the programme, they learn to communicate and interact in Chinese in a natural and unrehearsed manner with their teachers, classmates and the wider community.

Chinese language learning is further facilitated through the contribution of the Chinese teachers to the Programme of Inquiry. All teachers of Chinese will contribute to team teaching to promote learning through the language, professional collaboration, curriculum continuity and articulation.

Children studying Chinese take an active role in their language learning. Since their participation is an integral part of each class, the children naturally take ownership of this language, which they are then able to use. Opportunities are provided so that students may enhance the communication and social skills, which are essential in their daily lives.

English as an Additional Language

EAL learners are those who are learning in a language other than their mother tongue.

We recognise that communication is the basis of language acquisition. EAL children are simultaneously learning to use English whilst learning curriculum content through the medium of English. As a result, meaningful, useful communication in a safe, stimulating, language-rich, learner-centred environment provides the foundation of EAL teaching and learning. This approach within a PYP context engenders confidence, facilitating successful language acquisition.

It is our intent to provide EAL learners the opportunity to participate effectively in the school by creating a learning environment that encourages student pride in their cultural and linguistic heritage. This environment provides the cognitive and affective support to help them become contributing members of the global community.

Our primary focus is to provide a school environment that simultaneously develops the three language strands, enabling the different language areas to reinforce the development of cognitive processing and higher order thinking, thereby promoting English proficiency in both Basic Interpersonal Communication Skills [BICS] and Cognitive Academic Language Proficiency [CALP]. Our purpose is to nurture and to encourage EAL learners to achieve their highest potential and to value their multi-lingual and multi-cultural backgrounds.

Mother Tongue Language

Our school community encompasses a range of cultures, beliefs and languages spoken. Language is intrinsically linked to culture and we value our children's languages to affirm their cultural identities. Through the Programme of Inquiry, children are given opportunities to share their own cultures and learn about others to become internationally minded, appreciating and actively seeking to learn about others.

The school community will be frequently reminded of the importance of additive bilingualism, where the English and Chinese taught at school are built on a strong foundation of the children's mother tongue, adding to their understanding of language use and the world around them. The school will work with the ESF Language Centre to support the running of mother tongue maintenance groups, allowing children the opportunity to increase the social and academic use of their mother tongue.

The school recognises that language is essential for negotiating new meanings and deepening the understanding of concepts, thus supporting our students in becoming effective communicators in all their languages. Children will be encouraged to make connections between English, Chinese and their mother tongue, by translating key vocabulary and discussing concepts, attitudes, skills and content. Adults within our school community will be used, where possible, to assist with translations and to promote a deeper understanding through discussions about learning in their mother tongue.