



Sanjan Nagar

Public Education Trust

Higher Secondary School

“Enabling Our Future”



Language Policy

School vision:

“Our vision is to enable children and youth to become caring, knowledgeable, and creative citizens of tomorrow for the meaningful progress of our society through a holistic education experience.”

IBO 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.”

A Note for Parents:

Dear SNPET-HSS Parents,

At SNPET, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Sanjan Nagar is a journey of lifelong learning unlocking the potential of children/families from diverse and disadvantaged backgrounds. It is an evolving school for the future nurturing young learners through inquiry based liberal education in a global context bearing the motto ‘Enabling our Future’ Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child’s rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

SNPET-HSS

LANGUAGE POLICY FOR SNPET

Language Philosophy and Practice

At Sanjan Nagar School we acknowledge that “Language is at the heart of children’s learning. We believe that through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others effectively for a variety of purposes, and to examine their own and others’ experiences, feeling and ideas, giving them order and meaning. Because language is central to children’s intellectual, emotional and social development it has an essential role across the curriculum and helps pupils’ learning to be coherent and progressive.”

We also understand that every teacher is a language teacher. The practices outlined in this policy have been agreed upon collaboratively by all teachers and have included consideration from the perspectives of teachers, parents and students in the school.

- Our students come to our school with Native Language (Punjabi, Urdu) backgrounds and they vary in their ability to learn languages.
- All languages are equally valued and may be used as a medium of inquiry during the school day.
- We view the on-going language development for Sanjan Nagar students as the shared responsibility of all teachers, parents and students.
- We teach language through context and relate new information to existing knowledge.
- We view the range of languages within our school as an opportunity which allows us to reflect and celebrate the multilingual society we live in.
- We need to prepare students for a world where new technologies and rapid growth in information are transforming our society.

Language Profile of Sanjan Nagar

Sanjan Nagar is an English medium school with preschool to higher secondary grades (Preschool to Grade X) or 14 years of learning. Students and Teachers come predominantly from the local community with the majority having Punjabi or Urdu as their first language. Three languages are represented at Sanjan Nagar School. Punjabi, Urdu and English. English is used as an Access and Internal working language.

Language Rights, Roles and Responsibilities

All the members of a school community have a role to play in the development and maintenance of the school’s language and we strongly believe that every teacher is a language teacher. Following are the rights and responsibilities of all stakeholders.

The school leadership

- Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind
- Ensures that all teachers are informed about teaching strategies for making the mainstream curriculum accessible for all students.
- Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.

Homeroom and Subject teachers

- Considers the language learning needs of all students when planning activities across all areas of the curriculum
- Uses assessment strategies that allow all students to express the understandings they have gained across the curriculum
- Keeps assessment records that indicate the growth of understandings and skills.
- Provides opportunities for all students to share the diversity of their experiences
- Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation
- Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- Attends relevant professional learning opportunities to support students' language development

The Student

- Takes every opportunity to learn and provides feedback on their learning
- Shows interest in learning and participates
- Shows respect for teachers and peers
- Takes ownership of their learning and seeks help when needed
- Provides feedback and reflection on language learning
- Shows academic honesty and integrity in the collection of language assessment and observation

The Family

- Communicates directly with the learning community regarding their child's language development
- Is informed about Language Policy.
- Read and response to the school notifications about their child language learning.

Connections to other IB Policies

Language and Assessment

At SNPET, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures are used.

An initial assessment of skills is administered to all students at the admission process to SNPET through Admissions/Placement tests. The tests help to inform the admissions as well as the language level of the student.

Language and Admission

Student's wishing to be admitted at SNPET from Nursery to G5 and above must take an admission test that includes both languages, Urdu and English before entry.

Language background information along with other information including age, previous academic records help in the placement of students in the respective grades.

Language and Inclusion

At SNPET, all teachers are believed to be language teachers and all members of the learning community are involved in a child's language development. To this end, SNPET tries to include a student's home language, language profile and background in the learning process. Punjabi and Urdu are the mother languages for most of the students at SNPET, keeping that in mind school provides support by differentiated learning engagements of listening, speaking, reading and writing learners are provided with support to develop English Language as a second language at school and finally till year 4 and 5.

Language and Integrity

The SNPET Academic Integrity document includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

At SNPET, the following practices are considered dishonest with regards to language learning:

- If a student claims ownership of another student's, group's or pair's work
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher
- During creative writing tasks if the student reproduce the text from any online or library resource without acknowledging the original resource.

Language Acquisition (English)

language Acquisition(English) is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. The study of language (English) aims to:

- encourage amongst students a respect for and understanding of other languages and cultures
- Provide a skills base to facilitate further language learning.

Proficiency in a second language gives students:

- access to a broader range of inputs, experiences and perspectives
- The enjoyment of being able to communicate in a language other than their mother tongue.
- It is also acknowledged that learning another language greatly contributes to the holistic development of students and is believed to raise achievement in other subject areas.

Oral Language (listening and speaking)

The purposes of Listening and Speaking are listed as Guidelines to follows:

- To obtain information and respond accordingly.
- To establish relationships and interact with others.
- To appreciate the feelings of others.
- To reflect upon ideas, experiences and opinions.
- To gain imaginative and aesthetic pleasure.

Listening forms the basis of all language – a child’s first experience of language is hearing and listening to sounds and noises. Listening has implications for speech development, thinking and learning generally. Through listening and speaking often occur in proximity to each other in, for example, discussion, they are separable for educational purposes and are regularly separated in practice – for example, listening to a talk, to a teacher, to a radio, to a series of instructions.

In our modern world where children are bombarded with all the noises of a multimedia society, it is part of the role of the school to foster and facilitate good listening habits.

It is essential that such habits are developed early on. Effective listening will take place best when the proper atmosphere is created, appropriate teaching strategies are employed and the listening experience does not exceed the pupil’s attention span.

In the early stages at the Sanjan Nagar School – Pupils will:

- Be encouraged to sit comfortably and attentively so that they can pick up the message. They will be encouraged to respond and comment on what interests them, and will gradually learn not to interrupt others in the group: they will also learn how to take part in discussion activities.
- Regularly listen to quality stories and poems.
- Engage in a programme linked to the early teaching of reading and writing, which will involve matching of sounds with pictures, printed letters and words.

At all stages, and in ways appropriate to their age and attainments, the pupil at Sanjan Nagar will:

Be involved in a wide range of activities, both in and out of the classroom, that will promote and encourage good listening and speaking habits for a variety of purposes. eg.

- Stories
- Group discussions
- poems
- television
- films
- radio
- audio and video tapes
- visitors
- Games and songs.

LISTENING FOR INFORMATION

- Daily messengers/class helpers

- Repeat an instruction to a friend e.g., how to carry out an activity/board game/computer activity.
- Listen to news and ask a simple question
- Make a model from verbal instructions
- Twins game
- Games eg Simon Says
- Describe how a model was made/problem was solved
- Tell news and ask simple questions

LISTENING IN GROUPS

- Role play
- Puppets
- Listen to music and respond through play
- Listening to model reader.
- Circle Time
- Group problem solving

ABOUT EXPERIENCES, FEELINGS AND OPINIONS

- Reporting back on activities
- Circle Time
- Role play situations e.g. sharing
Take a character home e.g. each child has the opportunity to take the toy character home and then retell Events.

RESPONDING TO TEXTS

- Listen to television/radio broadcasts and answer key questions given prior to broadcast.
- Listen to stories/poems/tapes and answer simple questions
- Retell a story
- Big books
- Describe a character from a story.
- Dramatize a story
- Discuss what might happen next/make up a new ending
- Describe own drawings/paintings/early writing

AWARENESS OF GENRE

- Exposure to variety of texts with discussion as to their shape e.g. Shopping list/letter

AUDIENCE AWARENESS

- Listen and identify voices
- Correct use of social language eg. Good morning/thank you
- Listen to presentations from visitors and ask simple questions
- Simple presentation within the classroom eg. On an interesting object
- Simple presentation during assembly/concert

KNOWLEDGE ABOUT LANGUAGE

- Listen to television/radio broadcast which use regional dialects
- Play with words using standard English
- Listen to and recite rhymes and poems
- Play with words using alliterations.

Visual Language (viewing and presenting)

Visual Language

“These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.” (PYP Scope and Sequence, page 18). It is important to note the connectedness of the visual and presentation aspect of language development, which in turn integrates the use of technology into this medium. It is acknowledged that in contemporary society visual language underpins a significant portion of the language development of individuals; for example through cartoons, graphic organizers, electronic mediums (e.g. I pads e-books), illustrations and websites.

- Presentations, PPT
- Puppet shows
- Role plays
- Movies
- Videos
- Observations
- Excursions and guest speaker sessions
- Presenting and viewing big books

Written Language (reading and writing)

The purposes of reading are listed below:

- To obtain information in print and respond appropriately;
- To appreciate the feelings/expression of others;
- To reflect upon ideas, experiences and opinions;
- To gain imaginative and aesthetic pleasure.

Recent research has confirmed that the Key Components of Early Reading are:

- **Phonemic Awareness** (leading to Phonological Awareness): The ability to hear and identify individual sounds in spoken words.
- **Phonics**: (word attack skills) The relationship between the letters of written language and the sounds of spoken language.
- **Fluency**: The capacity to read text accurately and quickly.
- **Vocabulary**: The words pupils must know to communicate effectively.
- **Comprehension**: The ability to understand and gain from what has been read.

At the Early Stages pupils will:

- Developing an understanding of the purposes of print by reading labels, signs and captions.
- Involved in pre-reading activities to develop skills of matching, discrimination, left-to-right eye movement, and sequencing.
- Learn the basic skills of reading through systematic and progressive programme, which should incorporate an initial sight vocabulary and also, develop phonic and blending skills, and skills of word attack

- Enjoy books by listening to stories and poems and talking about them
- Create and read short texts, with teacher support
- Learn the language terms used in their reading programme

Learning to read accurately and with discrimination becomes increasingly important as pupils move their education. Pupils are encouraged to read for enjoyment and, with guidance and support from their teacher, to maintain a personal reading programme. Teachers will give careful consideration to the readability of all printed texts fiction and non-fiction.

The importance of meaning is stressed at all stages. The activity of Reading takes place, whenever possible, in an appropriate context, and is concerned with the gaining of meaning from a suitable text. Reading we understand should always have a purpose, which is clear both to the teacher, and the pupil.

As pupil's reading becomes less supported by illustrations, they learn to recognise the commoner genres in fiction and non-fiction. As texts become more complex the teacher deploys a variety of techniques in order to explore and discuss meaning, for example

- sequencing
- prediction
- cloze procedure
- evaluating the text
- making deductions
- marking texts
- comparing and contrasting different texts

At later stages, reading activities demand that pupils

- show an overall grasp of the text
- an understanding of specific details and how they contribute to the whole
- make inferences
- supply appropriate supporting evidence
- identify intended audience, purpose and features style
- make sense of plot, characters and themes.

In teaching Reading through all the stages, in ways appropriate to pupil's ages and attainment, the teacher focuses on texts by doing the following:

Before Reading

- Look at the title
- Predict
- Think
- Skim and scan (when appropriate)
- Teach new words
- Search for new words in the text
- Revise and clarify vocabulary
- Have time to read by themselves, without the teacher

During Reading

- Encourage strategies for new/difficult words
- Read on-read back-have a go etc.
- Encourage success and expression

After Reading

- Return to the text
- Reflective questioning session-provide questions which ask for literal, inferential and evaluative responses
- Discussion and thinking to demonstrate understanding by doing or speaking
- Change predictions
- Sometimes ask readers to use the text as a model for their own writing

We believe in encouraging a love of books in every child and it is our aim to provide a text-drenched environment for our pupils. As well as our main school library, we provide class libraries at each stage. The materials are carefully matched to the reading ages and stage of our pupils and include stories, poems, plays, non-fiction, Big books and listening centres. Some texts from our core reading scheme, also feature in the class libraries, ensuring something for everyone.

Each class is timetabled once per week for the exclusive use of the library, although the library will be free for their use at other times as well. SNPETHSS also participates in annual book fairs, join book bound club, have silent reading sessions, pupils also have the opportunity to bring their favourite book from home to share with the class.

WRITING SKILLS

The purpose of writing is listed below:

- To convey information
- To express feelings-reflection
- To order, clarify, record and reflect on ideas, experiences and opinions
- To give aesthetic pleasure

“Writing helps pupils to clarify their thoughts and experiences and to give them personal meaning. Through writing, pupils can define, order and understand ideas. Because writing is essential for communicating within society, it is important that pupils learn precision within its conventions.”

Early/Emergent Writing

At the earliest nursery stages children record their messages by putting marks on their paper. Opportunities and materials are provided as the children make their pretend shopping lists. In the early stages pupils are taught the skills of handwriting and of composing stories.

Handwriting

At Sanjan Nagar School the aim is to encourage pupils to adopt an easy, legible flow to their handwriting, which should not hamper their train of thought. The children are introduced systematically to letter formation and spacing. Letters are taught in groups, which require the same hand movement and teachers pay close attention to see that correct formations are being utilised as incorrect formations and habits are difficult to correct at the later stages. Once letter formation has been mastered, pupils may use lined paper in order to practise positioning of ascenders and descenders and spacing.

Formal hand writing lessons continue into the Middle Stages. No specific Handwriting Scheme adopted at the Sanjan Nagar School HimaCampus. At the Upper Stages most pupils will have developed their own style but

neatness and legibility continue to be encouraged. The pupils will have on occasion, the opportunity to re-draft pieces of work in their own handwriting (or electronically) where ‘best work’ will be expected. Such tasks could be set as homework assignments as appropriate.

Functional, Personal and Imaginative Writing are the three writing strands identified. We are aware that some writing tasks will fulfil more than one of these strands but for our purposes we will use the above categories.

Our Writing lessons fall into four main stages:

- **Preparation** – teachers introduce the writing task, discuss audience and purpose, discuss text type and teaching targets, provide stimulus and model, discuss making a plan.
- The **Writing process** – pupils will make their plan, use their plan to write their story, pupils read and check their story. The teacher and/or other supporting staff will provide immediate feedback.
- **Conferencing and Improving** – children read and improve their writing, they work collaboratively in either pairs or three in order to improve their work with the teacher and supporting staff providing feedback regarding, for example, ideas and content as well as confirming direct link with the pupil’s own plan.
- **Proof Reading and Publishing** – pupils will edit and improve their handwriting, spelling, punctuation and grammar where appropriate, with either peer or adult support.
Star writers will be identified and success will be celebrated.

The pupils will use a writing note pad appropriate for their stage to record their Personal and Imaginative pieces of writing. Some pieces of Functional Writing will appear in this jotter (e.g a letter) but, as writing is truly cross curricular, some examples of pupils Functional Writing might appear in other subject areas as (a science report), written work (an anti-bullying poster/leaflet).

Functional writing is writing for real-world uses. E.g., you might fill out a form to sign up for lessons, take a field, trip, or apply for a library card, recipes, directions, reports etc.

Personal writing is something written for fun, there is really no purpose for it except to simply entertain. Educational writing is writing to educate someone about a certain subject, usually non-fiction (true).

Languages in the Primary School (Primary Years Program)

In the PYP, language learning takes place in authentic contexts, both within and outside of the Program of Inquiry. Language is a powerful tool to engage learners and is used by students when negotiating new meanings and understanding new concepts. In the Primary School, we are committed to a guided inquiry approach to language learning. Language is integrated into all subjects; however, stand-alone lessons also occur like Mathematics. The classrooms are language rich environments, with a lot of print and a wide variety of literature available in the library corners of each class. The curriculum provided builds on students’ prior knowledge and understanding as we use developmental continuums to plan for teaching and learning in language. We aim to provide differentiated learning engagements in the all four strands of language (listening, speaking, reading and writing). Teachers plan collaboratively for language learning with other teachers, including single subject teachers, and with the teacher librarian.

Languages in the Secondary School

Language and Literature (Urdu)

In the Middle and senior School, It is mandatory to study Language and Literature for all pupils.

as it is mother tongue of many of them and teaching staff, and also Urdu is our national language, both in terms of receptive and productive understanding, and they study a variety of text types. They develop their understanding of literary and cultural texts, critical analyses, and create both verbal and written responses. Students receive four hours of class instruction over one week.

Spelling

At the Early Stages the emphasis on spelling is based on phonic awareness. The Phonics policy presents the teaching order and resources used. These include Letter land initial sound alphabet, Sounds Fun word families list, Easy learn, Breaking The Code and New Phonic Blending in addition to the word list.

Pupils are given sets of spelling words to learn on a weekly basis for a homework exercise, usually at the beginning of a school week.

All pupils are encouraged to use the Look, Say, Cover, Write, Check method to learn spelling although other methods may also be appropriate from time to time

Additionally, spelling rules, where appropriate, are taught as well as mnemonics. Spelling is inevitably linked to Reading and Writing and in classrooms Reading and Writing Walls will display banks of words relevant and appropriate to the needs of the children. Also, teachers may wish to lead frequent, short interactive Spelling sessions, using the white or black board, during the course of delivering the Language, and other, programmer of work.

Knowledge about Language (Grammar)

In the Early Stages, grammar and punctuation are taught through the child's own reading and writing at a pace appropriate to their stage of development. In this way, the child will become familiar with the terms, see the need for, and the uses of, language conventions. Our core reading scheme introduces the children to all forms of punctuation from the outset. The children therefore become familiar with capital letters, full stops, question marks, and direct speech and can begin to use them in their own writing.

As pupils learn to refine the meaning of their writing through correction, discussion and redrafting, and to extend the forms and styles they employ, teachers at SNPET HSS introduce pupils to the grammatical, literary and other technical terms of language, which they can use in talking about their work.

REVIEW PROCESS:

The policy is reviewed annually in collaboration with all stakeholders.

REFERENCES:

<http://www.ibo.org/mission/languagepolicy/documents/IB-Language-Policy-EN.pdf>
 Guide for developing language policy
 Programme standard and practices (published and updated 2018-22)
 Language scope and sequences