St Peters Lutheran
Blackwood

Language
Policy

Reviewed 2014/2015

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Introduction

Language is fundamental to learning, thinking and communicating and permeates the whole curriculum. It is necessary for students to not only learn language, but also about language and through language. All teachers – regardless of specialist areas of expertise, are considered teachers of language. Language is the major connecting element across the curriculum. Therefore the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry.
The purpose of the policy is to ensure effective delivery of the Language Continuum at St Peters. This policy ensures that language skills are being developed and provides an aid for monitoring the teaching and learning of language.

At St Peters, the language programme includes the language of instruction, additional language (LOTE), English as an additional language dialect (EALD) and mother-tongue support

Vision

At St Peters, our vision is for students to view themselves as confident and creative users of language as a tool for learning and communicating in the world.

Overall a continued shared vision needs to be evident in the whole school and should be reflected in the classroom and school that language, every language is important.

Belief Statement

We believe… that effective teaching is based on what students already know and can do.

Therefore we will… provide activities that encourage them to move beyond their existing language framework to deal with new challenges.

We believe… that Language activities are made purposeful by providing students with authentic purposes and audiences for their work, in which they discover, construct or use knowledge.

Therefore we will…make explicit the purpose of all learning engagement and encourage students to always question what it is they are doing and why.

We believe… Students learn best when learning is focused on progression of understanding and increasingly sophisticated tasks, and when students make deep conceptual connections, across the curriculum, that enhance their sense of purpose and meaning, and enable them to solve relevant problems.

Therefore we will…ensure that our planning is based on conceptual understandings and span across the disciplines where there are genuine connections to the central idea of the concepts. Before inquiries begin assessment of the central idea informs current understanding. All learning engagements provide scope for various entry points.

We believe… Students learn best when they are encouraged to inquire, reflect, question and challenge themselves for increased understanding, action and empowerment.

Therefore we will… give students the opportunity to communicate their questions, intuitions, conjectures, reasons, explanations, justifications and ideas in a variety of forms without fear of negative feedback.

We believe… Students learn best when they are provided with models of tasks and activities and examples of the types of texts they are expected to produce.

Therefore we will…give the necessary scaffolding and modelling students need in order to be successful. For example, Deconstruction, Joint construction and Independent Construction **through....**Modelled, Shared, Interactive, Guided and Independent Reading and Writing Opportunities. Teachers, parents and other experts also explicitly demonstrate the listening, viewing, reading, speaking and writing practices students are expected to use. The role of parents in the development of language is acknowledged and where appropriate, parents will be used as a resource for language learning.

We believe… that the language programme needs to be inclusive and reflect the diversity of Australia's population (for example, the experiences, achievements and contributions of Aboriginal peoples and people from other ethnic and cultural backgrounds, the interests and values of both males and females) and a multiple perspectives (global, social, cultural and gender) on different topics.

*Therefore we will...*Provide a range of language resources and experiences that take into account the background, values, experiences and capacities of all students.
Use Texts Resources include both primary (e.g. people, artefacts, field trips, surveys and interviews) as well as secondary (e.g. Written/visual texts)

We believe… that on occasions it is necessary for teachers to teach specific language skills and understandings explicitly.

Therefore we will… plan and structure activities that require students to focus on the use of particular skills and understandings and to apply these in meaningful contexts.

We believe… that students learn conceptually.

Therefore we will… use the key concepts when planning for language tasks and experiences.

We believe that students learn language using different language modes.

Therefore we will integrate language throughout the curriculum. As well as integrating explicit teaching with language experiences, teachers plan and structure activities that integrate the different language modes; speaking, listening, viewing, reading and writing. English is the language of instruction in other learning areas, so learning in English is integrated with learning in other areas of study. It is the language by which the program of inquiry is communicated.

We believe …that children need to be extended and challenged as active learners to increase their capacity to genuinely inquire into language and learning.

Therefore we will…l encourage students to think laterally; to consider things from a number of different points of view; to use their imagination to engage in the realms of possibility, fantasy and speculation; and to experiment with, explore and evaluate the effectiveness of solutions to problems.

Successful Language Learners

These aims reflect the following beliefs about **all** language learning
Successful readers and viewers:
· Know what makes a successful reader and viewer.
· Make connections between the text and their own life experiences.
· Consider the ways texts can influence the readers' understanding of themselves and the world.
· Justify their own opinions and points of view.
· Critically evaluate texts.
· Know and use a wide range of decoding skills.
· Read for specific purposes and audiences (their own and imposed).
· Select appropriate texts.
· Monitor their own understanding.
· Make meaning of written and visual texts.
· Discriminate between useful/superfluous information.
· Identify and use the linguistic structures and features of a wide range of texts.
· Record and organise information, written and visual texts.
· Use Information Communication Technologies, - ie: the screen becomes the text.
· Identify sociocultural features of texts.
· Engage with a range of written and visual texts for different purposes.
· Critically analyse electronic information for accuracy and quality.
· Convey expressive aspects.
· Communicate in different modes.

Successful writers:
· Know what makes a successful writer.
· Make connections between the text they are writing and their own life experiences.
· Plan, prepare and draft own writing.
· Edit, revise and proof read their own writing.
· Use successful spelling strategies
· Present and evaluate the published pieces
· Use Information Communication Technologies to write
· Consider the purpose for their writing.
· Compose a range of texts
· Demonstrate critical understanding of the contexts and audiences of their texts.
· Use information and communication technologies, eg: desk top publishing tools, and/or word publishing tools.
· Learn to use language for different social contexts.
· Organise different written texts.
· Convey meaning and expressive aspects in written texts.
· Create multimodal texts.
· Justify own opinions and points of view.

Successful listeners and speakers:
· Know the skills of successful listeners and speakers.
· Interpret a range of spoken texts.
· Participate in formal and informal dialogues.
· Compose and present spoken texts for a range of contexts, purposes and audiences.
· Develop critical understanding of context, purpose and audience.
· Monitor understanding
· Participate in a dialogue in a variety of ways.
· Plan, prepare, rehearse and present formal tasks.
· Evaluate performance.
· Use Information Communication Technologies.
· Use language for different social contexts, purposes and audiences.
· Organise different kinds of spoken texts.
· Make meaning and convey expressive aspects of spoken texts.
· Communicate in different modes.
· Justify their own opinions and points of view.
· Create, adapt and sustain different roles, individually and in groups.

NB: In order to achieve, students need to learn about the relationships between texts and contexts, including the influence of aspects such as purpose, audience, subject and mode.

Language and the PYP

Primary Years Programme Transdisciplinary Themes
As language learning is relevant to all the transdisciplinary themes, all planned language learning takes place within the transdisciplinary units of the programme of inquiry where authentic transdisciplinary links can be made, however some areas of language may need to be taught outside the Programme of Inquiry.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, we believe that purposeful inquiry is the way in which learners learn best. The starting point is always the learners' prior experience and current understanding.
Teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts. Learners therefore are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. (MYPYPH)

Key Concepts in the Language Programme (questions) pg. 74 MTPYP Happen

| Concept | Definition | In the Language Programme

Australian Curriculum | PYP Conceptual Language Questions that guide inquiries. |
|---|---|---|---|
| Form | The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized. | Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Every language has a form and a structure that makes it unique. Form may vary according to whether language is written or spoken | What are the ways in which stories can be told?
• What are the parts of a book?
• What languages do the students in our class/school use?
• What makes this language unique? |
| Function | The understanding that everything has a purpose, a role or a way of behaving that can be investigated. | Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity(ACELA1495) | What part does literature play in the development of a culture?
• Why do we name things?
• How do different languages work?
• How do the pictures and text work together? |
| Perspective | The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural | Identify the point of view in a text and suggest alternative points of view (ACELY1675) | How could knowledge of a language help us to understand the culture?
• Why do some books become best-sellers?
• Which language do you think is the easiest to learn?
• Why is written language different to spoken language? |

	or disciplinary.		
Change	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	How have our languages changed historically? • What has influenced the development of the language of specific disciplines? • How do we use language differently as we grow? • How have other languages and cultures changed our own language?
Responsibility	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	How can the use o • f language influence people? • How should we treat people who speak different languages from us? • Why are we not allowed to read some books or websites? • What responsibility does the author have to avoid bias and stereotyping?
Connection	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	What are the similarities and differences between languages? • What are the origins of names? • How are storytelling traditions linked to culture? • How do our experiences enable us to connect with stories?
Causation	The understanding that things do not just happen, that there are causal relationships at work, and that actions have		What part does language play in cultural identity? • To what extent does language influence thinking styles? • Why does the same language develop differently in different places? • Why did the author write

	consequences.		the story in this way?
Reflection	The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions(ACELY1656) Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	How can literature help us to understand a culture? • What kind of messages do authors try to convey to readers? • How well have I "painted a picture with words" in my story? • How do illustrations add to our understanding?

Content

The Curriculum at St Peters Lutheran is based on the IB PYP Scope and Sequence and The Australian Curriculum. We use both by ensuring the AC achievement standard is covered (as much as practical within an inquiry based approach) within the Scope and Sequence provided by the PYP.

Language (English) in the Australian Curriculum

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples (when viewed online). An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.
The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.
Strands and Sub strand Language, Literature and Literacy etc.
Content descriptions
The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided.

However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Perspectives/Cross-curriculum priorities

The following perspectives will be addressed throughout the developmental continuum and the programme of inquiry:

-Aboriginal and Torres Strait Islander histories and cultures– The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia

- Asia and Australia's engagement with Asia – This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region

-Sustainability – This priority develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

- Global education has five learning emphases or perspectives:

- **Interdependence and globalisation** – an understanding of the complex social, economic and political links between people and the impact that changes have on each other
- **Identity and cultural diversity** – an understanding of self and one's own culture, and being open to the culture of others
- **Social justice and human rights** – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others
- **Peace building and conflict resolution** – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved
- **Sustainable futures** – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

Language of Instruction

The language of instruction at St Peters is Australian English and is the language in which most of the curriculum is taught. In the English learning area, students learn about the English language; how it works and how to use it effectively. The study of English plays a vital role in the development of students' literacy, enhances their learning in all areas of the curriculum and provides them with the communication skills, critical understanding and the ability to learn, comprehend, and interact with language including technology in a meaningful way. This will allow students to be prepared for a society where there are new and different, or multi literacies, in which print is just one of a range of technocultural resources available to them.

The Language of Instruction is made up of the following areas.

1. *Oral language—listening and speaking*
2. *Visual language—viewing and presenting*
3. *Written language—reading*
4. *Written language—writing*

 Aims

Language is the main tool for learning and communicating. The Language curriculum at St Peters aims for students to develop the following:

- the ability to speak, listen, read, view and write with purpose, effect and confidence in a wide range of contexts, including the programme of inquiry.
- the acquisition and application of approaches to learning: communication skills, research skills, thinking skills, self-management skills and social skills.
- knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge.
- a sound grasp of the linguistic structures and features of standard Australian English and the capacity to apply these multimodally.
- a broad knowledge of a range of quality literature, including Australian literature, and a capacity to relate this literature to aspects of contemporary society and personal experience.
- the capacity to discuss and analyse texts and language critically and with appreciation.
- the development of personal attitudes towards the English language, texts and communication, which contribute to the well-being of the individual and society.
- a knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.
- thoughtful and appropriate action in response to reflection on learning.

As English is the primary medium of inquiry for all transdisciplinary themes, all planned English learning takes place within the transdisciplinary units of the program of inquiry. English texts used in teaching and learning should reflect the concepts and knowledge of the current unit of inquiry.

As flexible timetabling and integration of subject areas are required, a time allocation of 100 minutes per week is suggested.

Methods of Language instruction – How do we deliver our Language programme?

1. Oral Langauge – listening and speaking

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, at St Peters we acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive. Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers.

St Peters provides a balanced programme that provides meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places). Oral language at St Peters an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which "inner speech" (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding. (Making the PYP Happen pg.73)

Oral language and questioning is central to the language classroom (dialogic teaching) at St Peters and valued very highly. Throughout the day the students at St Peters are immersed in opportunities to develop their oral language.

Oral Language within the context of the Unit of Inquiry is a significant part of the inquiry cycle in the language classroom. The students have the opportunity to debate, question, justify, present, share and prepare as they construct their own understanding of the central idea, the concepts and the knowledge that presents itself.

The school has a very strong culture of conducting Class Meetings as part of oral language and literacy programme. This is a significant way of developing g the students speaking and listening skills.

2. Visual Language –viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting.

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. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students. (Making the PYP Happen pg 73)

3. Written Language – Reading

Reading Levels

As a method of tracking reading levels in the JP, we use Reading Recovery Levels. Recording the change over time in the text reading levels of students is **one way** of measuring and monitoring student's reading growth. These levels are ascertained through taking, quantifying and analysing Running Records. Taking and analysing Running Records on a continuous ongoing basis for classroom use, supports teachers to assist student's reading development.

As a general guide, we have a minimum reached standard for each year level
Reception – Level 5
Year 1 – Level 15
Year 2- Level 26+
Year 3- Reading Recovery levels completed.

PM benchmarks are also used to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The *PM Benchmark Reading Assessment Resources* provide accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to reading age 12. It is essential to establish the level at which a student reads competently for meaning. Therefore if a student reads with 98 per cent accuracy, yet comprehension is unsatisfactory, assess the student again on a PM Benchmark text at the level below.

First, ask the student to read the text silently then to retell it to you. Record the student's exact responses. Analyse these responses and identify how accurately the student recalled specific details. (A reading record is not essential as the student has read the level above with 98 per cent accuracy).

Proceed by asking each question on the Student Record. Record the student's exact responses. Analyse each response to determine the quality of the student's answers, the range of vocabulary used and the depth of thinking in and beyond the text.
If the responses are not satisfactory, continue using texts at lower levels until the student is reading for meaning. This will be the student's instructional reading level.

We do however acknowledge that children develop at different rates and provide the necessary learning support needed for all students to be successful at the level they are working at. (See Learning Support Policy)

Although using levelled texts can support readers, we believe it is important to have a rich variety of literature and good quality texts accessible within classrooms so that students can be exposed to, enjoy, hear, view and read good quality literature, work with multiple text types (including multi-modal) and understand that reading is not just about reading 'the levels'.

"Clearly, assessing the demands of a text is a complex task. As teachers, we are not thinking of the text in isolation but in relation first to readers in general and then to the particular readers we are teaching. Processing involves meeting the emotional as well as the cognitive demands of a text."
Fountas and Pinnell, 2006, Teaching for comprehension and fluency: thinking, talking, and writing about reading, K-8, p7

Literacy groups

Literacy groups occur across year levels. They have the same purpose in each classroom, but can look very different from class to class.

Small group language learning provides meaningful literacy experiences. It begins where the learners **are**, by addressing individual needs. Small group reading instruction includes rich tasks which promote deep understanding; allows us to teach reading *before* and *during* the reading process, (not only *after* the reading process); and allows us to adjust our teaching to meet the needs of all learners. The core of reading is the small group. In small groups everyone is engaged and everyone has a voice. Students can sometimes learn more from each other than they can from the teacher. Don't forget the social context of learning!

Independent Reading
Independent Reading allows students the chance to "practice" the strategies they've learned through guided reading, shared reading, and teacher read alouds. With level appropriate materials, students now have the skills they need to read on their own. That means they can read confidently and are actually excited about their ability to read. In independent reading, generally the students select the books they wish to read and therefore have greater control over what they want to learn. Students view reading as a priority when they have some ownership in the reading process.

Guided Reading
Guided Reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with the teacher's skilful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. The teacher chooses selections that help students expand their strategies.
The teacher selects a text for a small group of students who are similar in their reading behaviors at a particular point in time. In general, the text is 'about right' for students in the group. It is not too easy, yet not too hard, and offers a variety of challenges to help readers

become flexible problem solvers. You should choose Guided Reading Program books for students that:
• match their knowledge base
• are interesting to them
• help them take the next step in
• offer just enough challenge to support meaning to read and problem solving while still supporting fluency and meaning

Reciprocal Teaching

Reciprocal teaching in Middle/Upper Primary refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations. In our shared reading programme, we use the same text for a full week.

- It provides struggling readers with necessary support

- Shared reading of predictable text can build sight word knowledge and reading fluency

- Allows students to enjoy materials that they may not be able to read on their own

- Ensures that all students feel successful by providing support to the entire group

Shared reading occurs every day in the lower primary and where it fits in the Upper Primary

4. Written Language -Writing

At St Peters, we believe that writing in its many and varied forms and media is central to the development of a self-confident, engaged and articulate learner.

- The teaching and learning of writing occurs in authentic contexts across all areas of the curriculum and throughout the transdisciplinary Programme of Inquiry.

- It is an individual, developmental process of building on prior knowledge, strategies and skills supported by a structured programme, guided by both PYP and covering the Australian Curriculum Achievement standard where possible within an inquiry approach.

- Strategies and skills will be modelled, shared and guided. Teachers will include explicit and focused instruction when teaching which is supportive of individual learning needs.

- When approaching a unit teachers plan for the development of student knowledge, skills, concepts, attitudes and actions associated with the learning area as well as literacy development or demands. Students are exposed to a number of texts that exemplify the genre in question.

- The majority of our writing is taught using a genre teaching and learning approach within the Units of Inquiry where connections are genuine.

- There are 3 steps in the genre teaching and learning cycle- Deconstruction, Joint Construction and Independent Instruction

Deconstruction

The teacher uses a selected text to guide the students to recognise:

- the purpose of the text and the intended audience

- the stages in the text (e.g. for narrative – orientation, complication, resolution)

- the language features

Joint construction

The teacher and students engage in the joint construction of a new text talking explicitly about:

- the purpose of text and the intended audience

- their language choices

- the development of the stages in the text

- if the purpose is effectively achieved

To do this the teacher and students draw on:

- previous knowledge about texts gained from reading and writing

- new knowledge gained from the joint deconstruction of the model text

- joint construction

- shared writing

Independent construction

Students use their knowledge of stages in the text, language features and the purpose of the text and intended audience, to write their own.

Individual construction of new texts in the same target genre is the final phase. Students further develop their field knowledge and draft their own texts.

Students then critically evaluate their writing looking at the purpose, stages in texts and language features. This process involves discussion with peers and the teacher using the metalanguage developed.

This is taught through modelled, shared, interactive, guided and independent reading and writing opportunities**.**

As students are repeatedly scaffolded through successive cycles of increasing complexity, they become skilled at independently producing the range of texts required for a range of learning contexts.

<u>Written Language – Spelling</u>

The Spelling Programme at St Peters aims to use inquiry as a means of children learning spelling patterns and sounds, as well as word knowledge and the origins of words. Inquiry in the spelling programme looks different across the year levels and from class to class. Whilst inquiry is our stance, we acknowledge the need for explicit teaching. A multi-sensory approach to spelling and phonics is used to differentiate and accommodate the various learning styles of the children in our classes.

St Peters uses a synthetic approach to phonics in the Junior Primary. Jolly Phonics is used from R-2 to determine the letter sound order taught and the following 5 skills

1. Learning the letter sounds
Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation
Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending
Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)
Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words
Tricky words have irregular spellings and children learn these separately.

As a school we use the use Jolly phonics programme flexibly and also incorporate an inquiry approach to spelling where children are encouraged to investigate and understand the spelling and patterns of words through the principles of inquiry. We believe that interest in spelling is sparked by understanding which is a result of inquiry. As with all learning areas we question our understanding, develop and test hypothesis, clarify ideas and reappraise them. These are central drivers in our spelling programme.

Assessment

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.
At St Peters we have developed assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme (Making the PYP Happen pg. 44)

Continuous feedback in the classroom is expected to ensure the students get the information needed to take the next step in their learning and gain a deeper understanding of the concepts presented.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding. (Making the PYP Happen, pg. 45)

Examples of the testing and assessment in Language of Instruction:

- Reading Recovery levels
- Running Records-informal, formal (PM's)
- Sight words
- First steps continuum
- NAPLAN – writing analysis
- Anecdotal records
- Reading conferences
- Formative and summative – definition and how it's included in UOI's
- Sight word books and spelling word books
- Writing Conferences

Standardised testing
PAT –Reading, Spelling in Term 4
Spelling – Westwood in Term 4 and as needed throughout the year to provide data to inform teaching, class placements and Negotiated Education plans.
Waddington's spelling
First Steps- Writing Continuum

To be read in conjunction with the Assessment and Reporting Policy.

Inquiry in the language classroom

Inquiry in the language classroom is used to test theories and reappraise understanding in the light of the evidence we uncover. Language learning follows the Inquiry cycle – and is transdisciplinary in that it is used in all areas of the curriculum e.g. language of maths, science, music, thus ensuring that we are all language teachers. We use a balance of oral, written, reading and visual language.

Inquiry in the PYP and hence across all curriculum areas looks like:
- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways.

Where possible components of Language are taught through an inquiry approach, but once again we recognise the value and need for explicit teaching.

Explicit teaching

Explicit teaching is an instructional strategy used by teachers to meet the needs of their students and engage them in unambiguous, clearly articulated teaching.

Teachers plan for explicit teaching to make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a student's development and independent application of knowledge, understanding and skills associated with the Language curriculum.

Aspects of explicit teaching include:
- focusing instruction on identified curriculum content
- connecting to prior knowledge and skills when beginning a learning sequence
- establishing and maintaining clear learning goals and expectations for each lesson
- teaching and expecting students to use metalanguage in ways that support learning
- deconstructing and sequencing teaching to focus on the steps that lead to new knowledge, deeper understandings and/or more sophisticated skill
- describing and modelling concepts and processes clearly, using 'think aloud' and examining models and inferior examples
- varying instruction in response to immediate and reflective feedback
- asking questions to continually monitor understanding and progress and inform immediate feedback

- providing scaffolded learning experiences for students to practise, synthesise and consolidate learning
- developing the capability of students to self-regulate and learn independently.

(from http://www.teachingacenglish.edu.au/explicit-teaching/overview/explict-overview.htm)

LOTE (Indonesian)

"*Acquisition of more than one language enriches personal growth and helps facilitate international understanding." P.68 Making the PYP Happen A Curriculum Framework for International Primary Education.*

Indonesian is the language other than English offered at St Peters. Every person benefits from having access to different cultures, perspectives and languages. Acquisition of more than one language enriches personal growth and helps facilitate international understanding. Therefore St Peters provides the opportunity for students to learn in the language of English as the language of instruction as well as in Indonesian. Indonesian is taught by a specialist teacher to each class for one hour per week. Classroom teachers also aim to use Indonesian language with their students throughout the school day for greetings and simple instructions and make connections to the Indonesian Culture.

The L.O.T.E curriculum aims to develop the following:
- thoughtful and appropriate action in response to reflection on learning
- the acquisition, maintenance and extension of the knowledge, skills and strategies to communicate effectively in Indonesian
- comprehension and communication in Indonesian through listening, responding and speaking
- the ability to view and read a variety of texts in Indonesian
- the ability to write a variety of texts in Indonesian
- the development of an understanding of the cultures of Indonesia
- the application of students' knowledge of the structure of the Indonesian language to assist them to make meaning and create text
- the use of a range of communication skills and strategies to enhance their ability to make meaning in Indonesian

Goals of the LOTE curriculum
The study of Indonesian in the school encourages the children to:
- become increasingly aware of a culture and language different to their own;
- improve their basic linguistic competency through a variety of themes and activities;
- experience the pleasure and success of language learning and the transference of this;
- positiveness across the curriculum;
- recognise the similarities and differences in customs and lifestyle and the use of borrowed language and ideas from one culture to another;
- appreciate and respect their own culture, the culture of others and to realise the diversity of the world and the people around them; and
- complement the skills of other disciplines by using familiar themes and games.

LOTE and the PYP

LOTE and LOTE teachers are integral in forming internationally minded students and schools and therefore are crucial in IB schools. They give an appreciation of another cultures beliefs, values and language. The children develop all the characteristics of the Learner Profile as a result of Indonesian lesson therefore developing internationally minded learners.

At St Peters we challenge the traditional disciplinary nature of language learning to encourage a transdisciplinary LOTE programme. Where connections to a classroom central idea authentically links with the LOTE programme we use a transdisciplinary approach to the unit. Where a connection through the central idea is not obvious, LOTE teachers connect through the concepts and reinforce the conceptual understanding from a different perspective. Other units, which tend to be more language rich sit outside the POI as additional inquiries.

Traditionally, LOTE lessons and units are based around topics. As a PYP school, we look to big ideas and enduring understandings to guide our inquiries. This is no different in the Indonesian classroom. The LOTE specialist endeavours to plan with the classroom teacher to ensure a transdisciplinary approach to the Unit. Where face to face collaboration is not possible, Google docs can be used, especially in the case of part time teachers.

Examples of enduring understandings in LOTE-

Language is built on patterns;

We use language to connect with others;

Appreciation of cultures and countries. (instead of seasons and weather)

Learning a language helps you to understand your own language.

Indonesian and the Australian Curriculum

The Indonesian curriculum at St Peters supports the Primary Years Programme through integrating and supporting units of inquiry that are taking place in the general classroom or by working on additional units of inquiry that sit outside the Programme of Inquiry.

Strands
The following strands from the Australian Curriculum form the teaching of Indonesian at St Peters**.**
Communicating (socialising, informing, creating & translating)
Understanding (systems of Language, Language variation and change and Role of Language and culture).

Overall Achievement Standard

We report on the Australian Curriculum Achievement standard, which is grouped in phases. For example:

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic

language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *lari, main, makan* and use the pronouns *saya, kamu* and *Pak/Bu* to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*. They comment on aspects of using Indonesian and express feelings about learning Indonesian.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim*. Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil*. They know that language and culture are related.

There are achievement standards for all other year levels.

We use the content descriptors to help attain this level coupled with an inquiry and transdisciplinary approach.

English as an Additional Language Dialect

English as an Additional Language Dialect (EALD) learners come to school with existing language skills, cultural knowledge, social, knowledge and cognitive abilities. This linguistic and cultural diversity is valued in itself. As well, research indicates that a student's level of language competence in his or her first language influences the rate of second language learning. Developing first language competence is important not only for reasons of identity and community but also for developing the cognitive, linguistic and cultural understandings learners need to be able to learn another language.

At St Peters we help the children from these homes to develop the language skills needed to learn and participate effectively in the classroom.

These students are collectively termed EALD learners, and often originate from Indigenous, Pacific Island, refugee and immigrant backgrounds.

St Peters Lutheran School adopts a whole school approach to address the educational needs of EALD students. We recognise and respond to the challenges faced by EALD learners who require additional learning support to ensure access to quality teaching and successful school outcomes.

EALD learners share their diverse knowledge and experiences, making them a valuable asset to our classrooms.

An integrated approach to teaching these students is taken, and where appropriate, intervention and support programs may be provided.

EALD learners may include:

- Aboriginal and Torres Strait Islander students
- students with Maori or Pacific Islander backgrounds
- immigrants and temporary visa-holders from non-English speaking countries
- students with a refugee background
- children born in Australia where English is not spoken at home
- students of Australian South Sea Islander background
- Australian-born students returning from abroad
- deaf and hearing-impaired students
- International students from non-English speaking countries.

EALD students are those who have language backgrounds other than English and who are learning English as their second or additional language at school. They include:

- Students with minimal or no exposure to English, whether born overseas or in Australia to parents with language backgrounds other than English, beginning school.
- Students with no previous formal schooling in any country beginning school.
- Students with severely interrupted educational backgrounds beginning school.
- Students starting school in Australia with schooling equivalent to that their chronological peers have had in English.
- Students with disrupted education in one or more countries returning to Australia.
- Aboriginal and Torres Strait Islanders learning English as their second or additional language at school.

ESL students are in the process of becoming bilingual or multilingual users of English. They enter the school system with language skills and cultural and cognitive abilities, bringing to the task of learning a range of linguistic and cultural resources that contribute to their English language and content learning.

Research indicates that students' levels of language and literacy competence in their first language influence their rate of second language learning, possibly their ultimate levels of attainment in the language and the success with which they perform cognitively demanding literacy tasks in the second language. The development of a student's first language is thus not only of value to the student's identity and community but also to the student's education.

EALD at the school level

EALD education aims to assist students whose first language is not English to become competent enough in English to take an effective part in mainstream Australian social and educational activities. In this way, it aims to improve both the educational opportunities and outcomes and the participation in Australian society of these students.

These broad aims are realised through a number of specific aims:
- To develop students' ability to function effectively in English in a wide range of social and learning contexts at school.
- To develop students' skills in listening, speaking, reading and writing in English, and to ensure that these skills are linked to all curriculum areas.
- To facilitate students' continuing conceptual development while they have minimal use and understanding of English.
- To build on students' linguistic and cultural identities in order to foster their confidence and motivation.
- To assist in developing programs with multicultural perspectives across all curriculum areas.

The school context

EALD learning at school is a multifaceted process. It involves:
- learning a new language and understanding a new culture
- learning to socialise in the new language and new culture
- learning to draw upon the cognitive and linguistic resources of the new learning environment
- learning to operate at increasing levels of cognitive and linguistic sophistication within the new language.

The time it takes for an EALD student to learn English varies according to a range of factors, such as previous educational experience, motivation, personality, language aptitude and age on going to school.

Research confirms teacher observations of a basic pattern of EALD learning whereby students achieve relatively quick mastery over conversational uses of English but often need

from five to seven years before their competence in English enables them to perform academic tasks equivalent to those of their English-speaking age-grade peers.

The following strategies are designed to enable ESL Learners to develop their English language skills in both social and academic contexts.

Broad Classroom Strategies:

- Create an environment where learners feel secure and are prepared to take risks

- Support and value learners' languages and cultures

- Build on the knowledge, skills and understandings that students bring to the learning context

- Build on the linguistic understandings students have of their own language

- Encourage the use of the learners' first language if the learner is literate in that language

- Use themes and topics which are relevant to learners' particular needs

- Expose learners to socio-cultural information which enables them to understand and participate in Australian culture and society

- Focus on purposeful communicative activities which are comprehensible and appropriate to the learner's age and needs

- Generally teach the macro skills of listening, speaking, reading and writing in an integrated way, although at times there may be a need to focus on a particular aspect of one e.g. pronunciation, listening to specific instructions

- Focus on developing learners' oral language skills for oral language development and to support writing

- Support the learners' language skills development through scaffolding the learners' language

- Explicitly teach new language (vocabulary, text types, grammar, sound knowledge, pronunciation, intonation) in the context of a theme or topic

- Use pair and group work and peer/cross age tutoring to maximise language interaction in a low stress environment and to encourage risk taking

- Jointly deconstruct and construct texts to model how texts work to achieve their purposes

- Use an experiential approach to provide meaningful contexts

- Use visual cues wherever necessary to clarify and reinforce concepts

- Use graphic organisers (diagrams, timelines, concept maps etc.) to represent and organise ideas and to develop thinking skills

- Recycle language to ensure its learning

- Encourage older learners to keep a glossary or a personal dictionary of words and meanings

- Ensure that assessment tasks, activities and criteria are relevant to the student's stage of English language development
- Use SSO support to work with a student on individual needs

Teacher talk

- Keep talk to a minimum
- Use clear, common and consistent instructions and repeat or rephrase if necessary
- Speak at a normal pace and volume
- Don't use too much jargon
- Support instructions with visual cues as much as possible

Specific Strategies/Activities:

Teaching oral language

- To develop oral communication skills, focus on activities that encourage learners to talk in a supportive environment such as in pairs or groups.

Such activities include:

- information gap activities where learners have to exchange information in order to complete a task
- opinion gap activities where learners share and discuss their own personal feelings, attitudes or preferences about ideas or topics
- mime and role-play
- general communicative activities e.g. games, group work, songs
- everyday classroom interactions

To develop the more formal oral language skills:

- formal talks, including the oral genres, and reports
- debates
- performance

With different students, there may be a need to focus on particular aspects of oral language such as pronunciation – this can be done on an individual basis with SSO support.

ESL learners may experience difficulty in hearing and producing some English sounds because they do not appear in the learner's language.

Similarly, stress, rhythm and intonation will also differ from the first language.

Provide many opportunities to hear and practise language through rhymes, songs, chants, games, drama etc.

Teaching reading

Reading for the second language learner involves transferring skills from the first language (if he or she can read in the first language) to the second as well as becoming familiar with:
- new set of sounds and sound groupings which differ from the first language

- new intonation patterns and their meanings

- new patterns of stress and pause

- new sets of culturally-specific knowledge, values and behaviours

- new grammar conventions e.g. different word order in sentences

- new print conventions e.g. reading from left to right

Choose reading materials that:
- have good visual cues to enable the student to access the story easily

- reflect the experiences, knowledge and interests of the learners

Use bi-lingual books, big books, stories with lots of repetition, class made books based on class experiences and reading schemes with thematic interests.
- Involve the ESL learner in a number of reading experiences every day which focus on language in context e.g.

- exposure to meaningful print in the immediate environment e.g. signs, charts, labels

- modelled deconstruction of a range of whole texts to develop understandings of the organisation and language features of different genres and the conventions of English

- taped reading

- shared book experiences and big books

- wordless books/ picture sequences/ photographs to build a story/recount

- cloze activities to focus on comprehension or on different aspects of language

- **pre-reading activities** which prepare the reader for the text through activating prior knowledge about the topic, developing a shared overall knowledge of what the text might be about and teaching strategies for predicting the text content

- **reading activities** which develop language and reading skills in context

- **post reading activities** which focus on responding to the text in order to gain a greater understanding of the text, extract information for other purposes, critically interpret and analyse the text and give personal responses to the text.

Teaching writing

EALD Learners are learning to write in a new language where he or she may have:

- no literacy skills in another language due to limited or no previous schooling

- limited oracy skills in English

- limited knowledge of the 3 cueing systems

- a lack of shared cultural knowledge
- a lack of understanding of the specific genres taught in schools and their particular social functions

Therefore teachers can scaffold learner's writing by

- modelling all aspects of the writing process
- teaching the text organization and language features of different genres through a range of different activities
- jointly constructing texts with students
- supporting the development of editing and proof reading skills
- using shared experiences(e.g. excursions) to write class or individual books/texts
- using photos and other visual stimuli (such as sequenced pictures) in the early stages of writing development particularly
- using groups and pairs to develop group texts

Other writing strategies

- encourage students not to focus too much on their mistakes
- encourage writing for real purposes by publishing in innovative ways e.g. newsletters on the school's intranet
- encourage the use of different strategies for accessing vocabulary needed and for recording new vocabulary for use in future writing
- teach all aspects of word knowledge and spelling through specific activities including games, quizzes etc.

Mother Tongue

Mother-tongue support
Mother-tongue is the language most frequently spoken at home. Students are supported to continue to develop their mother-tongue language as it is crucial for maintaining cultural identity and emotional stability. Some students at St Peters have rich and complex multilingual backgrounds. St Peters recognises the value of the learner diversity, and aims to provide equal access to the curriculum for all learners and a successful teaching and learning environment for everyone.

The mother-tongue support programme aims to develop a threshold level of proficiency in cognitive academic language that is essential for the learner participation and engagement that is necessary for subsequent success. The four dimensions of teaching that are particularly important in ensuring learner participation and promoting engagement are:
• to activate prior understanding and build background knowledge
• to scaffold meaning
• to extend language
• to affirm identity.

Students have been surveyed about the range of mother-tongues in use in families represented in the school and for families new to the school, this information is now identified during enrolment procedures. The school responds to the range and type of language learning needs on an individual basis.

As required, mother-tongue support is provided to students through an individualised programme of in-class support and withdrawal.

School of Language
At St Peters, we don't have a specific mother tongue maintenance programme, but we encourage parents to enrol their children in the Adelaide School of Language to continue to grow in the language of their mother tongue. Classes are held after hours in more than 20 teaching centres around the metropolitan area.

How we strengthen the use of mother tongue

- Use of online language translation tools, efforts to source texts in other languages
- The classroom is a place where multiple languages are celebrated and supported.
- Students are encouraged to do projects on similar themes in their own languages.
- Students read books and engage in oral work within same language circles or read dual language books on their own.
- Parents set up foreign language shared reading groups during shared or guided reading.
- Paired reading between senior classes and junior classes within same language groups occur as part of our buddy programme
- When new vocabulary and elements of grammar is introduced in English, links between it and other languages are explored.
- Opportunities for allowing children to speak their own language during informal class time or in the yard is encouraged.
- Children are given the opportunity to teach other classmates simple greetings and frequently used expressions.

References

The following documents form the basis of the Language curriculum. These documents are used together in the development of the PYP Program of Inquiry and scope and sequence continuum for language:

1. Australian Curriculum
http://www.australiancurriculum.edu.au/

2. Making the PYP Happen – a curriculum framework for international primary education and the Primary Years Programme language scope and sequence (published February 2009), that are available from the Online Curriculum Centre http://occ.ibo.org

3. PYP Language Scope and Sequence

Included in The Statements of Learning are the Professional Elaborations that describe progressions of learning at four year junctures and will inform the development of the scope and sequence of English.

4. The Lutheran Curriculum Framework has been developed for use in all Lutheran schools to support teachers in their planning and programming. The English Scope and Sequence is used to allow for a consistent approach across every year level?? Not in publication

5. ESL Scope and Scales document

6. Department for Education and Child Development website

7. Learning in a language other than mother tongue in IB programmes, that is available from the Online Curriculum Centre http://occ.ibo.org

8. Fountas, I.C. and Pinnell, G.S. 2006, Teaching for comprehension and fluency: thinking, talking, and writing about reading, K-8, Heinemann, Portsmouth, NH.