



St. Luke School Language Policy

PYP (Primary Years Programme)
MYP (Middle Years Programme)

St Luke School
International Baccalaureate

MYP And PYP Language Policy

“When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners 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.”

- *IB PYP Language Scope and Sequence*

PHILOSOPHY

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom. (Ritchhart 2002: 141)

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. This includes the ability to express oneself (communicate) through speaking, reading, writing, drawing, acting, etc. This also includes communication through different languages, including the languages of science, math, and the arts. Language is essential to the construction of meaning and connects all of our curriculum elements and ultimately supports the mission of our school. As communicators St Luke students will embody the IB Learner Profile attributes and recognize their global responsibility to create a more peaceful world.

SCHOOL LANGUAGE PROFILE

Language of Instruction

The primary language of instruction for St Luke School is English. Through schoolwide direct instruction students develop the fluency and literacy skills for effective communication.

PYP LANGUAGE INSTRUCTION

Language is integrated throughout the PYP Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities. Literature selections both in read-alouds and guided reading are chosen to build an understanding of the concepts within the planners. We follow state standards for our unit planning.

There are weekly rotations of integrated specials throughout all PYP grades. This would include the language of visual art, music, Spanish, library, and PE (movement) co-teaching with

classroom teachers to incorporate their specific areas of knowledge and encourage connections with the POI planners.

MYP LANGUAGE AND LITERATURE

We believe that literacy instruction should connect to our units of inquiry, instilling an intrinsic love of literacy by using balanced literacy, authentic assessment, and instruction that is differentiated to the needs of each learner thus building lifelong readers and writers. Through inquiry, teachers provide students with opportunities to use language in many different formats, including debate, role-play, and art, as well as the traditional teaching of language both embedded in the units of inquiry and as stand-alone subjects. Language permeates the world in which we live.

We follow the state standards for language and literature in unit planning. Language instruction allows students to make connections within and across all subject areas, and are facilitated by key and related concepts, and global contexts.

In order to provide students with an authentic and diverse language and literature learning experience, PYP and MYP teachers will:

- Support language in the classroom through various literacy activities such as guided reading, guiding writing (mini lessons), writing in content, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read alouds and opportunities for students to use language during presentations and collaboration.
(Use the MYP aims and objectives as best practice in MYP classrooms)
- Facilitate reading in all subjects
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts and media including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in Seattle Archdiocesan MAP testing
- Provide opportunities for students to take action within the larger community
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction
- Provide access to a range of fiction, nonfiction, and research materials in the school library

LANGUAGE ACQUISITION

St Luke School recognizes the importance of becoming proficient in another language other than the language of instruction. To become aware and knowledgeable of other cultures is essential in preparing the students to be global citizens.

St Luke School offers Spanish for all children ages 7 and above. MYP students will have 50 hours of Spanish instruction.

Saint Luke is committed to bolstering our library offering of print texts in Spanish.

HOME LANGUAGE

As a learning community that builds a positive culture of language learning we strive to promote the maintenance and development of home languages. Below are resources for supporting students at home if English is not the primary language spoken.

- [Story Online](#): Online Ebooks with audio in English
- [World Stories](#): Stories available in many languages
- [Learning Japanese](#): Online portal for learning Japanese
- [International Digital Children's Library](#): Range of books read in a variety of languages and is categorized by age groups, length of book, fiction or non-fiction
- [Spanish Playground](#): Website with a range of ways to hear Spanish language
- [Eduscapes Audio Stories](#): Audio stories read in multiple languages for a range of ages
- [Online Public Library](#): One website that contains many websites to support language development, some have audio stories provided in a range of languages
- [Mamemi Audio Stories](#): Many audio stories available in a range of languages
- [Luca Lashes](#): The creators of Luca Lashes have made available the entire series of children's books in Spanish, French, English and Chinese

PROFESSIONAL DEVELOPMENT

Saint Luke School is committed to ongoing professional development in language instruction and differentiated practices to meet diverse learner language needs. Teachers are provided opportunities to attend workshops focused on language development and instruction.

COMMUNICATION AND REVIEW

Saint Luke School staff will review this Language Policy annually and reflect this review in the dated footnote.

This Language Policy is communicated to the school community (staff, parents, students, key stakeholders) by having a linked copy available on our website. Aspects of this policy are highlighted during Back to School Night, Curriculum Night, and New Parent Orientation.

APPENDIX

Resources:

- Bloomfield Hills High School, Bloomfield Hills Middle School, East Hills Middle School, & West Hills Middle School “*MYP Language Policy*”, December 2014-2015

- Frank C. Martin International K-8 Center Middle Years Programme, “*Language Policy*”, 2014
- International Baccalaureate Organization, “*Guidelines for Developing a School Language Policy*”, 2008
- International Baccalaureate Organization, “*Language Policy*, 2014
- International Baccalaureate Organization “*MYP: From Principles into Practice*”, 2015
- International Baccalaureate Organization, “*PYP Language Scope and Sequence*”, 2009
- International Baccalaureate Programme “*Standards and Practices*”, January 2014-2016
- International School of Paris
- Meridian School Texas PYP Language Policy
- Richart, Ron. 2002. “*Intellectual Character: What It Is, Why It Matters, and How to Get It*”
- “[Supporting Children’s Mother Tongue in Our Schools.](#)” 2012.

Language instruction/acquisition in the school reflects IB language instruction/acquisition philosophy:

Standard A7: The school places importance on language learning, including mother tongue, host country language, and other languages.

Standard A9: The school supports access for students to the IB programme(s) and philosophy.

Standard A9a: The school strongly encourages participation for all students.

Standard B1.5a: The school has developed and implements a language policy that is consistent with IB expectations.

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

Standard C3:8: Teaching and learning demonstrates that all teachers are responsible for language development of students.