



LANGUAGE POLICY

This policy was developed by the Languages Committee of Linden Park Primary School, whose membership consists of representatives from leadership, the learning teams, EALD (English as an Additional Language or Dialogue) teachers, language teachers and the Primary Years Programme Coordinator, with input from the whole staff.

PHILOSOPHY

Through the study of languages, students learn to communicate with others and understand the world. They gain the knowledge and skills to make comparisons across languages and cultures, develop conceptual understanding and strengthen literacy skills. They extend their understanding of their own language and culture and develop a heightened awareness of diverse ways of thinking and valuing. Proficiency in languages and literacy skills are important to the success of our students in a global society that is constantly changing. It is important that young people in Australia can operate effectively in English, and in their own first language, which may not be English, as well as to speak and understand other languages.

OVERVIEW

Powerful language learning creates lifelong skills central to informed citizenship and participation in an ever-changing globalised world. Language is central to learning and all teachers are, in practice, language teachers with responsibilities in facilitating communication.

At Linden Park Primary School we teach language through

- **the host language, English**
- **English as an additional language or dialect**
- **a second language, French**
- **the mother tongue maintenance program – Chinese Mandarin**
- **Units of Inquiry**

Language is fundamental across all learning areas of the curriculum. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school’s responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom as it provides an authentic context for learners to develop and use language. The starting point should always be the learners’ prior experience and current understanding.

Learners can make connections, apply their learning, and transfer their conceptual understanding to new situations if experiences enable them to develop language within meaningful and enjoyable contexts. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

ENGLISH

The study of English is central to the learning and development of students at Linden Park Primary School. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. Our English teaching, learning and assessment is informed by The Australian Curriculum: English. It is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian



English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language: knowing about the English language*
- *Literature: understanding, appreciating, responding to, analysing and creating literature*
- *Literacy: expanding the repertoire of English usage.*

When and how will English Language be explicitly taught?

The Literacy General Capabilities, from the Australian Curriculum, encompass knowledge, skills, behaviours and dispositions that together with the curriculum assist students to live and work successfully. Our Department for Education guidelines state that every student must be provided with a *minimum* of 300 minutes per week of **explicit** literacy instruction. The PYP language scope and sequence also directs our teaching of language. All teachers are expected to ensure a balanced and integrated approach to explicitly and systematically teach literacy so that each learner experiences:

- The language and literacy needed for curriculum success
- High quality and effective teaching
- Targeted and developmental learning

Assessment of English

English assessment is conducted using the Achievement Standards in the Australian Curriculum, and is also assessed through formative and summative assessment tasks in the Units of Inquiry.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

EALD is a Literacy support programme for non English speaking students who were either born overseas, have parents born overseas or identify with another cultural background through extended family.

At Linden Park Primary School over 50% of students are from a culturally and linguistically diverse background. The majority of these students are from Asia, and we have students from over 60 cultures. We provide specialist teachers across the school to support English as an additional dialect teaching. This support includes targeted withdrawal support in small groups and in-class support.

Students who are eligible for the EALD programme may be those students whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EALD students come from diverse, multilingual backgrounds and may include:

- Students who were born overseas and have learnt English later in their childhood
- Students who were born in Australia and speak English and another language at home
- Student who were born in Australia and identify with another culture through their extended family

Several factors are used to identify students for support. These include:

- Classroom teacher and EALD teacher discussions
- Work samples
- Student's current Language and Literacy level (the Levels Census data, due early Term 3, determines the level of support given to EALD students)
- Diagnostic testing (classroom based)

The EALD programme provides enrichment in language development across the curriculum and supports children to be confident and competent speakers, readers and writers of English.

Children who take part in the programme will be supported in different ways according to their current needs and abilities.

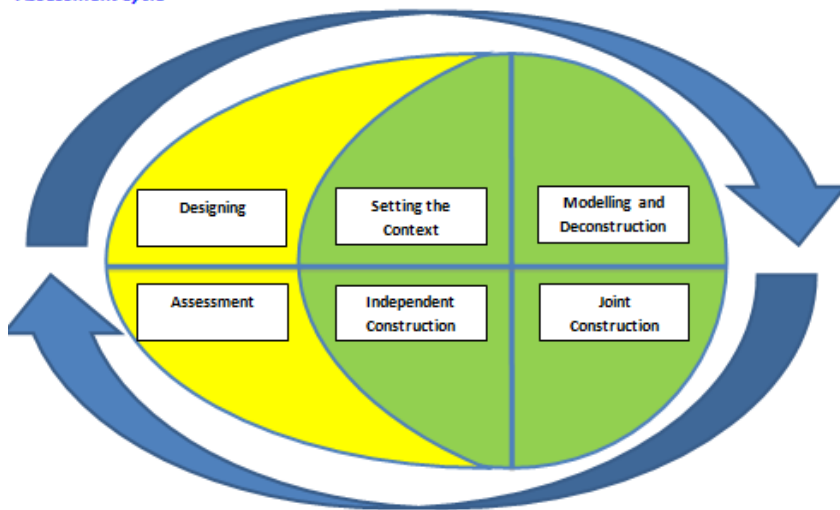


Students are supported to develop various aspects of their literacy including ;

- reading for understanding and comprehension of texts
- writing skills such as sentence and paragraph construction, functional grammar, spelling
- genre writing , looking at different text types linked with Units of Inquiry
- the development of confidence in English speaking and listening skills. This includes asking and responding to questions, expanding vocabulary and non-verbal communication
- students may be supported in their classrooms or work in small groups with the EALD teachers and SSOs

The process of EALD teaching is represented by the diagram below..

English as an Additional Language or Dialect (EALD) Designing, Teaching & Learning and Assessment Cycle



Assessment of EALD students

The *Language and Literacy Levels across the Australian Curriculum: EALD Students* describes the development of Standard Australian English required to meet the increasing demands of the Australian Curriculum across the years of schooling from Foundation (Reception) to Year 10. This development of Standard Australian English is twofold. It involves developing:

- knowledge about the English language and how it works to make meaning i.e. language
- knowledge about how to use language appropriately and effectively in varied contexts i.e. literacy.

The *Language and Literacy Levels* can support teachers to use assessment, *for*, *as* and *of* learning. It is also used as a tool to inform teaching practice and programming.

For learning

Assessment using the *Language and Literacy Levels* enables teachers to determine a student's current literacy level and the gap between where the student is and where they need to be – the desired goal. The detail of the Levels supports the teacher to be able to clearly articulate the required learning and to be more intentional and explicit in their planning, teaching, feedback and assessment. This helps teachers to close the gap for students who are behind the expected year level.

As learning

Teachers can use the *Language and Literacy Levels* to develop assessment criteria and marking rubrics to share with students, along with examples of evidence of progression. Students can also use the *Levels* or assessment/marking rubrics to set their own learning goals and monitor their progress through the levels.

Teachers are offered levelling training by the EALD staff, to assess EALD students' writing and other students in classes.



Of learning

One of the primary purposes of the *Language and Literacy Levels* is for teachers to use sets of student evidence to make judgements on student language and literacy development against the Levels and in so doing measure a student's achievement against year level standards.

The *Language and Literacy Levels* enable teachers to measure and report on the development of oral and/or written Standard Australian English. Therefore, evidence for assigning a Level can be taken from spoken and/or written texts produced by a student. However, it is likely that students in the beginning phase of learning English will predominantly be producing oral texts and as such, Levels 1-5 make more specific reference to oral texts. Level 6 and beyond tend to focus more on written and formal spoken texts, such as oral presentations and role plays in formal situations (current affairs news reports, tutorials etc). Note also that both 'oral' and 'written' texts can be expanded and interpreted to mean 'digitally produced' and/or 'multimodal' texts.

LANGUAGES OTHER THAN ENGLISH (LOTE)

French is an integral part of the curriculum at Linden Park Primary School. The content is currently determined by the Australian Curriculum. In particular, the French program is taught through the PYP Units of Inquiry.

Teachers guide students to engage with and inquire into French language and culture by using written and digital texts, ICT resources, as well as connecting with members of the French community both locally and internationally. In the early years of learning French, the emphasis is on oral language through songs, games, rhymes, stories and plays using gestures to help students' understanding and memory. As the students progress through to Year 7 they increasingly communicate orally and in writing in addition to working with visual texts as they continue to explore French language and culture. They respond to and create their own texts and reflect on their own learning. In addition, all students are encouraged to understand and display aspects of the Learner Profile.

Students are currently assessed using the Australian Curriculum achievement standards.

MOTHER TONGUE MAINTENANCE

Support is provided across the schools for the Chinese speaking students to maintain and enhance their first language by attending an in-school Chinese (Mandarin) class. The teacher appointed assists with translating and interpreting for Chinese speaking parents, and supports in the assessment of students to ascertain proficiency and conceptual understandings in English. The teacher also occasionally acts as interpreter at parent interviews.

ETHNIC SCHOOLS

Many students attend Ethnic Schools outside of school hours to maintain their first language and culture. The reports from these schools are sent to Linden Park Schools and are maintained in student records. Ethnic school details are provided to parents on enrolment.

THE LIBRARY

We have an extensive collection of resources which support literacy and language learning. Our main collection reflects the diversity of our student population and is interesting and engaging for students. It also includes a varied selection of books, digital resources, realia, pictures and classroom reading materials. We select items that are age-appropriate, inclusive and relevant to our units of inquiry. Bi-lingual resources which represent the majority of the cultural backgrounds of our students are included within our collection and are available for loan.

INTERPRETER SERVICES

Interpreters are provided to assist at parent interviews and enrolment when it is possible. We make use of the expertise of our bi-lingual staff if possible or employ an interpreter or translator from interpreter services. We translate notices when necessary. Our Chinese Bilingual Student Support Officer is available to translate school notices and newsletters for the International Parents and Guardians.