

International Preparatory School Language Policy



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INTERNATIONAL
PREPARATORY SCHOOL

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International Preparatory School Language Policy

Vision: Inspiring our learners to thrive in a world of change.

Mission: At IPS, we recognise the essential role language plays in our students ability to participate in our mission: Inspire, Empower, Lead

IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional balance - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

This policy was written by:

Heidi Ashton - PYP coordinator, committee chair
Priscille Ahtoy - French language teacher
Shirley Dawoo - Year 1 classroom teacher
Angélique Graffiele - French language teacher
Werner Greyvenstein - English as an additional language teacher
Elizabeth Maingard - Learning support teacher
Katie Owen - Year 3 classroom teacher

Prior to adoption, this policy was shared and feedback sought from the following different representatives of school stakeholders:

1. Parent Advisory Committee on May 23, 2017
 - Lana Seelenbinder
 - Karen Rudd
 - Veronique Lai
 - Angela Luchmun
 - Camilla van Beuningen

2. IPS School Board:
 - Dhan Beeharry
 - Lara Vaudan

3. IPS Middle Leadership Team on March 21, 2017
 - Priscille Ahtoy, French language coordinator
 - Bruce Ashton - Head of school
 - Nicky Bigaignon - Deputy head of school
 - Lucy Greig, KS1 coordinator
 - Leena Ramgolam, KS2 coordinator
 - Renee Vallet, Learning support services coordinator
 - Jean Noel Yardin, Single subject coordinator

4. IPS teaching staff on April 24, 2017
5. Examined by staff on August 30, 2017

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1.0 Statement of Philosophy

*“The limits of my language are the limits of my mind. All I know is what I have words for.”
(Wittgenstein, 1922)*

Language inspires us. *Few things have inspired humanity as much as the wonder and beauty of language. It is how we communicate our ideas, our thoughts, our aspirations, our beliefs, our feelings, and our understandings. Language is an essential component of inquiry; we cannot wonder and create, think and debate without language. Therefore a child’s ability to engage with language is fundamental to their overall development, well-being, and academic success.*

Language empowers us. *IPS embraces a diversity of languages and cultures. The variety of languages within our school offers a richness and opportunity to develop international mindedness and intercultural respect amongst our learning community. We believe all children have a right to their language as an intrinsic part of their identity and culture. It is through the sharing and learning of language that we can begin to truly understand one another.*

Language allows us to lead. *In a globalised world, being multilingual is no longer an advantage, but a requirement. To embrace all the opportunities available to them, our students will need to be able to function in more than one language. The ability to listen, speak, view, read, write and present well are fundamental skills all students must develop in order to fully participate in their world.*

2.0 School profile:

2.1 Multilingualism as a fact at IPS

As an international school, we embrace learners from around the world. The language profile of our students is varied and complex, and many of our students are multilingual.

At IPS, English is the language of instruction. It is also the common language (lingua franca) that connects us as a community. French has a strong language presence in our school. The government of Mauritius lists English as the official language, but Creole is recognised as a predominant oral language within the country and is in the process of becoming more formalised. It is also spoken by many our staff, students, and their families. We also acknowledge that many of our students will join IPS being proficient users of languages other than those indicated above.

2.11 Language profile data

According to our admissions records, 45% of our students declare their mother tongue as English. 37% of our students declare French as their mother tongue, 13% declare Creole as their mother tongue, and the remaining 10% of our students declare other languages as their mother tongue.

Student's First Language



Additionally, 71% of our students are identified as having a second language and 26% of our students have an identified third language.

2.2 Multilingualism as a right at IPS

We believe learners have the right to:

- maintain their mother tongue as it is vital to their self-image, familial relationships, and cultural identity
- learn English as a global language and the language of instruction
- learn an additional language

We learn, construct meaning and think through language. As such, languages represented in the school provide a resource for students and teachers. Students who are still working towards an age appropriate level of English proficiency will benefit from use of mother tongue within learning contexts.

For example, the use of mother tongue or languages other than English could be used to:

- activate prior knowledge,
- scaffold information,
- Increase vocabulary,

- build background knowledge, and/or
- construct meaning.

Language use should promote an inclusive environment where a common language is predominantly used. At IPS, English is our shared language (lingua franca) so it is appropriate that students aim to feedback and share information in English. Agreements are established by the teacher and students about effective and respectful communication and the role of languages in the classroom.

2.21 The role of mother tongue

IPS offers direct mother tongue support to English and French language speakers. See Appendix 5.2 for a breakdown of mother tongue language lesson time.

The role of mother tongue at IPS is to ensure enculturation and interculturalism; to help us understand ourselves and one another's culture and perspective. It serves to preserve the learner's ethnic identity and unique cultural sentiments which are embedded in one's language. It also serves to preserve the identity of our international learners when they reintegrate into their native environments.

The role of mother tongue is essential for cognitive development. Higher order thinking, such as critical thinking, is most effective in one's mother tongue and can lead to higher overall achievement. IPS recognises the connection between the mother tongue and English acquisition.

Students are also encouraged to use mother tongue both socially and academically throughout the day.

IPS promotes an internationally-minded community through various learning engagements and events that develop intercultural awareness and celebrate the linguistic diversity within our school community. Additionally, our library contains a growing collection of resources in the different languages found within the school.

The school will actively support additional mother tongue language programmes, as long as they do not have an adverse change impact upon the school's programme of studies. Any additional programme must either be cost neutral to the school or be paid for by the parents concerned to cover additional expenditures for staffing and provision of teaching materials. The school will provide the teaching space.

Such a language programme cannot take the place of English as an Additional Language lessons in cases where a child requires additional support in acquiring English.

2.210 French as a mother tongue

All students at IPS whose mother tongue language is French or have near-native proficiency attend French mother tongue lessons as from Nursery. Students are supported to achieve the same language scope and sequence benchmarks in French as they are expected to achieve in English.

Please see Appendix 5.2 for a breakdown of French mother tongue language lesson times.

2.22 English as an additional language (EAL)

For a second language to develop effectively it is vital that a student's mother tongue is supported equally so that it too can continue to develop. This is called additive multilingualism and is our goal in language learning at IPS.

It usually takes around two years for a learner to develop their everyday, basic social spoken language skills in English but the more complex academic language can take up anywhere between two and seven years to develop to the same level as native English speakers (Cummins, 2001).

EAL is supported in our school through immersion in every class. Teachers, assistant teachers, and class assistants speak English during lessons, modelling ways to use language skills.

From Year 1 upwards, an EAL teacher supports students acquiring English as an additional language who do not have the required academic English language proficiency to access the curriculum fully. These students receive help in all areas of language acquisition in order to help them achieve a high level of English language proficiency and achieve full participation in the school curriculum. The EAL teacher and homeroom teachers regularly collaborate to plan lessons and adapt materials to suit the needs of all the students, including the EAL students.

The EAL programme includes both pull-out (withdrawal) and push-in (in-class) support. The programme provides opportunities for students to develop the six interrelated English language skills (listening, speaking, reading, writing, viewing and presenting). These are essential as they allow the student to access the academic curriculum and develop socially within the school and community. Some students will attend EAL withdrawal classes during the daily period set for additional languages.

In the Early Years, we do not provide additional support for EAL learners, as all students in these years are acquiring the basic functions of language.

2.23 The role of the host language

Creole is the language that is understood by most Mauritians and can hence be considered as the host language. The school is committed to providing opportunities for students to engage with their host country in an authentic and meaningful way. Through learning more about Mauritian culture and society, students develop an understanding of globally significant themes. Mauritius is considered to be a key platform for learning at IPS, providing opportunities for real-life investigations and experiences. The school library provides some resources that support recreational reading with books written by local authors as well as some materials to support the study of Mauritian history and culture.

2.3 Multilingualism as a resource

Encouraging multilingualism means to promote the learning of more than one language at the same time. Being able to communicate in different languages on a regular basis brings both linguistic and cognitive benefits to children.

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. As an IB school, a multilingual environment supports international-mindedness by developing intercultural understanding and respect.

We recognise students will need knowledge of more than one language to participate fully in the global community. As such, all learners are offered one additional language. At IPS, this language is French.

Our school library has a developing collection of French books. Students are encouraged to borrow books frequently to support language acquisition. These books are also accessed by the additional language teachers to support teaching and learning.

2.31 Additional languages: French as an additional language

We believe learning French as an additional language:

- exposes children to a useful language, capable of helping them better adapt to life in Mauritius and be understood locally,
- facilitates the learning of other additional languages later in life,
- fosters an interest in learning other languages,
- develops a better understanding of how their own language works, and
- develops an appreciation for French language and culture.

All students at IPS participate in the French programme. Students for whom French is not their mother tongue, are grouped according to their language proficiency level (see appendix 5). The French as an additional language programme is in line with the PYP approach to language learning. It is taught via integrated units of inquiry as well as

stand-alone units, with an inquiry-based approach as much as possible. The programme provides opportunities for students to develop the six interrelated language skills (listening, speaking, reading, writing, viewing and presenting).

Please see Appendix 5.2 for a breakdown of French as an additional language lesson times.

3.0 PYP programme guidelines and practices

We believe language is best learned when it is:

- **relevant** - connected to what students are actively engaged in, as opposed to contrived situations to practice a function of language. The language required is central to the task students are performing, such as developing listening and speaking skills to interview a doctor about her responsibilities as part of a community workers unit.
- **engaging** - students' creativity, imagination and curiosity are activated. Students should be actively engaged in the use of the language for a purpose, such as going through the writing process to publish their own stories.
- **significant** - students understand the purpose of what they are doing, such as practicing handwriting to establish a level of readability so they can share their thoughts through writing with another person.
- **challenging** - the beginning point of planning for learning is based on students' prior knowledge and experience.

As much as possible, learning language, learning about language, and learning through language is done within the programme of inquiry (POI). This ensures authenticity, relevance, engagement, significance and is based on student's prior knowledge and experience. "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" (International Baccalaureate, 70).

At IPS we teach:

- Written language: reading and writing
- Visual language: viewing and presenting
- Oral language: listening and speaking

Practices related to choice and planning of language courses for learners

In the Early Years: (Nursery and Reception)

Language of Instruction:

Students in the Early Years have opportunities to develop the lingua franca of the school (English) in the presence of competent speakers. The majority of their school day is conducted in English. During these years, teachers employ a variety of instructional strategies to help children learn to listen, speak, read, write, view and present in English.

Additional Languages:

The focus of additional language development in the early years is oral language (listening and speaking). Students receive thrice weekly lessons in French.

In the Primary School (Year 1 to Year 6):

Language of Instruction:

Students in the primary school years have opportunities to develop the lingua franca of the school (English) in the presence of competent English speakers. The majority of their school day is conducted in English. During these years, teachers employ a variety of instructional strategies to help children learn to listen, speak, read, write, view and present in English.

Additional Languages:

The focus of additional language development in the elementary years is on acquiring oral, visual, and written language. Students receive additional language lessons in French.

Some variation may occur for children who are in need of additional English language support (EAL). This is determined through assessment, conversations with parents, and the student's mother tongue language profile.

4.0 Policy review cycle

This policy is to be reviewed every two years, in May, by a group which includes representatives of language teachers from all languages taught in the school, and school leadership. Any changes must be ratified by the board.

5.0 Appendices

- 5.1 Glossary of terms
- 5.2 Language lesson frequency and duration by year level
- 5.3 Bibliographic and referencing guidelines from Principled Learning document
- 5.4 French language levels
- 5.5 English as an additional language levels

The contents of this policy were informed by the following documents and language policies:

Brightman, J., and Martin, K. (2015). Developing a Culture of Multilingualism at International School Carinthia. *Sharing PYP Blog*. Date accessed: 2 March 2017.

Available at: <http://blogs.ibo.org/sharingpyp/author/kyleb/>

Cummins, J. (2001). *Bilingual Children's Mother Tongue: Why is it important for education?*. 19th ed. Sproforum, pp.15-20.

International Preparatory School Language Scope, Sequence and Benchmarks. (2016).

Available at:

<https://docs.google.com/document/d/1NE7rnYpqRvHmVmomuk0DIVrKzFus7nVVuuaJWCa5>

[U0/edit.](#)

Learning in a language other than mother tongue in IB programmes. (2008). 1st ed. [pdf] Cardiff: International Baccalaureate. Available at: www.ibo.org.

Language and learning in IB programmes. (2011). 1st. Ed. [pdf] Cardiff: International Baccalaureate. Available at: www.ibo.org.

Making the PYP Happen: A curriculum framework for international primary education. (2009). 2nd. Ed. [pdf] Cardiff: International Baccalaureate. Available at: www.ibo.org.

McLaughlin, B. (1992). Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn. *Educational Practice Report*, Office of Educational Research and Improvement.

Pataray, C., Kitt-Hinrichs, B., and Nguyen, V. (2006). Inquiring into a Second Language and the School Culture. *Language Arts*, 83 (3), pp.248-257.

Schwartz, D., Haywood, A. and Lorenzen, C. (2017). Fostering Multiliteracy in a Linguistically Diverse Classroom. *Language Arts*, 80(6), pp.453-460.

Language policies:

Bonn International School, Germany

Clavis International School, Mauritius

Frankfurt International School, Germany

International School of Paris, France

Le Bocage International School, Mauritius

NIST International School, Thailand

Western Academy of Beijing, People's Republic of China

Appendix 5.1

Glossary of Terms

Ab initio: from the beginning, i.e. the student is in the beginning stages of learning a language

Additive multilingualism: adding a language to one's repertoire, not replace an existing language with a new one.

Additional language: a language that a child learns in addition to language(s) the child already has a command of, typically not the child's first or strongest language.

Bilingual: fluent in two languages.

English as an additional language (EAL): acquiring English as a second or additional language.

Language of instruction: the language in which most teaching and learning occurs.

Lingua franca: the common language between speakers whose native languages are different.

Mother tongue: a student's first or strongest language. Typically this is the first and most frequent language spoken to the child within the formative years of life (birth to five), and the child's first spoken language. In cases where a child has been exposed to two languages within this time frame and converses capably in both (bilingual), we acknowledge that s/he may have two mother tongues.

Multilingualism: the ability to use and/or understand more than one language at any level of proficiency, including partial competence and incomplete fluency.

Appendix 5.2

Language lesson frequency and duration by year level

French as a mother tongue

Phase	Year Levels	Duration	Frequency
One	Nursery	30 minutes	Three times a week
	Reception	30 minutes	Three times a week
Two	Year One	40 minutes	Three times a week
Three	Year Two	40 minutes	Three times a week
	Year Three	40 minutes	Three times a week
Four	Year Four	40 minutes	Three times a week
	Year Five	40 minutes	Four times a week
Five	Year Six	40 minutes	Five times a week

French as an additional language

Year Levels	Duration	Frequency
Nursery	30 minutes	Three times a week
Reception	30 minutes	Three times a week
Year One	40 minutes	Three times a week
Year Two	40 minutes	Three times a week
Year Three	40 minutes	Three times a week
Year Four	40 minutes	Three times a week
Year Five	40 minutes	Four times a week
Year Six	40 minutes	Five times a week

Appendix 5.3

Principled Learning: Bibliographic and Referencing Guidelines

IPS uses the [Harvard Referencing Style](#). This style was chosen as it is simple and used at Secondary schools in the region. Students are taught how to use this referencing system in Year 6 and are made aware of the need to reference materials beginning in Year 5.

Book with one author:

1. Author
2. Title of book.(italicized)
3. City of publication: Publisher, date of publication.

Example:

Cohen, Daniel. *America's Very Own Ghosts*. New York: Doubleday, 1985.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article."
3. Title of book.(italicized) Date of edition. (Volume and page number not necessary if articles are arranged alphabetically).
4. Print.

Examples:

Eiselen, Malcolm R. "Franklin, Benjamin." *The World Book Encyclopedia*. 1999. Print.
"France." Compton's Encyclopedia. 1998. Print.

Websites or blogs:

1. "Title of article."
2. url
3. Accessed on (date you looked at it).

Examples:

"Water pollution: an introduction" <http://www.explainthatstuff.com/waterpollution.html>.
Accessed on January 26, 2018.

Web images and videos:

1. Title of image/video (if available)
2. Url
3. Accessed on (date you used the image)

Example:

Impression, Sunrise. https://en.wikipedia.org/wiki/Impression,_Sunrise Accessed on January 26, 2018.

Appendix 5.4

French Language Levels

New students will be assessed for their listening and speaking skills, and where applicable their reading and writing skills, within the first half term of the academic year, or six weeks following their arrival at the school. French language teachers and the Deputy Head of School will meet to ensure that all students are placed as per the criteria below. Ultimately, decisions will be made on a case-by-case basis to best meet the needs of the learner.

French as a Mother Tongue

A student's first or strongest language. Typically this is the first and most frequent language spoken to the child within the formative years of life (birth to five), and the child's first spoken language. In cases where a child has been exposed to two languages within this time frame and converses capably in both (bilingual), we acknowledge that s/he may have two mother tongues. These students demonstrate native or near-native competence in all aspects of language* (listening, speaking, reading, writing, viewing and presenting) as identified by the school's language scope and sequence document.

French as an Additional Language

- **French language b learners:** This term refers to a language (French) which is not the mother tongue but which is used for certain communicative functions in society and may be widely used by a child and his/her family; however it is not the dominant family language. The child has strong basic interpersonal communication skills in this language, but is developing cognitive academic language proficiency. This most frequently manifests itself as a student who can speak fluently in the language, but has not yet developed the reading, writing, viewing or presenting skills necessary to work at a native or near-native level.
- **French language ab initio learners:** This term refers to new or nearly new speakers of the language. The language is not normally used for communication functions and use is largely contained to the classroom.

Exit criteria

Throughout a student's time at IPS, there may be opportunity for them to move between language groups. Student exit criteria for French language groups are listed below. A student must master the majority (~90%) of the criteria identified before being considered for movement between levels.

Any decision to exit a child from a language group will be made following consultation with the French language department staff, French coordinator, and the Deputy Head of School.

Exit Criteria for students moving from French Beginner to French Advanced

Year 1 & 2

Speaking and Listening ‘*Becoming fluent*’

- Listens attentively to a French speaker.
- Listens to others and offers opinions and/or feedback.
- Begins to paraphrase oral information.
- Uses language appropriately across the curriculum for different purposes and audiences.
- Responds to complex questions independently.
- Asks questions to clarify content and meaning.
- Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.
- Begins to speak with confidence in front of a group.
- Uses more extensive vocabulary, using abstract and specialized subject area words independently.
- Understands classroom and subject area language at nearly normal speed.
- Speaks French with near-native fluency; any hesitation does not interfere with communication.
- Begins to vary speech appropriately using intonation/ stress.
- Uses correct form when asking questions.
- Speaks confidently and uses new vocabulary flexibly.

Exit criteria for students moving between French ab initio and French language B

Years 3 - 6

Speaking and Listening - ‘*Becoming Familiar*’.

- Begins to listen attentively to a French speaker.
- Follows multi-step directions.
- Begins to use French in social situations.
- Responds to greetings with phrases.
- Responds to simple questions with more than one-word answers.
- Uses different language functions in discussions (e.g., predicting and describing) with guidance.
- Participates in classroom discussions and offers opinions and feedback with guidance.
- Begins to understand classroom and subject area language.
- Begins to use expanding vocabulary that is less context-bound.
- Begins to speak French clearly.
- Communicates using short phrases and simple language patterns.
- Begins to use connected discourse (e.g., “Yesterday I go pool and I swam.”)

Year 3 - 6

Writing - 'Developing'

- Writes 1-2 sentences about a topic.
- Writes names and familiar words.
- Generates own ideas for writing.
- Writes from top to bottom, left to right, and front to back.
- Intermixes upper and lower case letters.
- Experiments with capitals.
- Experiments with punctuation.
- Begins to use spacing between words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.
- Spells words on the basis of sounds without regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.
- Begins to read own writing.

Reading - Developing

- Reads books with simple patterns.
- Begins to read own writing.
- Begins to read independently for short periods (5-10 minutes).
- Discusses favorite reading material with others.
- Relies on illustrations and print.
- Reads top to bottom, left to right, and front to back with guidance.
- Knows most letter names and some letter sounds.
- Recognizes some names and words in context.
- Makes meaningful predictions with guidance.
- Rhymes and plays with words.
- Participates in reading of familiar books and poems.
- Connects books read aloud to own experiences with guidance.

Exit Criteria for students moving from French Language B to French Mother Tongue

Year 3 - 6

Reading - 'Bridging'

- Reads medium level chapter books.
- Chooses reading materials at appropriate level.
- Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).
- Reads aloud with expression.
- Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.
- Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.
- Gathers and uses information from graphs, charts, tables, and maps with guidance.

- Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.
- Demonstrates understanding of the difference between fact and opinion.
- Follows multi-step written directions independently.
- Discusses setting, plot, characters, and point of view (literary elements) with guidance.
- Responds to issues and ideas in literature as well as facts or story events.
- Makes connections to other authors, books, and perspectives.
- Participates in small group literature discussions with guidance.
- Uses reasons and examples to support ideas and opinions with guidance.

Writing - 'Bridging'

- Writes about feelings and opinions.
- Writes fiction with clear beginning, middle, and end.
- Writes poetry using carefully chosen language with guidance.
- Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.
- Begins to use paragraphs to organize ideas.
- Uses strong verbs, interesting language, and dialogue with guidance.
- Seeks feedback on writing.
- Revises for clarity with guidance.
- Revises to enhance ideas by adding description and detail.
- Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.
- Edits for punctuation, spelling, and grammar.
- Publishes writing in polished format with guidance.
- Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.
- Uses commas and apostrophes correctly with guidance.
- Uses criteria for effective writing to set own writing goals with guidance.

Exit Criteria for students moving from French Mother Tongue to French Language B Year 3 - 6

There are occasions when a student may need to move down a level to better support their French language development. Report card data is used to initiate this process. If a child is consistently attaining at a emerging and/or developing level, the french language teacher may start the process for moving, as per the schedule below.

Schedule for moving students between french language groups

French language teachers can identify students to move toward the end of each term. See the schedule below. The process for moving is:

- The French teacher will notify the French language coordinator, other French language teachers and the Deputy Head of School. The French language coordinator will convene a placement meeting. The classroom teacher may also be included to provide more context.

- A decision will be made by this group as to placement and parents will be consulted and notified.
- The letter will be sent home, signed by the French language teacher, French language coordinator and the Deputy Head of School confirming the new placement.

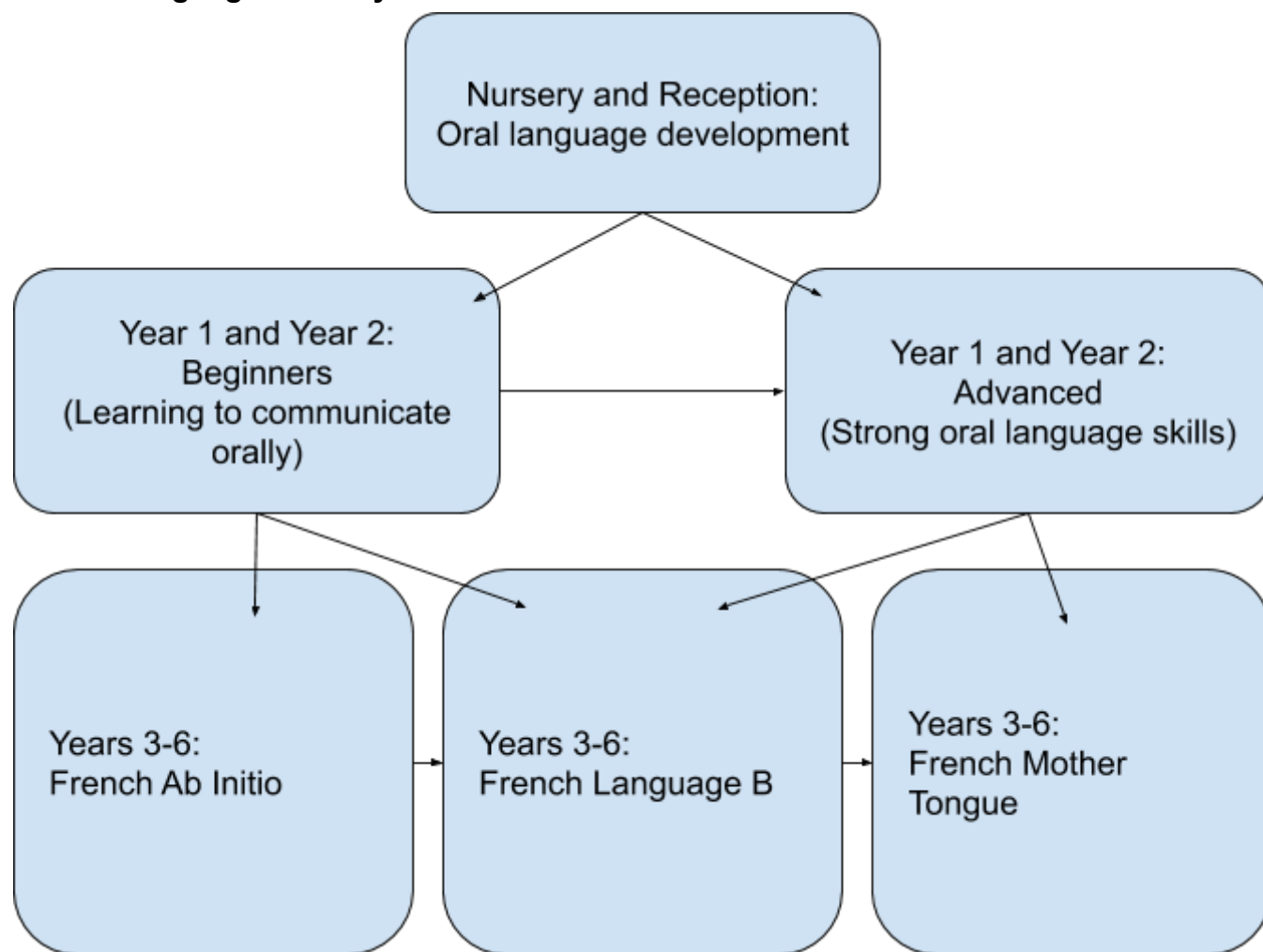
French Language placement meeting may take place once per term convened:

Term 1 - No later than 2 weeks after the October break

Term 2 - No later than 2 weeks after the February break

Term 3 - Only for new students.

French Language Pathways:



* Children who are receiving support for special educational needs and may therefore not have all aspects of the native speaker profile, are still considered mother tongue speakers and will be differentiated for within the mother tongue group.

Appendix 5.5

English as an Additional Language Levels

We currently categorise non-native English speakers into six levels of English language acquisition:

- Level 1: New to English - student has little to no oral language
- Level 2: Early Acquisition - student has some basic social oral language
- Level 3: Becoming Familiar - student has good command of social oral language, can participate in classroom conversation but needs support to understand academic language
- Level 4: Becoming Competent - student has strong command of social oral language, is gaining control of academic language and is beginning to reason in English
- Level 5: Becoming Fluent - student has strong command of social oral language and better command of academic language
- Level 6: Fluent - student has full command of social oral language and a strong command of academic language

Identifying type of EAL support needed:

Students can be identified as needing EAL support either through the admissions process or by identification from their classroom teacher. Once a child is identified as needing support, the EAL teacher conducts an assessment on the child to determine the level of support needed.

Upon completion of the assessment, the type of support needed is clarified. Parents are notified by the EAL teacher of their child's level and the type of support they will receive.

Types of support:

- **Pull out:** students are withdrawn from the regular classroom to receive one-on-one or small group support for acquisition of basic language skills. For children who are non-native French speakers, this pull out occurs during the regularly scheduled French lessons. For native French speakers, pull out sessions occur during English language sessions.
- **Push in:** students receive one-on-one or small group support from the EAL teacher within their regular classroom. The teacher supports them in accessing the regular classroom curriculum.
- **Teaching support:** the EAL teacher works with the year level teacher(s) in planning and delivery strategies in an effort to make every lesson more accessible to EAL students. This takes place in instances where the teacher does not have a recognized EAL certification.

Type of support given per level:

The amount of support given to students in Levels 5 and 6 is currently dependent upon the level of needs within the school. Time priority is given to students in Levels 1-4.

Level	Type(s) of support given
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Level 1:	<ul style="list-style-type: none"> ● pull-out support, ● push-in support, and ● teaching support
Levels 2 - 4:	<ul style="list-style-type: none"> ● a combination of pull-out and/or push-in support as determined by the EAL teacher, and ● teaching support
Levels 5 - 6:	<ul style="list-style-type: none"> ● teaching support

Exit criteria:

At the end of each term, assessment data is examined. At this point, parents will be notified if the level of support their child needs will change, based on the chart above. Children who complete the criteria in Level 6 will be fully exited from the EAL programme.