

LANGUAGE POLICY

International School
of Ticino

2020 2021

Inspiring the Extraordinary



INTERNATIONAL
SCHOOL OF
TICINO®





IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to Inspire the extraordinary. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach, our students become **life-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to; **respect each other, respect the environment**, communicate through **active dialogue**, and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding and respect**.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence, and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension, and innovative application of skills and concepts form the three pillars of the Inspired approach to education:

A child's education is the single most important consideration for any parent:

At Inspired we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future:

These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students:

We believe education is the catalyst for personal growth, development and achievement.

THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world's premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS

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

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.

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 life.

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.

BALANCED

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

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 we 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 in 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.

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.

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 actions and their consequences.



Our School Mission Statement and Philosophy on Language

This document seeks to lay out the language philosophy of the International School of Ticino, a multi-cultural international education for children from 3 – 16 years old. The purpose of this document is to inform teaching and learning in the classroom, to guide curriculum and to involve families in our goal to educate children in a dynamic international environment.

IST believes that all educators within the school, regardless of speciality, are language teachers. Learning a language is part of forming our own identities, exploring thoughts, and having an impact on the thoughts and identities of others. Although English is the language of instruction, IST considers that first language development is crucial for maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. International schools have a special responsibility to recognise and support each aspect of language development. As a school, we believe that language is central to every child's intellectual, social and emotional development, and is the major connecting element across the curriculum. Language plays an essential role in all learning areas.

The Cycle of Language

At IST we take a whole school approach to Language as it is important all teachers are considered Language teachers.

Students are active participants in their learning, where inquiry is the driving force. As stated by the IBO, "The taught curriculum is the written curriculum in action." Assessment provides feedback on how students are learning and what practices prove to be most effective in facilitating their development in critical thinking and self-assessment skills. The written, taught and assessed curriculum work as a cycle to ensure that learning is authentic and purposeful.

English is the language of instruction at IST, but some subjects are currently delivered in English and Italian as required by the Ticino Canton, this is to maintain the cultural identity of the Ticino community. We believe that this supports the first language development of those students who speak Italian at home. At the same time, international students benefit from developing their language skills so that their personal, social and cultural experience of life in Switzerland is enhanced and meet the local requirements for Ticino citizens.

Guiding principles, Effective Strategies and Language Practices within classrooms

Language is a creative, interactive system to comprehend and communicate meaning. Language has defined structures and at the same time allows us to express ourselves creatively. It consists of four strands (speaking and listening, viewing and presenting, reading, and writing) which involve different interactive processes.

In the Early Years we have adapted the approach to be suitable for the age of our learners: "During the Early Years, many of these aspects of learning are brought together effectively through playing and talking" (Guidance for the Foundation Stage, QCA). Effective Language Learning (taken from that of Hadfield Nursery School, UK) involves:

- Creative and imaginative play activities that promote the development and use of language;
- Children initiating activities that promote learning and enable them to learn from each other;
- Children learning through movement and all their senses;
- Children having time to explore ideas and interests in depth;



- Children feeling secure, which helps them to become confident learners;
- Children learning in different ways and at different rates;
- Children making links in their learning.

At IST, we help our students to develop an appreciation for all forms of language both aesthetically and functionally. Thus, students will be expected to:

- become aware of the relevance that language concepts have to all of their learning;
- access information from a variety of fields by appropriate means such as reading and listening;
- communicate effectively in areas such as speaking and writing;
- students appreciate that literature is not only enjoyed, it is also discussed and analysed, compared and contrasted.

We believe children learn best if:

1. Teachers provide students with a physical environment which enriches their language development.
2. Teachers integrate language in all subject areas.
3. Teachers use a wide range of teaching and assessment strategies.
4. Teachers present language through meaningful tasks in authentic contexts.
5. Teachers acknowledge differences in developmental stage, learning style as well as previous language experiences.
6. Teachers use a wide range of teaching strategies to teach language through a balanced language programme which includes listening and speaking, viewing and presenting, reading, and writing.
7. Teachers assist students in discovering language structures. They encourage students to reflect on language and develop language awareness (including but not limited to purpose, form and audience.)
8. Teachers support the development of positive attitudes towards improving communication skills and provide a wide range of opportunities to do so.
9. Teachers recognise and respect the different ways in which students express themselves, including first language development.
10. Teachers provide challenges to students, allowing them opportunities to reach their full potential.

Italian Language School-wide

The Italian language programme is offered to accommodate two distinct language needs within the school:

- to maintain language proficiency and cultural identity of students who are Swiss Italian first language. The Swiss Italian programme provides a rich and stimulating curriculum, which enables first language, Italian children, to express themselves in the school environment using the language spoken in their home environment;
- to teach communication and develop Italian language skills in students for whom Swiss Italian is an additional language.

Children attend Italian lessons from Grade 1, with a variety of teaching strategies used in order to develop Italian Language skills while accommodating the varying learning styles of children. Some teaching strategies used include active play, use of video, music, books, maps, internet research, school trips, language games, and multimedia programmes.



Italian assessments are ongoing throughout the year. For these assessments, the Language benchmarks from the Swiss Italian curriculum are taken into consideration, especially in the higher grades in order to ensure preparation assessments.

The Italian department follows the guidelines of the Ticino Canton:

[https://scuolalab.edu.ti.ch/temieprogetti/pds/Documents/Piano di studio della scuola dell obbligo ticinese COMPLETO.pdf](https://scuolalab.edu.ti.ch/temieprogetti/pds/Documents/Piano_di_studio_della_scuola_dell_obbligo_ticinese_COMPLETO.pdf)

German Language Acquisition

Children attend German lessons from Grade 2, with a variety of teaching strategies used in order to develop German Language skills while accommodating the varying learning styles of children. Some teaching strategies used include active play, use of video, music, books, maps, internet research, school trips, language games, and multimedia programmes.

Whilst the MYP students are assessed against the MYP criteria in line with the IB documentation, the students will also be entered for the Central European Framework (CEFR) examinations allowing them to achieve qualifications within the German language. This is in order to ensure our students have the necessary qualifications in place in order to allow them to access local universities. The curriculum in place therefore addresses the content required for the CEFR exams, whilst meeting the necessary criteria for the MYP.

If a child has attended IST for the entirety of the MYP, they are expected to be at the following CEFR levels.

By the end of G8, students will be entered for the A1 qualification.

By the end of G10, students will be entered for the A2 qualification.

If a student arrives throughout the MYP programme, they will still have to complete the CEFR examinations but the level which the sit will be considered on an individual basis.

MYP Transition Between the Phases

Students will all be at different phases with regards to the MYP criteria. These will range from Phases 1 – 6 across the 4 objectives (A – Comprehending Spoken and Visual Text, B – Comprehending Written and Visual Text, C – Communication in Response to Spoken, Written and Visual Text, D – Using Language in Spoken and Written Form).

The MYP language acquisition guide states that “The purpose of the MYP language acquisition global proficiency table is to provide teachers with statements indicating the competencies expected of students in each phase of the MYP language acquisition subject group. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student should be able to do by the end of the phase.” Roughly speaking:

MYP phase 6 is C1 of CEFR

MYP phase 5 is B2 of CEFR

MYP phase 4 is B1 of CEFR

MYP phase 3 is A2 of CEFR

MYP phase 2 is A1 of CEFR

MYP phase 1 is Pre A1 of CEFR



Students move up a phase once they have reached the competencies of a phase in all the four communicative processes (speaking, listening, reading, writing).

EAL and IAL Support

At IST, we believe that it is important for non-native speakers in English or Italian to be supported in reaching proficiency in Language through participation in a regular classroom setting and engaging with their peers. However, at the same time, they will receive EAL or IAL support from their teachers to achieve a reasonable level of proficiency in English and Italian.

EAL and IAL support within our school provides new or existing students with a supportive, protected environment in which they can try out their own language skills and develop confidence in their abilities. In this way, the child feels integrated and actively involved in the school community and culture and achieves competency in meeting their academic and linguistic goals.

MYP Support to Prepare Students For Language and Literature

Students that arrive will sit a language placement assessment developed by the school in order to identify their current proficiency in the English language. Depending on their placement in this assessment, they will enter one of the following stages which will determine the level of interventions needed in order to ensure they progress and can access English language and literature by the time they enter MYP5/DP. Students entering at the beginning of Grade 9 will need to have a minimum of A1 (CEFR) or equivalent to join the school, and will be expected to complete A2 (CEFR) within G9, and B1 by the end of G10.

Stage One

EAL intervention is required. Students are to attend two weekly sessions with the EAL support. Students will complete an internal course with an A1 level assessment. This will allow the students to progress on to the A2 Key for school's qualification.

Stage Two

Students have a basic understanding of the English language. Students are not able to access the full curriculum so are withdrawn for 2/3 English lessons where the students will work on developing their language. The aim of these sessions is to improve their English language and they will be entered for the next level of the Cambridge Qualifications. They will be entered for either the A2 Key for Schools or the B1 Preliminary depending on their level.

Stage Three

The school works with the parents in order to continue the support of students to progress into the next Cambridge qualification which would be the B2 First for Schools (depending on the individual students route so far). During this stage the student would be in Language and Literature lessons as normal.

Stage Four

Students are deemed to be able to enter language and literature lessons and do not require any extra qualifications in language.



First Language Recognition

IST is a growing school with many nationalities other than Italian. Therefore, it is the responsibility of all IST staff to maintain an assortment of reading resources for different languages, both online, through external sources, and sharing and with our developing school library. A portion of the IST Library acquisition budget has been and will further be allotted to foreign language reading resources and be dedicated to first language support, including German, Italian, and Russian.

Belief Statements

We believe that:

- Language learners need to practice their ‘new’ language skills in a lively, interactive and “playful” environment that is supportive of both their cognitive and affective development.
- Students are individuals who acquire language differently according to their own learning style, ability and speed. Therefore, language needs should be met in reference to the academic, social and emotional needs of the child in general.
- The teacher recognises that every child is an individual and provides lessons adapted to their special learning styles and language needs.
- Students learn a language best when they are exposed to the communicative, contextual functions of the language in a meaningful context.
- For new learners understanding, meaningful communication usually precedes oral response which in turn precedes the ability to produce written presentation.
- Learners need to be provided with appropriate feedback about their progress.

Objectives and practices

- To provide a language-rich environment where the student finds language learning a positive experience.
- To provide a flexibly structured program which utilizes a variety of teaching approaches, methods and resources and which allows the children to develop their language skills according to their individual needs, strengths and styles of learning.
- To assist the students’ integration into the content-based academic program by utilizing and complementing the learning material and activities of their mainstream class.
- To provide positive opportunities for students to establish and maintain social relationships within the school and its community through the use of language.
- To help the homeroom teacher accommodate the student within the regular classroom.
- To foster cultural awareness among students, teachers, administrators and parents.
- To strive to maintain communication between the home and the school and create a bridge between the two.
- To provide higher language standards across the PYP using the language scope and sequence as guidance
- To provide enriching language opportunities that motivate and actively involve students in their own learning and development
- To create an ethos of continual self-evaluation and recognise the best methods to improve language teaching

Essential Components for Reading

Kindergarten: The emphasis is Phonemic Awareness as part of Phonological Awareness. Such activities build the ability of students to identify and manipulate the discrete sounds (phonemes) within words.



Exposure to graphemes which represent each sound (letter symbols) and an emphasis on developing prewriting skills such as fine motor skills and pencil grip.

In Transition: Explicit instruction focuses on the initial sounds and some of the digraphs. Students in Transition begin to blend known sounds to form CVC words, all the time strengthening phonological awareness. Students begin to use invented spellings to write known graphemes in attempts to write words.

In grade 1: Students consolidate, aiming for mastery of the single sounds and digraphs along with more complicated sound blends. They use their knowledge of letter sounds to blend (read) words and use their knowledge of graphemes to use conventional spellings to write words within meaningful contexts.

PYP Grades 2-6: In the PYP students will read a variety of narrative, informational, and argumentative texts. Through literacy-based inquiry methods, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of IST language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication.

MYP: Students will construct meaning from text by making inferences and interpretations. Reading should be an interactive process and requires the student to read for purpose, engage with their prior knowledge, and consider the author's intent, techniques and effect.

Phonics

In the early years, phonemic awareness is paramount to successfully developing phonological awareness which is proven to promote reading success in the later years. Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Embedded throughout the Language program at IST, the emphasis is on language and its function in developing and maintaining relationships with others and in the students' interactions with the world.

Phonics at IST is taught through play-based learning situations and in explicit phonics lessons. Students learn about the sounds of the letters, the formation of these letters, tricky words (involving digraphs and double and triple consonant blends).

Independent Reading

We need to prepare students to be independent readers. Children should not spend endless amounts of time reading without purpose; all reading in the classroom should be purposeful and lead to one of the following activities.

Independent Written Work

In real life, our comprehension of a text is rarely verbalised, let alone written down. We must prepare children to answer question that show their levels of understanding. *Reading Reconsidered* by Doug Lemov et al (2) notes that "the strategic use of writing made reading and discussions of reading more rigorous, focused, productive and engaging".



Reading Aloud

Reading aloud allows children to access high level texts, enables them to hear how unfamiliar language and sentence structures should sound and is proven to aid comprehension of a text; teachers should regularly read aloud to children. The Teachers as Readers project also found that hearing books read aloud gave children a model for their own independent reading. Children also benefit from opportunities to read aloud themselves.

Teacher-led Discussion and Modelling

'Book talk' – where an adult models a reader's thoughts and encourages children to do the same – can be the most enjoyable part of a reading lesson. If children have already independently given written responses to questions, a discussion will provide them with the opportunity to add to or edit their answers. This should also lead to the teacher giving model answers to questions, either verbally or in writing.

Questioning

Effective questioning has a very important role to play in reading lessons, not only as part of whole-class or group discussions but on a one-to-one basis. If a child asks a question, a skilful teacher will ask a question in return and refer the child back to the text, rather than instantly providing a model answer. Many pre-made comprehension activities do not have clearly written questions so the ability to write unambiguous, bespoke comprehension questions is also a must.

Focus on Vocabulary

Having a good vocabulary is the gateway to understanding – if we don't understand the words we read, then we can't understand a text. We need to provide children with opportunities to hone skills such as morphemic and contextual analysis. It's also a good idea to explicitly teach unfamiliar words before children encounter them in the text.

A Range of Texts

Prioritising reading on the timetable will give you plenty of time to provide the children with a vast range of text types. Within one lesson you might only look at two linked texts, but over time you should ensure that children read widely. Anything with printed or spoken words, films and pictures are all appropriate for a reading lesson. Pairing a fiction and a non-fiction text can increase understanding of the fiction text and give more contexts for the non-fiction text. It's also a great way to provide opportunities for discussion of other issues, from world affairs to grammar and punctuation use.

Deliberate Focus on Skills

Ask deliberate questions, for example, "What particular reading skill do I want the children to work on today?" and design all the elements of the lesson around this. It seems obvious, but many reading lessons are based on answering whatever questions spring to mind. Instead, teachers should read the text and look for opportunities to teach, for example, inference skills, or vocabulary skills.



A Teacher who Loves Reading

Even the most finely crafted reading lesson will fail to achieve the result that was intended if the teacher is not enthusiastic about reading. All this will come more naturally to someone who reads and understands books themselves. The Teachers as Readers project (3) revealed that teachers who were readers “made a positive impact on children's desire to read and frequency of reading at home and at school” and showed that attainment was positively impacted as a result.

Library lessons

At IST, students from Grade 2 through to MYP 5 all students have one Library lesson per week. This is an opportunity for students to engage with reading on a variety of levels:

PYP: Choosing new books with the guidance of teachers and peers, read independently or by their teacher (depending on grade),

MYP: Take diagnostic and star tests (accelerated reader), learn key skills such as academic honesty, partake in focused learning linked to topics, read independently, feedback about books and topics and choose books with the use of ZPDs and from teachers and peers.

The Library is a working space in which students always have access, including before school where we have the ‘Early bird’s’ reading club. Students can use this time to read independently or for the PYP students, be read to by an MYP student.

Throughout the year, there is also the opportunity for students to purchase books through the Scholastic book club and events with Usborne books.

Shared Reading at IST

Students are taught comprehension and word understanding skills using a shared reading approach. Texts have been carefully selected to provide quality and challenge and are books that children would find in any bookshop. Teachers choose novels and texts they believe students will have the maturity to understand.

Why use a shared reading approach:

- Rich, authentic, interesting literature can be used, even in the earliest phases of reading
- Individual needs of students can be more adequately met
- 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

Students are taught specific word understanding strategies including:

- Visual cues (word shape, pictures)
- Re-reading (context, grammatical clues)
- Visual/Auditory Clues (initial/final letter, phonemes, syllables)
- Sound out all the letters and blend them together
- Read the sentence again



Comprehension strategies taught include:

- Monitoring understanding – skimming and scanning text, make predictions, ask and answer questions, identifying key words which give information.
- Summarising – main events, scan for specific information, evaluate text.
- Recognising story structure – setting, events, and plot.
- Using pictures and word plans – identifying pictures, diagrams, headings, illustrations that make information clear.
- Answering questions – ‘Find it, prove it, and talk about it’.
- Other strategies – use of grammar/word attack/punctuation to self correct, authors’ use of words/phrases/devices/TAP.

Higher order thinking skills taught include:

- Using active thinking about prior knowledge (metacognition) – what do I already know?
- Using active thinking about words and phrases (metalinguistic) – developing their vocabulary, word building and knowledge of writer’s craft.
- Using active thinking about sensory images (visualisation) – creating images/pictures in the mind, abstract ideas, elaborating/comparing/discussing, mind mapping.
- Using active thinking to draw inferences (metacognition) – using stated and implied messages to find out about characters, settings, main events, etc.
- Using active thinking to find main ideas (metacognition) – using stated and implied messages, reading between the lines.
- Using active thinking to summarise the text (metacognition) – condensing the key message, summarising the essence of meaning, etc.

In order to develop skills in reading and understanding, students will be encouraged to:

- Read, think, question, and take notes.
- Discuss, share, and question.
- Draw conclusions and clarify understanding.

Non-fiction Reading

In addition to the teaching of fiction, students are provided with opportunities to read a wide range of non-fiction texts. Teachers select appropriate texts to match the children’s ability. Books have been sourced to provide challenge, variety and choice and have also considered student interests. When teaching non-fiction, teachers must provide opportunities for learners to:

- Identify and read sections/topics that are of interest.
- Record their prior knowledge of the topic.
- Make notes as they read to clarify understanding and allow them to share their thoughts with others.
- Use their notes to produce high quality writing.
- Present their knowledge to others.
- Discuss how their knowledge/opinion has been changed/affected.
- Carry out further research on the topic being explored using other sources.



Diagnostic Reading Assessment in English

During the months of September, November, March and June (these months may vary slightly depending on school calendar), PYP and MYP students will complete Accelerated Reader Star Reading tests. This programme will support teacher understanding of the progress made by students and set individual/class targets for reading.

Listening and Speaking

Listening and speaking is at the heart of all learning and will take place daily. A specific lesson on speaking and listening should take place regularly and provide the opportunity for the development of specific skills.

All children will be given the opportunity to build upon previously learned skills thus encouraging continuity and progression. They will self/peer-evaluate whilst considering the attributes and qualities of a good communicator. Children will be given the opportunity to talk and listen in pairs, trios, and groups and to the whole class for a variety of purposes including discussion on their unit of inquiry, presenting ideas to others, class talks and school presentations e.g. class assemblies, school shows, learning celebration festivals, etc.

Listening and talking Skills:

- **Listening skills:** auditory memory, processing information
- **Skills of Social conventions:** listening, turn taking, responding
- **Recounting:** conveying information, sequencing
- **Description/Explanation:** planning, naming/labelling, categorising, explaining, clarifying
- **Giving and responding to Instructions**
- **Classification:** describing, informing, organising, generalising
- **Questioning/Enquiry**
- **Negotiation and persuasion**

Writing

Early experiences: Writing is initiated through oral communication. Children have opportunities to share ideas and experiences and take part in activities which develop their oral communication skills. Children engage with high quality texts and are involved in meaningful and genuine experiences to engage with print.

PYP: In the PYP students will read a variety of narrative, informational, and argumentative texts. Through literacy-based inquiry methods, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of IST language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication.

MYP: Writing is the process for students to develop, organize and communicate thoughts, ideas and information. For students to develop and enjoy written communication they will engage with a variety of fiction and non-fiction texts such as novels, short stories, biographies, autobiographies, diaries, letters, pastiches, parodies, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, appeals, brochures, leaflets, editorials, interviews, magazine articles, manifestos, reports, instructions and guidelines.



DP: Language is a key factor in the Diploma programme. Student's proficiency in language is key in determining an academically rigorous course. Students undertake reading tasks in their chosen languages and are encouraged to request books in their first language from the library to both enhance their understanding and appreciation of their own language and to compliment the reading of texts taking place in their respective language A and language B subjects.

Students will experience taught writing lessons during which they will be explicitly taught the features of the chosen genre linked to the Unit. The main writing genres are: instructional/procedural; narrative; explanations; information reports; persuasion; and recounts.

Students should be encouraged to make use of their skills in writing across all areas of learning. They should consistently demonstrate the same high standards in writing that they have shown during the taught writing lesson. Regular feedback, written and oral will ensure students are aware of their areas for improvement.

Planning sessions can take place on a day leading up to the writing or on the same day. Depending on the stage and ability of the pupils, planning can take many different forms. Teachers should aim to emphasise to students that planning is an empowering task and should not be laborious or disengaging.

During and after writing, students, at all grade levels, should be encouraged to edit their written work.

Language Assessment

Diagnostic English and Italian Language assessments are given at the start of the academic year for Reading and Writing, and to any students entering the school during any given term. These assessments will also include oral and written assessments for EAL speakers.

Language assessment at IST is an on-going process of planning for differentiation and understanding the next steps for each student in their learning journey. Teachers continuously monitor and track students' progress and implement a range of strategies that cater for individual needs. Students are assessed according to the IB criteria for the PYP, students' formative and summative assessments, as well as their learning process documentation, is part of their individual portfolios. MYP language will be both assessed and developed through all subjects of the MYP and DP programmes.

Peer-reflection and Self-reflection

Students at each grade level will have the opportunity to participate in self-reflection and peer-reflection. Partaking in peer and self-reflection facilitates effective discussions and activates students as learning resources for each other and as owners of their own learning.

Further information about assessment can be found in the International School of Ticino's Assessment Policy handbook.

REVIEW PROCESS

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.



Date of acceptance:
23rd October 2020

Date of next review:
1st July 2021

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