

LANGUAGE POLICY

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 organisation works with schools, governments, and international organisations 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. (IBO, 2014)

Radcliffe Mission Statement

Radcliffe School's mission is to provide a resource-based education with global opportunities for academic growth and development and assure that all students are provided the necessary life skills and competencies to function productively in an ever-changing society while retaining Indian values and Philosophy.

Radcliffe Vision Statement

“To make 'Radcliffe School' a learning community of motivated students with the staff engaged in realising the children's full human potential and imparting world class education to each student which fosters academic excellence, physical fitness, psychological and spiritual health and social consciousness.”

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Philosophy

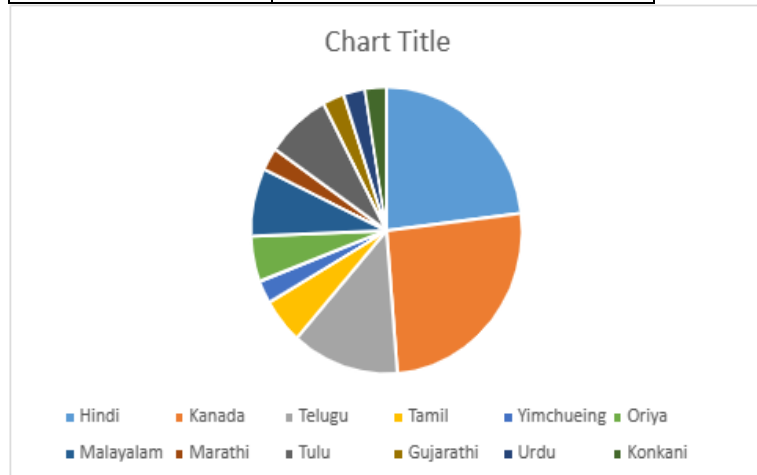
We, at Radcliffe School, understand that languages are not just a mode of communication but a way to express ourselves. Languages help us connect to our culture and provide us with an identity which is unique and shaped by our exposure to different languages. Therefore, in our school, the focus is not only on language but on its application across the curriculum. We believe in exploring the culture of the language along with learning the language.

Thus, we strongly believe in the idea that language is essential in the overall development of children and hence endorse that all teachers are language teachers. Along with English, the language of communication in our school, we also encourage students to learn and feel proud of their mother tongue and host country language. We realise the development of a child with multilingual abilities and hence are always supportive and promote the learning and development of multiple languages as a necessary life skill for our students.

Language Profile of students:

All parents can read and write English.

1 st LANGUAGE	NUMBER OF STUDENTS
Hindi	9
Kannada	10
Telugu	5
Tamil	2
Yimchueing	1
Oriya	2
Malayalam	3
Marathi	1
Tulu	3
Gujarathi	1
Urdu	1
Konkani	1
Total	39



Languages offered at RADCLIFFE

As stated in our vision and mission statement, we believe in fostering academics for social consciousness and making our students global citizens; to do so, we use English, as the mode of communication but also support the use of our mother tongue and/or host country language by the stakeholders for the day-to-day functioning of our school.

Working languages:

At Radcliffe, English is the working language and is commonly accepted by all the stakeholders. English is also the main language of communications and official documents.

Language of Instruction:

English is the medium of instruction. Radcliffe hired specialist language teachers who can read, write and speak English.

Languages offered at the PYP:

- English Language and Literature
- Additional languages offered at PYP: French, Hindi, Kannada

English is taught in 6 prods a week. However, English language teaching is not limited to that block of time. Features of the English language curriculum include the four PYP Language strands of reading, writing, listening and speaking, viewing and presenting. Small groupings for targeting skill deficits are deployed within the class through differentiated instruction.

2nd language is Hindi which is taught from grade I to grade 5. Hindi curriculum is delivered in 4 periods a week. Apart from that there is one language club per week dedicated to developing communication skills.

3rd language: 3rd language is taught from grade III to grade V as a part of the national language policy. Kannada or French are taught as 3rd language. This is to expose children to more languages. Three periods per week are dedicated towards teaching the 3rd language.

Rationale behind Hindi being the 2nd language-

Bangalore being an IT hub, parents are mobile, and they need flexibility of moving any part of India. This is the main reason behind offering Hindi as a 2nd language. We also have a high population of students whose mother tongue is Hindi.

Link to Assessment Policy: The Language proficiency of the student is judged at the time of admission. The student is assessed on the basis of two languages in class 1. At the age of eight, that is in class 3, a new language is introduced to cater to international mindedness. The learner is again given a choice to opt between French and Kannada. All languages are assessed in accordance to the PYP Assessment guidelines.

Practices followed at RADCLIFFE

1. The school supports language learning at various levels through various practices.

What	How	Who
Mapping language proficiency and development	Student language profile, by referring to the Continuum for Language Development [Refer to the Appendix]	Admission department Coordinators Facilitators
	Subject choice for Language Acquisition	Coordinator, Group 2 facilitators as per Language pathways [refer to Appendix]
Language support	<p>A glossary of command terms and subject-specific terminology is reinforced through various activities like debates, presentations, quizzes, crosswords, games, reading sessions, etc.</p> <p>Though mostly students use English language for academics and general communication, they are encouraged to use resources from the local language (Kannada) or host country language (Hindi) or their mother tongue (if it is other than the local language or host country language) for better comprehension by the facilitators.</p> <p>Learning engagements, all assessments and culminating experiences use English as a language of communication except for language acquisition subjects. Students are encouraged to communicate in the local language or host country language for any activity where local or outside audience is involved such as PYP action component, MYP Service as Action.</p>	<p>Subject facilitators</p> <p>Homeroom</p> <p>SEN facilitators</p>

<p>Celebrating Languages</p>	<p>School Assembly</p> <p>Special Days and Clubs - Newsletter, debate, writer's club, presentations, Annual day performances.</p> <p>Competitions: poetry recitation, poetry writing, declamation, debate etc.</p>	<p>Students and facilitators</p>
<p>Developing language skills in IB PYP</p>	<p>Oral (Speaking and Listening), Visual (Viewing and Presenting), Written (Reading, and Writing) skills are planned for with reference to the IB Language scope and sequence and integrated in the unit for Language Development.</p> <p>Language at the early stages is developed through a pragmatic, communicative and naturalistic approach in the Early Years and adding analytic and metacognitive challenges to it as the learner's progresses in the Primary years.</p> <p>Short stories are introduced at the PYP 1 level, to promote Literature and its related study on the author, contexts, cultures and to make connections to the present.</p> <p>Students begin from pre-writing and pre-reading skills and progress to creative writing and novel reading respectively by PYP 5 through</p>	<p>Homeroom teacher</p> <p>PYP Coordinator</p> <p>Additional language facilitators.</p> <p>SEN facilitator</p>

	<p>the phonic program, reflections, journal writing, narratives, recounts, picture comprehension, story writing, essay writing, letter writing etc.</p> <p>Teachers collaborate and plan on vocabulary enhancement and concepts across the curriculum.</p> <p>Students use a range of language skills when they research and communicate not only through printed media but also through global electronic networks, to access a vast range of multimedia resources.</p>	
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2. Language diversity and multilingualism

- Subject-specific tasks or project-based tasks are designed to offer scope to include languages other than the target language, for example, Language A assigns storytelling/poetry recitation in languages other than English.
- Facilitators provide support in their mother tongue or preferred language to help students only if they are unable to understand the concept in the target language.
- RADCLIFFE promotes active student participation in School Assemblies, thus providing them with opportunities to express and develop the language that they learn in, along with their mother tongue.
- During assemblies, students are encouraged to share a prayer/thought/an idiom in their mother tongue and translate it with a reflection to the audience.
- The language of communication at RADCLIFFE is English except in Language Acquisition classes.

3. Library support in Language development

- During the weekly library period, the librarian encourages students to explore the library resources, read to enhance linguistic skills and supports the students for research.
- The RADCLIFFE library is regularly updated with library and media resources linked to teaching and learning with language as a focus.
- The RADCLIFFE library is regularly updated with reading resources such as fiction, non-fiction, journals, magazines, etc. in target languages and newspapers in English, Hindi, and Kannada with suggestions from the language facilitators.
- To support language development, the school uses on-line databases such as National Digital Library of India, JSTOR etc.
- Students have access to e-libraries and books in various languages.

- The librarian facilitates students to follow the style of citation (APA) and the Academic conventions in writing.
- The Librarian creates awareness about academic honesty.
- The librarian periodically shares information about the reading resources and updates with the parent and teacher community.

4. Additional Support for language proficiency in English:

Based on the data on the student language profile (initially received at the time of admission) and feedback from subject facilitators students with limited proficiency in English receive appropriate additional support.

Mother Tongue:

Language learning plays a major role in our school as the language of instruction may not be the student's first language. Research has shown that the development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity.

- We believe that all students should have the opportunity to learn the language of their mother country. All students are encouraged and assisted where possible to maintain the study of their 'mother tongue'. For example, all students have access to e-libraries and books in their own language. We provide opportunities for students to enjoy and understand their mother tongue languages with the help of the parents' community and any other volunteers. Certain activities like Grandparents' Day, Language Day, Annual Day and assemblies help to promote and express through the mother tongue.
- We give the students of PYP the opportunity to conduct their Student Led Conference in their mother tongue or any preferred language of their choice.
- In the early stages of learning, communication in the mother tongue or the most preferred language is accepted to encourage the speaking and listening approach of the student.
- Facilitators provide support in the mother tongue or preferred language to help students in case they are unable to understand the concept in the target language.

Essential agreements regarding the Radcliffe School language policy:

It is the responsibility of all the stakeholders to ensure that the RADCLIFFE language policy is put into practice. All facilitators are language teachers and are responsible for the language development of students at school. All facilitators should also work to ensure that students take the responsibility for using language appropriately.

Role of the community:

The community is committed to:

- Encourage effective use of language.
- Supporting and respecting the use of mother tongue in the playground and at home.
- Encourage the speaking of the Language of instruction during school hours.

Alignment with other school policies:

- Admission Policy - Student Language Profile at the time of admission which is accessible to teachers through MCB.
- Inclusion Policy - Session with counsellors for Language Support
- Assessment Policy - Assessments are conducted in languages taught.

Review of Language Policy:

Language policy is reviewed every year at the end or beginning of the academic session by collaborative discussions by the facilitators in the respective programmes. The outcome of the discussions is used to review the policy by Steering committee members, respective coordinators and the as and when required in alignment with the updates received from IB and local/state/national governing bodies. The reviewed policy is made available to the school community.

Policy Review Timeline:

June 2023

Next in June 2024

Review team:

Head Of School:

Ms. Aditi Bhattacharya

Programme coordinator

PYP : Ms. Ashalatha

Ravishankar

Steering Committee

Members:

All IB educators

[This policy is accessible on the school learning platform for the stakeholders.]

Appendix

1.Student Language Profile

Languages known

First Language (Mother tongue) : Can speak / Can read / can write
Second Language: Can speak / Can read / can write

Third Language: Can speak / Can read / can write
Add more:

For

parents:

Please indicate the language or languages

1. Language / languages spoken at home among the members of the family:
2. Language / languages used while interacting with the child
3. Child responds in which language / languages?
4. Language / languages that the child is exposed to while at home / outside the school:
5. Language studied or language of instruction in the previous year of school (if applicable):

Language of instruction in previous school:

6. Early years / Kindergarten –
7. Primary school (grade 1 to 5)

Language /languages studied as a subject:

8. Early years / Kindergarten –
9. Primary school (grade 1 to 5) [Specify the level -
10. Language courses privately
attended: Specify the languages
and level.

2.Continuum for Language Development PYP

Language Continuum EY 1 to PYP 5

Language Continuum	EY1	EY2	EY3	PYP1	PYP2	PYP3	PYP4	PYP5
Oral Language: Listening and Speaking	<p>Learning to greet in English, Listen to action songs, poems, Stories, naming objects.</p> <p>Different sounds of musical instruments, animals, water, bells and other objects.</p> <p>Learning to reciprocate with the similar sound. Gestures, and facial expression are given meaning.</p> <p>Listen and follow single step instructions</p> <p>Use polite language</p> <p>Speaking in simple sentences in English and use of mother tongue to express, accept and translation for the same done to help in enhancing vocabulary.</p> <p>Respond to pictures, objects during nature walk and in class.</p>	<p>Learning to greet in different languages, Listen and follow 2 steps instructions, use polite language for conversation, sing songs, recite poems, retell stories using props, naming the sounds and understanding of what they mean and where they come from.</p> <p>Listening to and imitating letter sounds, songs connected to it and finding them in the words and naming objects having the same beginning sound, building letter sound association, and hold simple conversation with peers and adults using English, few words from mother tongue that can be translated to enhance the vocabulary, sounding out each letter.</p>	<p>Learning to greet in different languages, follow 2 or 3 steps instructions, listen to and reciprocate to action songs, poems, stories, use polite language to speak and learn to differentiate between various sounds, reciprocate with the similar sound, naming the Letters and sounds and understanding of what they mean and where they come from.</p> <p>Forming new sounds by blending the letter sounds to form words.</p> <p>Audio stories, action song. Listen, Imagine and speak about the pictures, objects in the environment, create stories using objects, cutouts and puppets, ask and answer simple questions.</p>	<p>Listening and understanding two level instructions, listening to recall , able to repeat and make note of the given instructions ,</p> <p>Recitation, Narration</p> <p>Object talk</p> <p>Retell a story, Sequencing the story , Storytelling using props ,</p> <p>Talk about and describe pictures, Identify diagraph sounds,</p> <p>Decode words and speak about the pictures, description of immediate environments, experiences.</p> <p>Ask questions and answer simple questions from experience, observation and in response.</p>	<p>Listening and understanding instructions</p> <p>Listening to understand, repeat and recall, make note of the given instructions , participate in recitation, narration of event, sharing experiences and discussion, retelling a story in own words.</p> <p>Sequencing the story , Storytelling using props ,</p> <p>Talk about and describe pictures, Identify diagraphs and Decode words and speak about the pictures, description of immediate environments, experiences.</p> <p>Ask questions and answer simple questions from experience, observation and in response using appropriate and structured simple sentences.</p> <p>Able to narrate incidences, Answer oral comprehensions ,</p> <p>Speak/ reflect with appropriate vocabulary, Speak to convey messages and information.</p>	<p>Listening and understanding instructions to follow, Recitation, diction and modulating voice by listening</p> <p>Listen to stories and biographies, discuss, and share their perception.</p> <p>Learn to listen, make choice and form opinion</p> <p>Story telling</p> <p>Framing Questions</p> <p>Narrate incidences, Answer oral comprehensions ,</p> <p>Speak/ reflect with appropriate vocabulary, grammar, construction of sentences</p> <p>Speak to convey messages, information and opinion with confidence.</p>	<p>Comprehending and sequencing the heard instructions, understanding and following the multiple instructions, listening to recollect, repeat and make note. Listen to stories and biographies, discuss, debate and share their perception. Learn to listen, make choice and form opinion</p> <p>Storytelling, having meaningful conversation with peers and adults.</p> <p>Asking appropriate questions with right construction, able to answer oral comprehensions ,</p> <p>Speak/ reflect with appropriate vocabulary, grammar, construction of sentences, able to narrate incidences, express and convey to put forward opinions, reflections, perception and reasoning to persuade.</p>	<p>Sequencing Instructions</p> <p>Listening To Recount</p> <p>Recitation</p> <p>Narration</p> <p>Speeches</p> <p>Stories</p> <p>Multiple instructions</p> <p>Vocabulary</p> <p>Framing Questions</p> <p>Sequencing Instructions</p> <p>Recount and retell</p> <p>Recitation</p> <p>Narration</p> <p>Speeches</p> <p>Persuasive Talk</p> <p>Conduction Of Surveys</p> <p>Taking Interviews</p> <p>Use of appropriate, grammatically well-structured sentences for different purposes to convey meaning.</p>

Language Continuum	EY1	EY2	EY3	PYP1	PYP2	PYP3	PYP4	PYP5
Written Language: Reading and Writing	<p>Introduction to the language: Name of the objects, Sing-along with actions for building connections Nature walks for recognition and naming things in the environment, real objects-vegetables, fruits, furniture, cutlery, clothes, shoes, things at home and in school. Picture reading- Picture cards</p> <p>Pre writing skills, activities like beading, joining the cubes, chains, clay play, sandpit play, pebbles, finger painting, peeling stickers and pasting. Pre-writing- running on different lines-vertical, horizontal, diagonal, zigzag, curvy, tracing them on paper, making sand letters, doing rainbow writing for initial 5 letters.</p>	<p>Picture reading: Reading picture cards of different actions, festivals, celebrations, objects, and picture books-retelling the story looking at the pictures. Sequencing the picture story/ song. Letters along with their sounds through stories, Reading phonic books.</p> <p>Exploring letter formation using rainbow writing, slate work, sand/flour tray, air writing, finger tracing, craft activity and directions for movement of letter formation. Forming two letter words and few sight words. Beginning letter for the pictures, objects given.</p> <p>Introduction of CVC words with 'at' and 'an' only. Learning to label, ability to write names using upper case and small case letters. iPad, mobile app for letter tracing practice. Use of red and blue lines notebook by February in 2nd term.</p>	<p>Decoding CVC words, blends, digraphs, reading simple sentences having a phonic base with 60 sight words. Unit related vocabulary Short Poems, songs. Read and comprehend Simple stories. Vocabulary enhancement using stories, objects and things of daily usage, opposites, list and label. Reading phonic stories.</p> <p>Recap of letter formation using red and blue lines, model writing, forming CVC words using print format for handwriting, learning to form sentences using capitalization, spacing and punctuation marks. List and label pictures, objects, actions, characters and processes. Joining of letters for digraph sounds. Ability to write three to four simple, connected meaningful sentences. Simple Crosswords, riddles, decode and encode games.</p>	<p>Reading sight words, Simple stories, Simple poems, Simple texts, Think and answer the given questions , Books of different kinds, Read aloud with encode/ decode strategies ,Loud reading with proper diction, Modulation and intonation – Knowing to distinguish between letters, Choral reading ,Words and sentences, Making the words with correct phonic sounds and blends, Picture books.</p> <p>Formation of letter Handwriting, Phonic sounds Phonic forms, Spelling words, Answering the questions using right construction of simple sentence, Punctuation- Capitalization, Period and Question mark, Sentence construction with beginners, Model writing, Expressions through simple words , Picture Prompt writing, Naming words, Action words,</p>	<p>Reading sight words, Simple stories, Simple poems , Simple texts, Unit related handouts, Simple comprehensions. Comprehend- think and answer the given questions , Loud reading with proper diction, Modulation and intonation , Choral reading, Knowing to distinguish between letters, Words and sentences, reading for peers, Self , Group.</p> <p>Sentence construction with beginners, Phonic sounds and spelling words, Punctuation- capitalization , Period, Comma and question mark, Handwriting, Instructional /Procedural writing, Informal letter writing, Picture prompt writing, usage of Articles , Naming words, Action words, Vocabulary building – opposites/antonyms, synonyms, connecting words, simple tenses, words building, word search. Comprehension/ framing of questions/creating booklets with appropriate titles and maintain scrap books, Picture Comprehension/ Illustration/ story writing with starters. Story board</p>	<p>Reading sight words, Simple stories, Simple poems , Simple texts, Unit related handouts, Simple comprehensions, TO comprehend- think and answer the given questions , Loud reading with proper diction, modulation and intonation , choral reading, knowing to distinguish between letters, words and sentences, reading for peers, Self , Group, Reflections, News articles and short biographies, To comprehend , To think and answer the given questions, reading of books to infer and evaluate , Vocabulary building</p> <p>Punctuation-Period, Comma, Exclamation, Apostrophe and Question mark Comprehension texts – Unit related and Reading Comprehensions with activities. Daily and Unit reflection Emphasis on Neat write Instructional Writing – How to plant a seed. Procedural writing- Rules for a game Letter writing (Informal) – To a friend inviting him for your birthday. Short paragraph writing -My friends. Picture prompt writing – Action words, Real life situation.</p>	<p>Reading stories ,poems , simple texts, unit related handouts/texts, age appropriate comprehensions, reflections, news articles and short biographies, to comprehend , to think and answer the given questions, Loud reading with proper diction, modulation and intonation, vocabulary building, case studies, reading books of various levels, read to understand , infer, evaluate, suggest, build vocabulary and expression</p> <p>Paragraph writing- Descriptive and narrative, story mapping and picture composition, Picture Comprehension/ Biography(Only Reading) Identification of Cause and Effect/ making booklet. Procedural Writing/ Recount and Record/ Sequencing, Storyboard/Informal letter writing, writing texts with legible handwriting, increased vocabulary, using appropriate tenses, grammar punctuation , author study, character study, reflection, book report, visualization, inferring, contextual meaning, dictionary skill, paraphrasing</p>	<p>Reading Stories, Texts, Handouts, Comprehensions, Reports, Reflections, Case Studies And Biographies, Loud Reading With Proper Diction, Modulation And Intonation, Read To Understand , Infer, Evaluate, Suggest, Build Vocabulary And Express, Skimming And Scanning, Rapid Reading</p> <p>Argumentative Writing Narrative Writing Framing Questions Journal Writing Note-Making Picture Composition Map Reading Persuasive Writing Storyboard Writing Composing Slogans, Jingles Procedural Writing Sorting And Categorizing Letter Writing Fact And Opinion Note Taking/Making Cause And Effect Inferential Comprehension Story Writing Writing Booklets And ScrapBooks Dialogue Writing Essay Writing Paraphrasing Critical Analysis (Characters) Procedural Writing Literature Study Reflection GRAMMAR</p>

Language Continuum	EY1	EY2	EY3	PYP1	PYP2	PYP3	PYP4	PYP5
Visual Language: Viewing and Presenting	<p>Nature walk, virtual trips Objects around us, photographs of child and family, videos, ppt, action songs</p> <p>Greetings introducing self, Sharing their work, experiences with peers and teachers, recitation, singing action songs, demonstration of the skills learned.</p>	<p>Nature walk, virtual trips Objects around us, photographs of child and family, videos, ppt, short stories, action songs.</p> <p>Greetings introducing self, Sharing their work, experiences with peers and teachers, recitation, singing action songs, demonstration of the skills learned.</p>	<p>Nature walk, virtual trips Objects around us, photographs of children and family, videos, ppt, short stories, action songs, sharing time of exemplary work by the students.</p> <p>Greetings introducing self, Sharing their work, experiences with peers and teachers, recitation, singing action songs, demonstration of the skills learned.</p> <p>Presenting their verbal and nonverbal tasks, discussion about visuals.</p>	<p>Objects Watching videos Picture talk Show and tell Making sense of illustration, picture, image, and symbol. and J-A-M, Role plays. Drama.</p> <p>Picture talk, Story telling Describing images, illustrations. object talk, show and tell J-A-M, expressing verbally , through hand written forms , Role play</p>	<p>Picture talk Story sequencing , Picture comprehension, Watching videos Object talk J-A-M Presenting using a variety of ways- verbal , written texts, role plays, symbols, images , illustrations</p> <p>Picture talk, Story telling Describing images, illustrations. object talk, show and tell J-A-M, Presenting using a variety of ways- verbal, written texts, role plays, symbols, images, illustrations, talks.</p>	<p>Picture talk Story sequencing , Picture comprehension, Watching videos Object talk J-A-M Presenting using a variety of ways- verbal , written texts, role plays, symbols, images , illustrations</p> <p>Story telling Describing images, illustrations. object talk, show and tell J-A-M, Presenting using a variety of ways- verbal, written texts, role plays, symbols, images, illustrations, talks.</p>	<p>Illustrations, video reviewing, information through various methods, role plays, charts, posters, symbols, map</p> <p>Picture comprehension, story creation, story sequencing , object talk, storytelling , J-A-M, presenting the idea/ information through various methods, role plays</p>	<p>Video Reviewing Poster - Analyze Visual aids Role Plays Dramas</p> <p>Picture Comprehension Story Mapping Map Reading Object Talk And J-A-M Personification Video Reviewing Poster Making Analyze Visual aids Role Plays Dramas Debates Quiz</p>

3. Language Enhancement Programme- focussing on writing skills

Objectives:

- Gain a greater understanding of the nuances of English Grammar
- Increase vocabulary and understand word formation better
- Construct simple sentences and correct grammatical structure
- Communicate more accurately and appropriately
- Revise and develop the foundation of knowledge of English.
- Understand English Tenses better
- Communicate confidently and effectively in everyday situations
- Understand the importance and effective use of punctuation
- Use dictionary skills effectively to grasp the correct meanings of words and phrases
- Comprehend meanings from unseen passages and understand implications
- Correct use of discourse markers
- Rectification of common errors in prepositions, articles and in punctuations
- Narration and Voice

4. Celebrating Language

Special days at RADCLIFFE

Common Celebrations:

- Annual day
- Sports day
- Children's Day
- Mother Language Day
- Teacher's day
- French Day
- Hindi Diwas
- Kanakadasa Jayanthi
- Canara Rajyotsava

PYP

(age group 6yr to 11yr)

Language-o-mania, once a month in English

Activities - Learning engagements for the students of PYP1 to

PYP5 (Age group 6&7yrs)

- show and tell,
- object talks
- poem recitation
- story telling
- fancy dress show

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Age group 8-11yrs

- J-A-M (just a minute session)
- elocution
- story writing
- essay writing
- poetry recital
- role Play
- inter house debate
- inter house spell bee

Hindi

- Inter house poetry recital
- Hindi Essay Writing competition
- Hindi story Writing

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