



Hangzhou International School

Language, Literature, and Literacy Policy Guidelines

Whole School

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1. Introductions

Definition of a Language, Literature and Literacy Policy at HIS

This *Language, Literature, and Literacy policy* is a working document developed by faculty and administration from each school division. The policy is consistent with the HIS Mission Statement, and the Principles and Practices of the International Baccalaureate. This document outlines *our school's linguistic and academic goals and defines the program designed to help our students attain these goals*. All IB-authorized schools offering one or more of the three IB programs are required to have a written language policy.

The HIS Language Policy across the curriculum is a document that outlines a school's linguistic and academic goals and defines how its students will attain them. It is a statement of purpose - one to which the staff and community give their assent and commitment - about how a school does what it hopes to do. Schools with additional language learners need to focus on the processes of language learning and teaching in an academic setting. A Language, Literature, and Literacy policy across the curriculum explains how a school assists students in developing their language(s). A Language, Literature, and Literacy policy across the curriculum is in effect a school learning policy since knowledge is largely assimilated through language. Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypotheses, and explain ideas. A school with an articulated language, literature, and literacy policy across the curriculum is more likely to gain a pervasive institutional understanding of its responsibilities to its language learning community. At HIS, we are adding the three strands from an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, and writing for all grades starting from K – 12. The three strands are:

Languages	Knowing about the language. It is the system we use to communicate and express using spoken, written, and signed forms of communication, including vocabulary, grammar, syntax, and semantics. Language allows individuals and communities to convey meaning, express thoughts, and interact with one another.
Literature	The ability of understanding, appreciating, responding to, analyzing and creating literary texts. Literature encompasses a diverse range of literary genres, styles, and forms. It includes works of fiction, non-fiction, poetry, drama, and various subgenres within these categories. Literature can be written in different languages and can be influenced by specific literary movements or traditions.
Literacy	Is expanding the repertoire of language usage. The ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in life more generally. Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world. Literacy is a continuum of learning and proficiency in reading, writing and using numbers throughout life and is part of a larger set of skills, which include digital skills, media literacy,

HIS Language, Literature and Literacy

HIS promotes an enriched additional language, literature, and literacy philosophy whereby:

- English is the primary medium of instruction;
- English is acquired in addition to students' mother tongue languages;
- English develops as a process over time through purposeful use in listening, speaking, reading, writing, presenting, and viewing tasks across all curricula areas;
- the acquisition of English provides non-native English-speaking students the opportunity to grow beyond a single cultural community; and
- Foreign language instruction - the host country's language (Mandarin) is taught to most students as part of the curriculum. Spanish is offered to students in grades 6 – 12. Other languages may be phased in as well. Self-taught languages are supported in Grades 11 and 12 and administered according to regulations established by the International Baccalaureate Organization. Provision for additional foreign languages will be offered as resources and capacity allow.

The *Language, Literature and Literacy policy guidelines across the curriculum* create a shared vision and mission to successfully implement the English language program and curriculum. It is comprehensive and schoolwide and includes the twin goals of mastering a high-quality academic curriculum and acquiring English-language proficiency for all students. The policy guideline also recognizes and embraces the central role students' own languages and cultures play in their overall linguistic, cognitive and academic development.

HIS *Language, Literature and Literacy policy guidelines across the curriculum* are fostered chiefly through professional training and understanding of current second language acquisition research.

In addition, HIS *Language, Literature and Literacy policy guidelines across the curriculum* explicate the systematic ways in which its school programs continually develop the English language skills of HIS students.

Finally, these *Language, Literature and Literacy policy guidelines across the curriculum* detail HIS delivery of exemplary instruction and assessment. Our integrated curriculum focuses on what we want HIS students to know (content standards), what we want HIS students to be able to do (skill standards), and how we will collect evidence of what HIS students know and are able to do (assessment and evaluation). HIS units of instruction - based on sound, research-validated practices that respect the individual, promote linguistic and academic excellence, and build upon students' language, culture, previous knowledge, experiences, skills, and talents - demonstrate how our classrooms reflect these expectations.

2. Statement of Whole School Language, Literature, and Literacy Philosophy

Aim of the Language, Literature, and Literacy Policy Guidelines

These policy guidelines are intended to provide an overview of principles for language learning at HIS, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of the HIS community are asked to commit so our school can achieve its mission.

“We provide international learners with opportunities to pursue academic and personal excellence within a caring community.”

Objectives

- To empower students by providing opportunities to develop as communicators.
- To build confidence in the use of language, literature, and literacy.
- To recognize the linguistic diversity of its student community.
- To meet individual educational needs including those associated with language, literature, and literacy acquisition and developments

Learning Principles of the Language, Literature, and Literacy Policy Guidelines

1. Language is fundamental to learning and the demonstration of learning.
2. English is the primary language of communication and instruction at HIS, and the medium of English is used when in mixed language social groupings.
3. HIS is enriched by our engagement in our local and national community; Chinese traditions and culture are celebrated and cultivated through our language program, and Mandarin is offered for all grades.
4. HIS provides students with opportunities to develop as communicators and to build confidence in the use of language.
5. All HIS teachers provide opportunities for communication and confidence-building; therefore, all HIS teachers are language teachers. The development of language amongst students is a shared responsibility.
6. As a component to teaching the whole child in all subjects, teachers will promote an understanding of students’ cultural identities and backgrounds.
7. HIS recognizes the importance of Mother Tongue background, instruction, and support as a means of helping students maintain their first language and develop English and additional language skills. It is our goal that students expand their linguistic repertoires without detracting from the language acumen they already possess.
8. HIS will support a variety of ‘language pathways’ for students. These pathways could include, for example, the opportunity to take Language and Literature in both English and Chinese (MYP) or Language A in Korean (DP - Diploma Programs), Self-study, with faculty support). These opportunities will be contingent on a variety of factors,

including- but not limited to first language proficiency, student aptitude, and student preferences. Each student's specific language needs will be considered individually.

9. All students must study an additional language. Students with low English proficiency may be temporarily placed in intensive English support lessons, as well as an English Language Acquisition class, under the expectation that they will join an additional language program once they have reached sufficient proficiency in academics.

Key Roles and Responsibilities

Staff Title	Roles and Responsibility
Senior School Leadership	The primary responsibility of administrators is to provide academic leadership for the school. The Superintendent of School is responsible for oversight, implementation and revision of HIS language policy and program efforts.
IB Coordinators and Principals	HIS Principals are to support teachers in their delivery of instruction. HIS Coordinators and Principals discuss and decide on issues regarding curriculum development, instructional techniques, assessment, and student progress. 1. They observe teachers and provide constructive feedback, materials, planning time, and staff development opportunities. 2. They collaborate with English Head of Department, SST and Faculty to provide direction, purchase resources and coordinate support. 3. They share and implement language initiatives related to intentional language instruction and expectations by accreditation bodies and the school board. 4. They facilitate planning time, schedule adjustments and logistics in coordinating support for intentional language instruction. 5. Continue to attend professional growth opportunities to improve language instruction and curriculum design to improve programs.
Admissions	HIS accepts students holding international passports at all levels of English language proficiency up to the 8th grade, (and beyond, in special circumstances only) in accordance with admissions guidelines on space availability. 1. Admissions will determine the level placement for students first admitted to HIS. 2. Admissions may request English as an Additional Language learners (EAL) (PS-Grade 8) to take a WIDA test and/or and NWEA test, and interview with Language faculty/Administrators prior to enrollment for the purposes of ascertaining what additional language support may be needed. 3. Admissions determine when a student with low English ability are given a conditional acceptance and a delayed admission, under the stipulation that additional English tuition be obtained in the interim. Each student's case is considered individually to ensure the best support is available. For admission to the High School (Grades 9-12) students are expected to have reached a proficiency level adequate to access the curriculum without additional English language support. Where this proficiency has not been reached, the school cannot guarantee success for the student and therefore reserves the right to refuse admission. For further information, please see the HIS Admissions Guidelines.
Student Support Team	HIS EAL specialists have knowledge of language and second language development, culture, grade-level subject matter, instructional resources, and assessment tools. The following goals set out the range of activities that the EAL specialists undertake: 1. work with administrators and faculty to enhance the language program with a <i>language across the curriculum</i> perspective.

	2. Work with administration and faculty to provide learning interventions for individuals/groups of students including support and assessment. 3. support professional development in the practices of <i>language across the curriculum</i> and sponsor training sessions for that purpose. 4. Design targeted interventions and support for individual and groups of second language learners. 5. promote effective language teaching and assessment practices. 6. uphold community liaison with parents regarding specific learning needs of their child through the lens of the school's language program. 7. represent the school's language program in collaboration with administration and faculty to other School and educational organizations. Responsibilities for language-immersion education do not rest exclusively with the EAL specialists but rather are shared with HIS faculty and parents as outlined below.
Teaching Faculty	Since learning and language are inextricably bound, the responsibility for the implementation of the <i>language, literature, and literacy policy across the curriculum</i> belongs to every teacher. Specific 'facilitating' behaviors include: 1. integrating language instruction with content instruction explicit attention is given to the syntactic and semantic features of language in the design of lessons). 2. making high-level academic content instructionally <i>comprehensible</i> (through the use of contextualization strategies like gestures, visuals, maps, graphs, manipulatives, drama, and songs) 3. creating classroom environments that are discourse-rich and process-oriented with plentiful opportunities for students to listen to, read, speak, and write through interactive activities. 4. holding exceptionally high linguistic and academic expectations for all students. 5. involving parents in the linguistic and academic development of their children. 6. advocating for students' linguistic and academic needs and strengths. 7. Use specific and intentional instructional strategies for diverse kinds of learners and consider their diverse backgrounds. HIS teachers recognize and build upon the experiences, skills, and knowledge of HIS diverse student population. They plan instruction in developmentally appropriate ways, are reflective about curriculum and instruction, modify teaching in response to formal and informal assessment of students' progress, and provide feedback to students so they too can learn how to learn. Teachers who teach diverse learners are themselves diverse: some have lots of experience teaching second language learners while others do not. HIS teachers are continually provided professional development opportunities through training sessions, academic courses, and peer coaching. They engage in collaborative working relationships with EAL specialists and with one another. This ongoing interaction provides a sense of camaraderie, allowing all HIS teachers to share valuable ideas and expand their views of the issues and challenges they face. There are two key needs for students acquiring the language of instruction. These are: • a program of specialist language teaching that acknowledges the ongoing language needs of students and also allows for the maximum amount of integration into the academic curriculum and the classroom as possible • teachers of specific subject groups that are aware of the needs of second language students. These teachers should be trained in strategies that give second-language

	students access to the content of the subject groups, and should allow content to be used as a vehicle for language instruction.
Community	<i>The community is taken to mean the families of HIS students who either speak two or more languages themselves or wish to have their children do so. Multilingualism is a complex, multilayered phenomenon but from the child's point of view the family and community is where it all begins. Several parental actions will facilitate linguistic and academic success for HIS students. They are:</i> 1. having a positive attitude towards English and other languages. 2. modeling how much is to be gained by learning other languages. 3. discussing the ways to raise multilingual children long before doing so. 4. maintaining mother tongue literacy skills in the home or in after-school programs. 5. encouraging and emotionally supporting their children's second language acquisition and schooling efforts. 6. getting together with other parents to exchange ideas and reduce isolation. 7. supplying multilingual materials in the home. 8. finding out more information about language-immersion schooling in order to support HIS efforts. 9. being prepared to make the long-term commitments that success requires; and 10. having realistic expectations of their children and their school. Parental involvement is integral to HIS success. The importance of home-school communication cannot be over-emphasized, and volunteering or providing assistance at school will always be welcome.

Language, Literature, and Literacy Philosophy

The HIS mission statement is the foundation for our language policy guidelines. As language forms the basis for learning, these guidelines are critical for helping the school to achieve its mission.

In keeping with the HIS mission to '*provide international learners with opportunities to pursue academic and personal excellence within a caring community,*' we educate our students to think and communicate with a holistic worldview. We foster HIS students' development as open-minded communicators to encourage them to understand and appreciate their own cultures and personal histories, to be open to the perspectives, values, and traditions of other individuals, to seek and evaluate other points of view, and to grow from these experiences. We develop their skills in effective collaboration and the confident and creative understanding and expression of ideas in more than one language and varied modes of communication.

Professional Development

HIS appoints well-qualified and experienced teachers and seeks professionals with an understanding of the specific needs of EAL learners. Additionally, we ensure that our faculty receive explicit Professional Development in the teaching of EAL in their lessons, through courses such as the Teaching English in Multilingual Classrooms (TEMC). Additionally, in-service professional development, particularly during New Faculty Orientation, ensures that all



teachers are equipped with strategies that enable them to develop language skills in tandem with subject content from the beginning of their teaching practice at HIS. Through such instruction, we emphasize the importance of extensive differentiation, scaffolding, and modeling techniques. EAL teachers will also provide ideas and explicit support for developing listening, speaking, reading and writing skills in all students through the subject delivery.

3. Schoolwide Language, Literature, and Literacy Guidelines

Language for Learning Guidelines

- The school recognizes the central importance of language in learning and cognitive development and embraces multilingualism as both an advantage and a societal norm. They reject any deficit views of multilingual students and instead aim to support the development of students' first and additional languages.
- The school uses a comprehensive language policy across the curriculum, creating low anxiety learning environments that provide access to challenging content. They employ differentiated, innovative instructional strategies and materials to engage linguistically diverse students, emphasizing active, inquiry-based learning.
- Importantly, the school acknowledges and values the host country's language and culture. Students practice the host language, Mandarin, through various community-based activities. The school also encourages parents to support their children's challenging bilingual development.
- The school takes a holistic, asset-based approach to language and learning. By leveraging students' linguistic diversity, promoting additive multilingualism, and integrating the host country's language and culture, the school aims to foster well-rounded, successful learners.

Language Development Guidelines

- The school views ongoing language development for all HIS students as the responsibility of all teachers. Our teaching reflects our understanding of the second language acquisition process as developmental, spiraled, and occurring over time through multiple experiences.
- The school takes a comprehensive, whole-school approach to supporting students' language development across the curriculum. They recognize that language acquisition is a developmental, ongoing process and that each student's path will vary due to factors like aptitude, personality, attitude, motivation, and learning style.
- Rather than a one-size-fits-all approach, the school tailors its support for individual students' needs. Teachers provide extensive opportunities for students to hear, practice, and receive feedback on language in meaningful, comprehensible ways. They structure classroom tasks and environments to facilitate natural and intentional language acquisition and instruction.
- The school also explicitly teaches language learning strategies to help students become self-directed learners. Beyond the classroom, they offer specialized support services for

students who require additional assistance. And they refer students to outside specialists when necessary.

- The school provides rich opportunities for students to expand their linguistic capacities over time based on the latest research and best practices strategies.

Language Admissions and Placement Guidelines

- The school uses a multidimensional assessment approach to screen applicants and determine appropriate instructional placements. This includes evaluating English language proficiency, reviewing academic records, assessing language readiness skills, and observing students' emotional/social development.
- Placement decisions aim to balance age-appropriateness with students' assessed needs. The school conducts ongoing evaluations of students' academic and language progress and communicates regularly with parents about their child's development.
- The school embraces a heterogeneous student population in its classrooms. They intentionally form balanced classes regarding gender, academic abilities, and language skills. The goal is to foster an appreciation of diversity, positive social interaction, and collaborative learning.
- At the end of each year, teachers and specialists meet to decide student placements for the following grade level, applying the above criteria in alignment with the school's overall philosophy.
- The school takes a comprehensive, individualized, and developmentally appropriate approach to language admissions and student placement. This helps ensure appropriate support and a diverse, inclusive learning environment.

Language Learning & Assessment Guidelines

- The assessment process actively involves students - they are provided with the evaluation criteria upfront and given opportunities to demonstrate their knowledge and skills in diverse ways (e.g., presentations, models, written tests). Students also engage in self-assessment and in creating rubrics or assessment approaches based on the assignment.
- The emphasis is on holistic performance and application of language skills for learning rather than just memorizing discrete items. Assessments are designed to be developmentally appropriate and provide meaningful feedback to learners, parents, and teachers.
- The school systematically tracks students' language acquisition through various contextualized and decontextualized strategies (e.g., portfolios, checklists, rubrics). They monitor participation, attitude, skills development, and language application.
- Ongoing formative evaluation is prioritized, not just summative assessment at the end. Teachers use assessment findings to make informed decisions about adjusting students' instructional programs.

- Teachers must keep reflective journals to document their learning about students' language development. This helps inform their practice.
- The school takes a comprehensive, student-centered, and formative approach to language learning assessment. The goal is to authentically evaluate and support each student's progress as a language user and academic learner.

Language Promotion and Graduation Guidelines

- The school recognizes that the benefits of its language immersion program are cumulative and individualized. It acknowledges that grade-level appropriate English proficiency may not be achieved until students have had 5-7 years in the program.
- The school assesses each student's reading, writing, and oral skills using the SLEP and WIDA assessments to monitor progress. They also evaluate academic progression through multiple data collection forms like tests, student work, projects, and portfolios.
- Parents are regularly informed of their children's academic and English language proficiency progress.
- The school may implement a mandatory retention policy for students who do not demonstrate adequate linguistic or academic progress after an appropriately determined developmental phase.
- The school may establish a mandatory graduation policy requiring students to attain the program's linguistic and academic standards before being allowed to graduate. However, the school also recognizes the need for possible exemptions from these mandatory retention or graduation policies, allowing for "good cause" exceptions.
- The school takes a measured, data-driven, and individualized approach to language promotion and graduation. The focus is on supporting each student's linguistic and academic development within the immersion program while having mechanisms to ensure they meet the required standards over time.

Language Guidelines on Technology

- The school recognizes that proficiency in multiple languages and aspects of language use is crucial in the digital age, as computers, the internet, and communication technologies become increasingly integrated into all areas of knowledge and application.
- The school strives to integrate computer technology into its academic and community activities fully. Technology is used to support classroom learning and promote development across a wide range of content and skills areas, including literacy, visual-spatial awareness, critical thinking, problem-solving, global education, and second language learning.
- The school promotes information literacy by providing students access to a vast knowledge network through electronic communications and conferencing. This allows them to establish cross-cultural connections, build multilingual learning communities, and collaborate with peers globally to enhance their literacy and intellectual skills.

- The school ensures that students can demonstrate their knowledge and skills through writing and speaking and experimenting with diverse multimedia applications and presentation formats.
- Instruction may occur in multiple languages depending on the specific project or task requirements, further reinforcing students' multilingual capacities.
- In summary, the school embraces technology as an integral component of language learning and academic development. The goal is to leverage digital tools and networks to expand students' linguistic, cognitive, and collaborative abilities across disciplines and cultural boundaries.

Language Guidelines for the Arts

- The school ensures that students' demonstration of knowledge is not limited to just writing and speaking, but also includes experimentation with different media such as performing arts presentations.
- The school develops and supports the extended communication skills of the performing arts, including music, art, and drama.
- The school recognizes that music and creative movement programs are important mediums for language development.
- Music and creative movement are used with other subjects like history, language arts, math, and science to reinforce learning across the curriculum, involving both the English and LOTE (language other than English) programs.
- The school promotes the appreciation of musical genres from all cultures, employing multiple languages to deepen students' understanding.
- The school develops and encourages the expressive skills of movement, music, language composition, and musical performance.
- The school provides opportunities for students to experiment with vocal, theatrical, and instrumental music, thereby expanding their linguistic expression and development.
- In summary, the school sees the arts, especially music and movement, as powerful tools for multilingual learning and expression. The arts are integrated across the curriculum to reinforce academic content while developing students' linguistic, creative, and performative abilities.

Linguistic & Cultural Awareness Guidelines

- The Languages Other Than English (LOTE) program focuses on language development and acquisition, recognizing the importance of language as a communication tool.
- The program also develops awareness of language use in the wider community.
- Mandarin, as the language of the host country, China, is offered as a language experience course at the preschool level and as a sequential additional language program from Pre-Kindergarten through grade 12.
- The goals of the additional language program are to develop students' competency in the linguistic skills of listening, speaking, reading, and writing.

- A total language approach is used, meaning the additional language is used exclusively in the classroom.
- Students are encouraged to understand that additional languages are living, modern languages that can be used for various purposes and situations.
- The program provides knowledge and skills in various aspects of language, including phonology, morphology, syntax, discourse, and writing conventions.
- Students are taught to compare and contrast language rules and communicative conventions between English and other target languages. Student language use is observed, and feedback is provided to promote self-monitoring and self-correction.
- The school nurtures a global perspective on cultural events across the academic programs.
- The school avoids teaching and assessment methods that discriminate against students from diverse minority backgrounds.
- The school has multi-language library facilities and appoints staff from various cultures, addressing multicultural themes.
- The school requires new parents to provide a detailed language profile of their child upon enrollment.

Mother Tongue Guidelines

- Second-language acquisition and mother-tongue development programs are directly related and help establish links between subject areas, areas of interaction, and the languages and cultures studied.
- These programs enhance students' cognitive abilities to make connections and understand concepts studied in multiple languages.
- Second language and mother-tongue programs foster intercultural awareness by making students aware of the importance of their own culture and language while also providing access to the culture of the language of instruction.
- These programs support and enhance students' abilities in four macro skills in both languages (listening, speaking, reading, and writing), which are critical for developing their overall communication skills.
- HIS recognizes the importance of mother tongue instruction in helping students maintain their first language skills.
- The school supports mother tongue instruction during and after school hours, subject to the following conditions:
 - The school endeavors to provide dedicated classroom space for the program.
 - First language maintenance is the responsibility of the parents.
 - The teaching methodology and content of the foreign language programs are driven by the HIS language policy.
 - EAL students join foreign language programs only after exhibiting sufficient proficiency in academic English.



- The respective mother tongue community recruits, hires, and supervises the teacher(s).
- The program is subsidized in full by the mother tongue community.
- The school will assist with bus transportation for off-campus mother tongue classes within the regular after-school bus routing system.

English-Language Curriculum Guidelines

EAL Program:

1. HIS offers an EAL (English as an Additional Language) program from Grades 1 through 10 for students who use another language as their primary means of communication, have attended a non-English instruction school, or have previously been enrolled in an EAL program.
2. New students' language skills are assessed by the EAL Department in consultation with the principal at the time of enrollment, and teachers are consulted for ongoing assessments each semester.
3. An EAL student is defined as any child who receives instruction from an EAL teacher during the regular school day.
4. All HIS students should reasonably expect to meet the school's graduation requirements with appropriate English communicative abilities.

Curriculum Approach:

1. HIS and IB Schools use integrative curricula to support and extend important concepts.
2. The EAL curriculum model focuses on acquiring language in context rather than exclusively learning a second language.
3. HIS uses a language-across-the-curriculum model, where learners attain English proficiency by using and exploring language in its many dimensions.
4. The curriculum is standards-based, performance-based, assessment-driven, and research-based.
5. The instructional model activates prior knowledge, provides practice opportunities, checks understanding, and differentiates learning to match students' strengths and needs.
6. The curriculum prepares students for their school environment's social and academic language needs, using appropriate themes and linguistic structures.
7. The curriculum specifies learning outcomes, language skills practiced, and supportive tools to challenge learners and increase their language development.
8. HIS regularly assesses concept formation and language proficiency and continually revises the curriculum based on these assessments.

4. Language, Literature, and Literacy Programs

PYP – ECE and LS

Language, Literature, and Literacy in ECE

Guidelines for Facilitating Language, Literature, and Literacy in the Early Years:

In the early years, language, literature, and literacy are foundational components that work together to support children's holistic development. Language acquisition lays the groundwork for effective communication, while exposure to literature nurtures imagination, vocabulary, and comprehension skills. Literacy instruction, encompassing phonics, reading, and writing, empowers children to decode, interpret, and express themselves through the written word. In EY and PK, speaking, listening, expression and communication in the instructional language – ENGLISH, is the main focus. However, in K, students align closer to the PYP program and schoolwide literacy expectations.

ECE	English	Mandarin and Other Languages
Language Development:	• Provide many opportunities for children to engage in meaningful conversations and express their thoughts and feelings. • Encourage the use of rich vocabulary and model the correct pronunciation and usage of words. • Foster a language-rich environment through songs, rhymes, and interactive activities. • Observe and document children's language milestones to identify and address any developmental needs.	• Provide some opportunities for children to engage in meaningful conversations and express themselves in Mandarin or Home Language. • Encourage the use of rich vocabulary and model the correct pronunciation, tones, and usage of Mandarin words. • Foster a language-rich environment through Mandarin songs, rhymes, and interactive activities during Mandarin lesson times.
Literature Exposure	• Read aloud a diverse selection of high-quality children's books, including picture books, novels, and non-fiction. • Discuss the elements of stories, such as characters, settings, and plot, to build comprehension skills. • Encourage children to make personal connections and draw inferences from the literature. • Provide opportunities for children to retell, dramatize, or respond creatively to the stories they have experienced.	• Read aloud a diverse selection of Mandarin books related to UOI. • Develop comprehension skills in Mandarin. • Encourage children to make personal connections and draw inferences from the literature during Mandarin lessons. • Provide opportunities for children to retell, dramatize, or respond creatively to the stories they have experienced in Mandarin.

Literacy Instruction	• Explicitly teach phonics skills, including letter-sound correspondences, blending, and segmentation (Exposure in PK and intentional in K) • Guide children through the writing process, from generating ideas to revising and publishing their work. • Offer a print-rich environment with accessible writing materials and engaging reading materials. • To support diverse learning styles, incorporate multi-sensory approaches, such as kinesthetic activities and technology-based tools.	• Expose children to Mandarin characters recognizing stroke order, and radical identification. (Adjust for other languages.)
Integrated Approach	• Recognize the synergistic relationship between language, literature, and literacy, and intentionally integrate these domains into instructional planning. • Differentiate teaching strategies to meet each child's unique needs and developmental levels. • Collaborate with families to promote language, literature, and literacy development at home and in the community. • Continually assess children's progress and adjust teaching practices to ensure optimal learning outcomes.	• Recognize the importance of mother tongue languages and their relationship in language, literature, and literacy in Mandarin and intentionally integrate these domains in your instructional planning. • Differentiate teaching strategies to meet the unique needs and developmental levels of each child in Mandarin or other languages. • Collaborate with families to promote language, literature, and literacy development in Mandarin/other languages at home and in the community.

Language, Literature, and Literacy in LS

In the LS, the development of language, literature, and literacy skills should be a central focus of instruction. Educators should provide many opportunities for students to speak and present, build rich vocabulary, and practice correct usage of the target language, English, whether it is Mandarin Chinese or another language. Exposure to various literature, including picture books, novels, and non-fiction, can cultivate comprehension skills, encourage personal connections, and foster an appreciation for the written word. Explicit instruction in reading, writing, and

language mechanics should be balanced with opportunities for creative expression and the integration of technology-based tools.

For specific details of the LS detailed teacher guide, find it here (will hyperlink the document). Other expected practices are:

LS Practices	
Promotes inquiry based authentic language learning	Makes provision for Language and Literature and Language Acquisition
Focuses on the trans-disciplinary nature of language learning	Integrates the learning of languages with learning in the subject groups and interdisciplinary planning
Incorporates the teaching and learning of language into the program of inquiry	Promotes purposeful, disciplined and integrative understanding through the study of authentic and relevant texts and topics
Provides for the teaching of additional languages	Develops models of support for EAL students within mainstream classes, including- but not limited to- co- teaching and collaborative planning models, teacher differentiation, scaffolding, mother tongue access and resources, additional time, alternative responses, etc.

The following procedures are in place for further support in developing Language, Literature, and Literacy in LS.

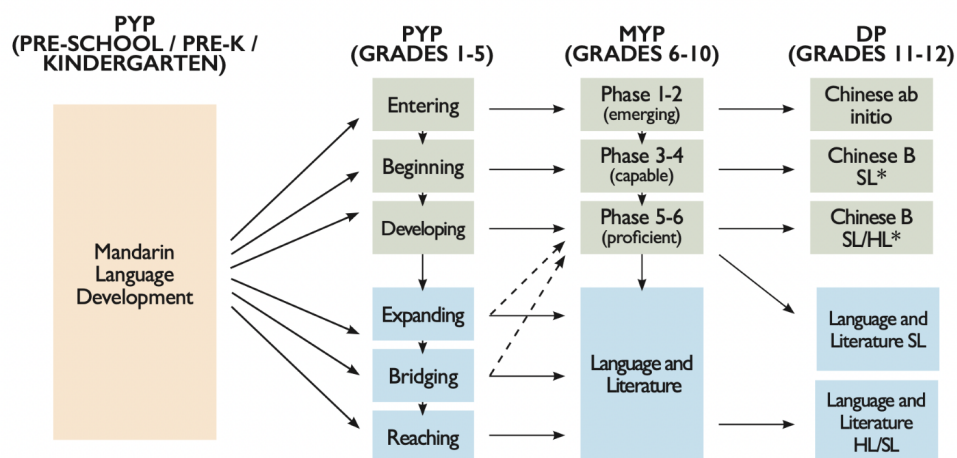
Support for differentiated instruction	- Dedicated planning time allows for content and language teachers to coordinate individualized interventions, and the school's inquiry-based curriculum and in-class technology resources further enrich language development. - The school has implemented a comprehensive approach to strengthening language, literature, and literacy instruction across the primary grades. All teachers receive extensive TESMC training to support linguistically diverse students, while collaborative teaching models, such as team teaching and parallel teaching, enabling every teacher to have strategies to support EAL students.
EAL specialized instruction	- Entering Tier 1 EAL students (based on WIDA scores) in Grades 3-5 – withdraw from class to teach survival English and to facilitate content comprehension related to classroom activities. Tier 1 support in G1&2 can be supported within the classroom. - Pull-out (when possible, but can be push in and support for teachers within the class and only apply to isolated students within the class) from class only when necessary to pre-teach vocabulary and provide explicit instruction for EAL learners related to in-class units including PYP, math, science, literacy when necessary - Allow scaffolding for students of other languages where possible. - Technology available for translation, visual/audio/tactile comprehension - Students receive accommodations during assessments/testing (i.e., extended time, simplified explanations, clarified directions, visuals)

In-class support	- Content teacher and EAL teacher develop co-teaching strategies in classroom environment - Facilitate learning through using classroom strategies such as language buddies, small group work, one to one and “accountable talk” techniques, sentence starters... etc. - Differentiated resources, texts, expectations, and tasks based on language/ability level - GLL support with strategies and mediate with SST or Admin for support for Tier 2 and 3 supports.
Exit criteria and evidence examined	- Predetermined exit score by grade level using the WIDA Testing - Teachers/Admin meet to discuss individual’s achievements/ areas of possible concern - Classroom observations Running records - Writing samples scored using the WIDA writing rubric - Informal assessments
Monitoring procedures	- After program exit, recorded on-going monitoring with classroom teachers, EAL teachers and specialists weekly for the first month - Discussions with student and/or parents about adjustment phase - Ongoing evidence shown through testing and classroom assignments - Updates to VPs regarding support, essential updates, and documented communication with SST for long-term support. - If students are demonstrating difficulty with class content, he/she may continue to receive EAL support where needed in class.

To facilitate other languages, particularly Mandarin, clear pathways are available that support students’ smooth transition to MYP.

Progression of Levels

- Language Learners
- Native speakers and students with advanced proficiency



* - Chinese B SL classes are created according to phase levels of students, no more than two different phase levels in one class, if possible.

MYP – Middle School Program

Language, Literature, and Literacy in MYP

The middle school's language, literature, and literacy program builds upon the foundations from the primary grades, advancing students' proficiency in the target language through robust reading, writing, and language arts courses. Courses are complemented by interdisciplinary learning opportunities where language, literature, and literacy skills are integrated across content areas, ensuring transferable skill development in real-world contexts. The school also provides targeted interventions, with EAL specialists collaborating with teachers to deliver differentiated instruction and leveraging technology-enhanced tools. Beyond the classroom, students explore their interests and creative capacities through extracurricular activities like debate, drama, journalism, and creative writing, further honing their language, literature, and literacy skills.

Other expected practices are:

MYP Practices	
Promotes inquiry based authentic language learning	Accommodates a range of language backgrounds and proficiencies Makes provision for Language A, Language B, and ab initio language study
Focuses on the inter-disciplinary nature of language learning	Integrates the learning of languages with learning in the subject groups and interdisciplinary planning Promotes collaborative learning and accommodates diverse learning styles. Makes expectations explicit
Incorporates the teaching and learning of language into the program of inquiry	Embraces a multitude of perspectives Enables students to understand how judgments about learning are made, and how to provide evidence of their learning
Provides for the teaching of additional languages	Develops meta-cognition, structured inquiry and critical thinking Promotes engaging, challenging, rigorous, relevant and significant learning

The following procedures are in place for further support in developing Language, Literature, and Literacy in MYP.

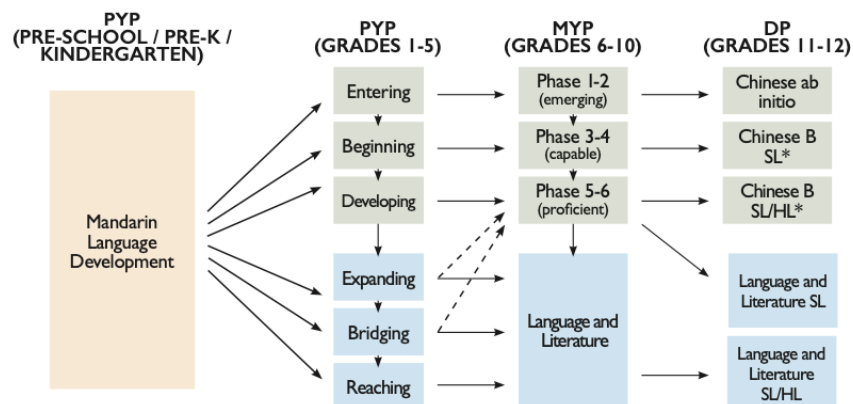
Support for differentiated instruction	• TEMC training available for all teachers • Students receive active services under the MYP framework, including push-in/pull-out support, EAL teacher development of differentiated resources, additional Mother Tongue instruction, etc. • English Language Acquisition (Grade 6-8, with plans to continue in Grades 9 and 10 in the new academic year.
EAL specialized instruction	• On-going professional development for EAL teachers • Intensive language instruction through cross- disciplinary pull-out where required • Intermediate EAL students receive additional tasks and skills assessments during Language Acquisition classes.

	• Students receive accommodations during assessments (i.e., extended time, clarified directions, scaffolded materials, etc.) if needed. • Language support every day of the week after school. • EAL teacher, classroom teachers, and tutors coordinate semester goals.
In-class support	• Push-in support (language/co-teaching). • EAL teacher develops language learning strategies alongside subject content for each unit. • Context, vocabulary, and language skills alignment before and during lessons
Exit criteria and evidence examined	• EAL teacher, classroom teachers and administration decide students' continuation in the program, using a portfolio of evidence (to include assessments in reading, writing, speaking, and listening, summative subject assessments, and WIDA scores)
Monitoring procedures	• Diagnostic/Formative/Summative assessments, and regular check-ins with subject teachers to supplement provision as needed

In the Middle Years Program, there are two courses: Language A (Language and Literature) and Language B (Language Acquisition). Language B is divided into 3 Levels (Emerging, Capable, Proficient), and 6 Phases.

Chinese Pathways at HIS

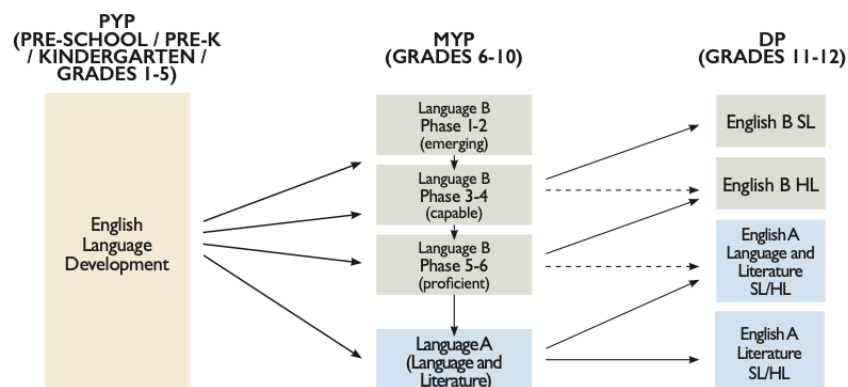
- Language Learners
- Native speakers and students with advanced proficiency



* - Chinese B SL classes are created according to phase levels of students, no more than two different phase levels in one class, if possible.

English Pathways at HIS

- Language Learners
- Native speakers and students with advanced proficiency



* - Spanish follows the same pathways in MYP and DP programmes.

IBDP

Language, Literature, and Literacy in IBDP

The IBDP's language, literature, and literacy focus is embedded across the curriculum, with students required to study literature in both their native language and an additional language. The literature courses emphasize in-depth textual analysis, comparative studies, and critical writing, developing students' advanced skills in close reading, literary interpretation, and academic argumentation. Beyond literature, students also engage in language and writing-intensive coursework in their other IBDP subjects, further reinforcing transferable literacy competencies. The program also includes opportunities for creative expression, such as the



Extended Essay and the Theory of Knowledge essay, where students synthesize their language, literature, and critical thinking abilities.

Students entering HIS should have an instructional level of English, and if they are accepted based on different criteria, support will be put in place by the HOD with the SST. Based on their progressive performance, the transitions will be as follows:

Students are counseled, surveyed, and interviewed about their course selections for the Diploma Program. Students in Language A courses in MYP Year 5 (Grade 10) cannot choose Language B in the same language as DP 1 or 2. Students' choices are informed by a review of current language placement and performance, past grades, NWEA scores, and consultations with current teachers.