

Language Policy

Written by	IB Coordinator
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Rationale

The overall goal of the program is to encourage students to be effective communicators by being efficient receivers of language through listening and reading, and by expressing themselves through speaking and writing in both English and LOTE (French & German). Language development is seen to be the responsibility of all staff through all areas of the curriculum. We will also encourage students to continue the sharing of mother languages.

Aims

- A balanced Language program is ensured by planning using the areas ‘Learning Language, Learning through Language and Learning about Language’
 - ❖ Learning Language deals with the practice of using communication skills.
 - ❖ Learning through Language provides authentic opportunities to learn knowledge, concepts, skills, attitudes and taking action. It also provides inquiry / research opportunities.
 - ❖ Learning about Language provides students with the skills necessary for communication.
- Language in the early years is best developed within a curriculum that incorporates a wide range of experiences and activities of both a formal and informal nature. The focus of the language program in the early years is to concentrate on the nature and processes of language learning with emphasis on the value of language and learning being recognised by the child. Particular emphasis is placed on teaching students to use spoken language appropriately; to expand students’ vocabularies in both spoken and written language; to teach reading and writing skills and strategies; to foster critical perspectives on texts; and to introduce students to literature and teach them how to relate it to their own experience.
- The language curriculum in the middle years of schooling expands the range and complexity of texts students read, write, speak and listen to. Emphasis is placed on teaching students to compose, comprehend and respond to more challenging fiction and non-fiction texts, including multimedia, in more considered and critical ways. Students are expected to engage in more complex texts that may contain unfamiliar ideas and justify their views and interpretations. There is an emphasis on identifying the characteristics of different text types. Students will be assisted in the development of research and reporting skills using informational texts. There is an emphasis on developing students’ use of expository texts; on teaching students to plan, prepare and present spoken and written texts with a more critical awareness of context, audience and purpose; and on teaching student’s group discussion and problem-solving skills.
- Development and maintenance of mother tongue in the school when appropriate.
- The responsibility of language development is seen as being shared between the school and the parents. Parents will be asked to support the school language program and will be supported in this task by the school.

Implementation

- The School’s Language Program recognises that each learner is a unique individual who will progress at their own rate. Teachers will plan for differentiated instruction in their classrooms to allow students to build on established skills and understanding.
- Students will be provided with a range of scaffolds, such as modelling, sharing, guiding and conferencing, to give appropriate support and challenges to extend students’ learning.

Students will also be explicitly taught a range of strategies to create and comprehend texts from a variety of media in a range of contexts.

- Writing will be taught using the process of planning, composing, revising, editing and publishing. The teaching of spelling strategies, handwriting, punctuation and grammar as sub-skills of writing will be based on the student's own writing across the curriculum. Students will be encouraged to publish their writing in a variety of formats.
- Speaking and listening will be an important part of the language program. Students will engage in discussion, shared experiences, reporting, drama, poetry and public speaking.
- Students will be provided with time and support to reflect, represent and report on their learning in different ways.
- Milestones of language and literacy development (Victorian Curriculum) will be mapped. Assessment will inform future teaching. Language assessment will follow the school's Assessment Policy and the Whole School Assessment Recording and Reporting Schedule.
- The LOTE (French & German) program draws attention to cognates with English and supplements information on the origin of English words and the history of the English language. Students are encouraged to identify the elements of language common to both French and English and to interpret language in different ways according to the differing forms of expression evident in the LOTE.
- Students are encouraged to use LOTE where possible in the French and German classroom, throughout the school and in language extension programs.
- The LOTE program also supports students in the four language elements of listening, speaking, reading and writing.

Evaluation

This policy will be reviewed as part of the school's three year review cycle.

DEPARTMENT OF EDUCATION RESOURCES

<https://www2.education.vic.gov.au/pal/languages-education/policy>