

Language Policy

Happy Bridge Kindergarten (HBK)

Last revised: June 5, 2023

Part 1 – HBK Mission Statement

To create an open-minded and caring learning community, a place where everyone enjoys discovery, embraces differences and values creativity. We share a passion and responsibility to build a better world.

Part 2 – Philosophy of language teaching and learning

“Languages are not just technical tools for transmitting information…languages actively shape the thinking and relationships of the people who use them. In engaging with languages and cultures we have to deal with ways of understanding people, how people engage with one another, and how they conceptualize themselves and others.” (Howard Nicholas, 2003)

Part 3 – Aims

The Languages curriculum of Happy Bridge Kindergarten encourages students to:

- *maintain and support mother-tongue languages and acquire English and second languages to foster intercultural understanding,*
- *promote the teaching of additional languages*
- *incorporate the teaching and learning of language into the Transdisciplinary nature of learning via the Programme of Inquiry*
- *use language as a tool for personal growth, social interaction and developing relationships within and across cultures,*
- *use language as a vehicle for thought, creativity, reflection, learning and self-expression to foster curiosity, lifelong interest and enjoyment in language learning,*
- *develop language skills to enable practical communication for future study, work and leisure in a variety of contexts within the global community*
- *explore and develop language skills (listening, speaking, reading, writing and media literacy) through inquiry-based interdisciplinary work*
- *respond appropriately to a range of texts within a variety of local and global contexts,*

Part 4 – Language profile

Staff language profile:

- *English, Chinese, Japanese, French, Spanish, Afrikaans, Shona, Haitian, Creole, Filipino, Taiwanese*

Student language profile:

- *Chinese, Japanese, German, English*

Part 5 – Language pathways

Language learning and teaching at HBK

English is the main language of instruction at Happy Bridge Kindergarten and all students from Pre-K to K3 also participate in learning a language other than English. Instruction in the Japanese language is provided by one specialist language teacher who enables the continuity of language learning to be extended to neighboring secondary schools. There are also optional French, Japanese and Spanish club courses available for the students to join.

The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students by encouraging respect for and understanding of other languages and cultures, and providing a skills base to facilitate further language learning. Proficiency in additional language/s gives students a broader range of input, experiences and perspectives. It is believed it raises achievement in other subject areas, as well as increases the enjoyment and confidence of being able to communicate in more than one language.

The second language curriculum may involve students in:

- *connecting with people locally, regionally and globally,*
- *using ICT to enable communication and research in the language,*
- *using regularly updated materials such as picture books, magazines, websites and mobile applications,*
- *learning about and experiencing Japanese festivals and traditional events.*

It is essential that regular assessment to monitor and report on student achievement is a planned and integral part of the program. Language development is assessed and reported upon in a manner defined by the school's PYP Assessment Policy.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL students are supported in learning English from the English as a Second Language programme at Happy Bridge Kindergarten. The purpose of the program is to enable students to develop as individuals and to participate fully in the academic program and the social life of the school.

MOTHER-TONGUE SUPPORT

Mother-tongue describes the language most frequently spoken at home, but we acknowledge there may be more than one language a child uses at home. Whilst only a small proportion of the student body at Happy Bridge Kindergarten is not native Chinese speaking, we acknowledge these students and their families that they provide a vital opportunity to enhance our global perspective. Happy Bridge Kindergarten supports learners who speak a mother-tongue language at home by providing curriculum support and activities for these students to acknowledge, develop and celebrate their cultural diversity.

- a) *Working languages: Chinese and English*
- b) *Language of instruction: English and Chinese*
- c) *Language courses*

【Fix-it Phonics】

Class introduction:

Fix-it Phonics will help children to make the link between a letter's sound and shape – an important first step in a method of learning to read called phonics. The Letterland characters are helpful as just by starting to say a character's name, you will be saying the sound they make in words.

Textbooks & Workbooks:

There are three further Fix-it Phonics levels. All levels include:

- *Listening and speaking skills*
- *English vocabulary*
- *Letter recognition skills*

Starter (for Pre-K) – focuses on general sound discrimination, rhythm, rhyme, alliteration and voice sounds. Many topics and early literacy skills are introduced in this Starter Level. In Activity Book 2, letter sounds and actions are first explored. At this stage, emphasis should be on having fun while introducing the basic concept of associating letter shapes with sounds. The teaching order for Fix-it Phonics is: s a t p i n m d g o c k e u r h b f l j v w x y z qu. This recommended teaching order maximizes Word Building possibilities from an early stage in Level 1.

Level 1 (for K1) – focuses on Aa-Zz shapes and sounds. The teaching order for this level is: s a t p I n m d g o c k e u r h b f l j v w x y z qu ng. This recommended teaching order has been chosen for Fix-it Phonics as it maximizes Word Building possibilities from an early stage.

Level 2 (for K2) – revises a-z and introduces some important digraphs and trigraphs (2 or 3 letters representing a new sound e.g sh in shop). The teaching order for this level is: s a t p I n m d g o c k e u r h b f l j v w x y z qu ng. This recommended teaching order has been chosen for Fix-it Phonics as it maximizes Word Building possibilities from an early stage.

Level 3 (for K3) – introduces more important digraphs and trigraphs, building the foundations for full literacy in English. It is recommended that children complete Level 1 and Level 2 before starting Level 3, however Unit 1 revises and consolidates learning from previous levels. Level 3 introduces stories that will unlock even more words in English. The stories often build on what the children already know about the characters so the process of learning quite complex spelling rules will feel more like learning little stories and characteristics about friends in real life. The following new sounds/spelling patterns are covered in Level 3: air ear ce ci cy ge gig y dge kn ch e tion ture all al- full -ful -le -ing ed.

【Pinyin】

Class introduction:

Pinyin, for our purposes, is a linguistic tool that assists in the language learning process.

Pinyin sets children's pronunciation of Mandarin on the right track from the very beginning. It's imperative to get it right from the outset. Pinyin helps kids to read books in Chinese. Pinyin aids ongoing self-learning and self-improving Mandarin as your child grows into teen and adult years. Pinyin helps to type Chinese characters.

Textbooks & Workbooks:

《幼小衔接阶梯教程-拼音 第一阶》- a o e i u ü b 双拼音节 p m f d t n l g k h j q x zh ch sh r z c s y w 三拼音节

《幼小衔接阶梯教程-拼音 第二阶》- ai ei ui ao ou iu ie üe er an en in un ün ang eng ing ong

《幼小衔接阶梯教程-拼音 第三阶》- zhi chi shi ri zi ci si yi wu yu ye yue yuan yin yun ying

【Chinese Characters 四五快读】

Class introduction:

《四五快读》是一套适合早期儿童识字阅读的读本。本书的特色是：边学汉字，边根据已学汉字循序渐进地进入阅读符合幼儿认知水平、符合儿童生活情趣的词组、句子、短段、长段、短文，直至阅读由这些汉字编成的故事、童话等。《四五快读》采用的是形象、比喻、诱导、启发式的教学方法，用充满童趣的语言、生动形象的肢体动作和互动交流来教授汉字，能让儿童对识字产生好奇和兴趣。《四五快读》还将学识汉字、自主阅读的过程同步设计为开发多种智力能力的过程。

Textbooks & Workbooks:

《四五快读》:

- 第一册内容 (for K1): 导读、识字方法介绍、1~10课, 介绍88个汉字、166个词语、22条短句、10条长句, 识字卡。
- 第二册内容 (for K1): 11课~20课, 介绍88个汉字、200个词语、12条短句、7条长句、25篇短文, 识字卡片。
- 第三册内容 (for K2): 21课~30课, 介绍88个汉字、306个词语、28篇短文, 识字卡片。
- 第四册内容 (for K2): 31课~40课, 介绍88个汉字、332个词语、7篇短文、10篇故事, 识字卡片。
- 第五册内容 (for K3): 41课~50课, 介绍89个汉字、358个词语、3篇短文、10篇故事, 识字卡片。
- 第六册内容 (for K3): 51课~6课, 介绍111个汉字、360个词语、11篇故事, 识字卡片。
- 第七册内容 (for K3): 总复习、扩词、“字族字”教学法。

Part 6 – Connection and further consideration

In IB World Schools offering the IB Primary Years Programme (PYP), a language policy should further consider how to:

- *promote inquiry -based authentic language learning*
- *focus on the transdisciplinary nature of language learning*
- *incorporate the teaching and learning of language into the programme of inquiry*
- *develop the skills of listening, speaking, reading, writing and media literacy*
- *interrelate the skills of listening, speaking, reading, writing and media literacy*
- *provide for the teaching of additional languages*
- *promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used.*

Part 7 – Review process

Annual review is done during the Curriculum review meetings to ensure upgradation of language teaching in the school.

Review of the language scope and sequence and the language policy is done by language teachers, homeroom teachers, year level leaders, Head PYP, PYP Coordinator and Head of the School.

Including the entire staff in the school towards language development in the school.

Besides the teachers, bus drivers, supporting staff, administrative staff are given orientation at the beginning of the academic year towards the responsibility of speaking or writing polite and positive language. All adults are reposed with the responsibility of using clear and positive language to set an example for students.

Part 8 – Conclusion

- *The policy is shared with the staff and each teacher will have a copy to refer to when working on their units of inquiry.*
- *The language policy is also shared with the school community on our school's website.*
- *In one of the PYP meetings, teachers will receive the Language Policy and refer to the phases in the Scope and Sequence documents to make it transdisciplinary in nature.*
- *The language policy is used to plan and execute the units of inquiry.*

Bibliography

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