



Primary Years Programme Language Policy

I. Philosophy

Language permeates the world in which we live. The development of language is fundamental to the need to communicate. Language is the major connecting element across the curriculum and provides a vehicle for inquiry. Learners listen, talk, read, and write their way to negotiating new meanings and understanding new concepts.

Teaching and learning is driven by the idea that through language instruction we are encouraging intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity. Through the exploration of language, students become communicators in our multilingual world.

At Hammond Eastside Magnet, all teachers are language teachers. In every classroom the development and use of language is crucial to students' understanding and awareness of the world in which they live.

II. Purpose

The purpose of this document is to inform faculty, parents, students, and community members of the ways in which Hammond Eastside provides support to students and teachers for the implementation of its programs in different languages. It also provides information regarding the aim to provide high quality materials and services in all the languages supported.

III. Definitions

Mother-tongue describes the language the student uses at home or outside of the classroom and may be called the child's first language, home language, preferred language, native language, or heritage language.

Additional language describes a language learned after a first language.

English learner describes a learner whose first language is not English or who has learned English outside of the United States.

IV. School Language Profile

At HEMS, we are making a VOW (visual, oral, written) to teach language in a systematic, research-based way exploring both modes (receptive and expressive) in the primary areas of linguistics – visual / oral / written. Students will use all three areas and both modes to express the ways they understand the world in which they live.

VISUAL LANGUAGE-Viewing and presenting

Visual language provides an outlet for viewing (receptive) and presenting (expressive), which includes interpreting or constructing visuals and multimedia in a variety of situations and for a range

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of purposes and audiences. Digital natives thirst to create content not just be consumers of knowledge; moreover, they naturally share knowledge through collaboration using technology.

ORAL LANGUAGE- Listening and speaking

Speaking (expressive) and listening (receptive) through purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning through collaboration, discussions, and presentations. As active participants of conversations, students are required to compare, contrast, analyze, and synthesize a multitude of ideas. Oral language is the vehicle that exposes the learner's thinking during inquiry.

- Teachers will model correct language usage in conversation while being sensitive of students' cultural background and mother tongue
- Students will be provided ample opportunities to develop and utilize oral language beyond everyday classroom conversations through class and group discussions, oral presentations, debates, role-play, songs, digit media, listening stations, etc.
- Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences. Second language teachers will support the school's reading, writing and oral language practices as well as the IB learner profile. Students will receive instruction using an interactive, immersion approach to second language learning. Emphasis on verbal and writing skills and vocabulary development will help students develop the tools they need to become effective, multilingual communicators.

WRITTEN LANGUAGE- Reading and writing

As learners engage with interesting text, they acquire the skills, strategies, and conceptual understanding to become college/career- ready independent readers (receptive). Writing (expressive) is primarily concerned with communicating meaning and intention. When this is done in an authentic setting, writing becomes a genuine expression of the individual. As students share their ideas in written form, their skills are developed, applied, and refined to produce effective written communication.

Students are provided with opportunities to:

- Reflect on learning and self through student portfolios
- Participate in close reading of variety of meaningful text
- Publish authentic writing across the curriculum
- Increase acquisition and usage of academic and domain specific vocabulary
- Utilize technology through blogs, glogs, web pages, and presentations
- Write in response to a variety of text
- Write to support/explain and justify/persuade
- Apply thinking and problem-solving strategies in real world situations
- Publish their writing in a variety of ways
- Read independently with choice material using Early Literacy Library and/or Scholastic News

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- Read and comprehend class materials that are on grade-level

Language instruction will be facilitated in the following ways:

- Implementation of Units of Inquiry
- Support and model reflective language through think-aloud strategies as students create their portfolios
- Utilization of class discussions
- Model effective use of oral and written language across the curriculum
- Integrate academic and domain specific vocabulary
- Model the expression of thoughts and feelings through all modes of communication
- Actively support literacy in mother tongue by providing students written materials and opportunities to express themselves using their native language
- Actively support acquisition of second language through formal Spanish instruction with certified personnel
- Publish student work in a variety of means
- Model reflective process (using visual and oral language) to prepare students for student-led conferences
- Provide opportunities for student-driven inquiry using the full inquiry cycle (A Whirlwind of Inquiry visual)
- Provide opportunities for students to answer text-dependent questions (explicit and implicit)
- Allow student questions to drive instruction by strategically organizing anticipatory artifacts/provocations to represent all subject areas to begin Units of Inquiry
- Teach thinking and problem-solving strategies through modeling the process
- Analyze reading and math assessments (DRA, Math Inventory, Reading Inventory, and/or etc.) to properly drive differentiated instructional practices and to set individualized reading and math goals (using Math Inventory Assessment, DRA, Reading Inventory, and/or etc.)

V. Languages Offered

It is increasingly evident in today's world that being conversant in more than one language has definite advantages. The world, so to speak, is getting smaller as immigration, communication, and travel draw people of differing cultures and languages closer together. HEMS provides instruction in Spanish in grades Pre-Kindergarten through fifth. Students, under the guidance of a Spanish specialist, participate in learning the Spanish language by active participation in a program that echoes the manner in which they learned their primary language - English. Spanish instructors will use a research based program, as well as traditional and creative means of instruction. The goal of this program is for our students to be literate in the second language. Cultural awareness and understanding are integral to instructional practices. The acquisition of a second language follows a continuum. Spanish instruction will follow HEMS' Spanish Scope and Sequence.

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VI. Support for Mother Tongue

All students who identify a language other than English spoken at home (using the Home Language Survey during registration) are tested for English proficiency using the English Language Development Assessment (ELDA). Tangipahoa Parish School District has resource personnel that provide our teachers with the accommodations that students should have, as well as resources such as dictionaries, translators, laptops, Rosetta Stone, Imagine Learning, and other study aides that the teachers can share with their students. Also the district resource teacher provides translation services for Spanish speaking parents and students. When a student's mother tongue is something other than Spanish, our district personnel assists the school by finding a person in the community who would help with translation issues (Foreign Language Department at Southeastern Louisiana University in Hammond).

When district personnel are not available, the school has five teachers who are fluent in Spanish and English. These teachers frequently help with translations on a daily basis for parents, students, and teachers. Not only does the school provide translation services, it has numerous titles written in different languages available in the library. One of the many initiatives of the school is to continue to build a culturally-diverse library because we understand the importance for our students to feel supported and respected in the use of their mother tongue.

VII. Strategies to Support all Teachers in Their Contribution to the Language Development of Students

Teachers will receive professional development throughout the entire year towards the use of language in the classroom. At HEM, teachers are all required to provide language instruction to all students. Reading and comprehension strategies will be disseminated amongst the staff, through efforts of the curriculum team, providing teachers with materials to fit the language needs of our students.

VIII. Support for Students

Students scoring below-level on language skills in the language of instruction (American Standard English) will have access to a variety of interventions and extracurricular help. Students will be provided with modified lessons and differentiated instructions to meet the need of each child. Programs are in place to supplement lower language proficiency students. Student progress will be tracked and monitored. Technical support systems including Headsprout, Teach Your Monster to Read, Mindplay, Moby Max, and Starfall.

It is vital for students to learn the instructional language in order to identify with the school, community, and country's culture. As the students progress through the PYP program they will be exposed to increasing levels of rigor and will correlate the development of language with every subject in the scope of the PYP.

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Language in the Learner Profile

Keeping with the Learner Profile and the PYP, HEMS utilizes a language-specific Learner Profile as it pertains to the students and faculty.

Inquirer – Satisfy curiosity using language to gain new information or knowledge to make sense of the world independently

Thinker – Express thoughts and ideas clearly, succinctly, and creatively

Communicator – Become competent users of oral and written language in a variety of situations; listen attentively to details; speak confidently; read and write with fluency and comprehend what is conveyed

Risk Taker – Show commitment to reading, writing, and speaking in all situations

Knowledgeable -- Acquire vocabulary and understanding to discuss literary genres and styles

Caring – Show appreciation, tolerance, respect, and empathy in their use of language

Principled – Display the awareness that language is powerful and must be used with integrity

Balanced – Express oneself visually, orally, and in written form and give equal attention to listening and speaking when communicating with others (cooperation)

Reflective – Reflect on language usage and development and enthusiastically work toward fluency

Open-Minded – Appreciate the differences and similarities in languages, dialects, and personal communication skills

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