

# Hiroshima International School

## Language Policy and Programme

Languages are essential tools for teaching and learning. They are also expressions of one's culture and identity. In an international school delivering an international curriculum, it is important to clarify the beliefs and assumptions that lie behind the uses of language within the school.

Those with command of more than one language have global advantages. It is essential to have a strong foundation (including literacy skills) in one's first language, as it facilitates other language acquisition.

A true internationalist is one who values the language and culture of the host country.

In the modern world, command of English is the primary key to accessing information and communicating internationally.

Language is the medium through which all subjects are taught. Students are learning through and about language in every class of every day.

Therefore...

- All students at HIS have the opportunity to become proficient in English and Japanese.
- All students should have the opportunity to learn Japanese, the language of the host country.
- All students are encouraged and assisted where possible to maintain the study of their 'mother tongue'.
- The language of instruction at HIS is English.
- Students entering HIS with limited proficiency in English will receive appropriate additional support.
- The teaching of language is the responsibility of all teachers.

# Hiroshima International School

## Language Policy and Programme

### *Our Beliefs and Values in language*

At Hiroshima International School we believe that language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of **oral, written and visual communication** are learned across and throughout the subject areas.

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.

The Learner Profile is integral to teaching and learning language in the PYP because it represents the qualities of effective learners and internationally minded students. The learner profile, together with the five essential elements of the programme – knowledge, concepts, skills, attitudes and action – informs planning, teaching and assessing in language.

### *Our Practice*

Language is the major connecting element across the curriculum. Therefore in our school, the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the trans-disciplinary programme of inquiry. There are also connections with the wider community. Language is also a major connection between home and school.

Students need many opportunities to listen and speak in order to communicate effectively, and to establish and maintain relationships. Talk in the classroom is fundamental to promoting language learning.

Literature is an integral part of the curriculum. Carefully selected books are chosen because of their authentic connections – for example, an author study, for a science topic, or to develop a

# Hiroshima International School

## Language Policy and Programme

numeracy area. Books are read for enjoyment and can also be discussed, analyzed, compared, and contrasted. Students learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicitly and implicitly in a text.

Writing is a significant activity for classes of all ages. The writing process involves creating an environment where students can acquire the skills necessary to produce written products for a variety of purposes. When learning to write, students are encouraged to focus at first on meaning rather than accuracy, and to enjoy the writing process.

Teachers at HIS structure teaching/learning situations so that students have opportunities for success – this includes using techniques that support students during the communication process and bridging the gaps when meaning is not able to be expressed.

Teachers plan in collaboration with other classroom teachers and single-subject teachers. Additional language teachers play an important role in reinforcing, supporting and extending the classroom work.

Students use a range of language skills when they research and communicate not only through printed media but also through global electronic networks, in order to access a vast range of multimedia resources.

### **English as a Second Language (ESL)**

Non-native speakers are supported in reaching proficiency in English by receiving at least four ESL lessons per week, depending on need. ESL classes provide new students with a supportive, protected environment in which they can try out their language skills and develop confidence in their abilities.

At the same time, students participate in their regular classroom in which teachers are aware of the ESL students needs and modify or differentiate lessons accordingly. In this way the child not only achieves competency in meeting academic goals, but is also able to participate in school culture and become a fully integrated member of our community.

# Hiroshima International School

## Language Policy and Programme

Our English Language Learning programme includes:

- An initial assessment of a student's English level in the skills of speaking, listening, reading and writing
- Determination of the kind of support the student needs, i.e., in-class or inclusion support and/or pull-out, intensive support (crucial to this decision is the collaboration and agreement with the classroom teacher.) and specific skill focus/foci (literacy, speaking, etc.)
- Initial, intensive language focus on basics of English, such as terminology like 'letter', 'word', 'sentence', 'paragraph', 'essay', etc.; sentence structure; descriptive words; verbs; greetings; calendar/time vocabulary
- Support for literacy depending on the grade level
- An environment where the English Language Learner feels comfortable and safe so that they are will to take risks in learning the new language
- Support for literacy depending on the grade level
- A way to monitor the student's progress and needs through ESL testing, observing performance within the mainstream and/or ESL classroom, and skill development
- Affirmation of the student's home language and continuing improvement of it with the student and his/her parents
- More appropriately leveled books, books on tape, and videos in English

# Hiroshima International School

## Language Policy and Programme

### Mother Tongue Language:

Our Japanese Language Program has two major streams:

- a program for non-native students (Japanese as a Foreign Language J.F.L.)
- a program for native students and students who have attended Japanese schools and obtained a sufficient command of Japanese for communication (Japanese as a Native Language J.N.L.).

The emphasis of J.F.L. classes for non-native students is placed upon practical, oral communication, while that of J.N.L. classes is on the development of students' reading and writing skills. The program also aims to develop an understanding of Japanese culture & society. Students have three Japanese lessons per week.

Teachers collaborate with class teachers on two or three units within the PYP and support students with the necessary English vocabulary for each unit.

<p><b>Reading</b></p> <p><i>Strategies:</i> Kanji recognition, reading with expression, intonation, and accurate interpretation of the text. Guided reading, homework reading.</p>	<p><b>Grouping:</b> whole class, individual</p> <p><b>Resources:</b> Folktales, selected narratives, poems. 'Kokugo no mori', 'Minna no nihongo'.</p> <p><b>Assessment:</b> running records, benchmark evaluations</p>
<p><b>Writing:</b></p> <p>Genres are linked to units and stand alone (from current news, creating a story, journals). Essays, articles and creative writing where age appropriate. Grammar is introduced as needed. Kyoukasho script is used.</p>	<p><b>Grouping:</b> Teacher focus groups, mixed ability, small group.</p> <p><b>Resources:</b> "Japanese for Young People" workbook; PHP Kanji drill books, Kampeki-kun Kanji drill books, Composition workbooks.</p> <p><b>Assessment:</b> tests, journals.</p>
<p><b>Listening and Speaking:</b></p> <p>Daily oral activities to suit age group. Asking questions, role plays, presentation and answering.</p>	<p><b>Grouping:</b> flexible to suit task</p> <p><b>Resources:</b> topic based, current events, own experience, student nominated.</p> <p><b>Assessment:</b> Benchmark evaluations, miscue analysis, peer assessment</p>

# Hiroshima International School

## Language Policy and Programme

### Language Goals

#### Children aged 3-5 will...

##### Oral:

- use oral language for social interaction and to obtain understanding
- communicate needs, feelings and ideas
- participate appropriately in conversations
- tell stories and events in sequence
- give and follow instructions
- have daily opportunities to listen and speak in a variety of authentic contexts.

##### Written (Reading)

- be eager to read
- enjoy playing and experimenting with reading behaviours
- show an interest in books, stories, charts and songs
- "read" familiar text using visual, contextual and memory cues
- focus on meaning of text rather than word accuracy
- "read" daily in a variety of situations and have opportunities to discuss what has been read.

##### Written (Writing)

- be curious about print
- enjoy playing and experimenting with writing
- move from scribble to writing letters and words
- assign meaning to messages regardless of their stage of written development
- gradually produce recognizable spellings of a range of words
- be encouraged to write daily with or without support.

##### Visual

- play, experiment, talk about and relate to different media materials
- use media to make sense of their world
- respond to media verbally and non-verbally
- show curiosity in many forms of visual media
- make connections between the real and the imaginary
- view and react to simple messages or factual information and describe what they see.

# Hiroshima International School

## Language Policy and Programme

### Students aged 5-7 will...

#### Oral:

- use a variety of oral language appropriately with increasing confidence
- talk about their thoughts, feelings and opinions
- work in groups and discuss ideas
- appreciate that listening is important in both small and large groups
- listen with increasing concentration and consideration
- pick out main events and relevant points
- increase their ability to anticipate and predict.

#### Written (Reading)

- read simple texts with confidence and pleasure
- use a range of strategies to decode text
- discuss stories heard and read, demonstrating an increasing awareness of character and plot
- understand and respond to ideas and feelings expressed
- begin to use reference books and dictionaries independently
- participate in daily reading for independent and instructional purposes.

#### Written (Writing)

- write confidently with developing legibility and fluency
- write for a variety of purposes
- write simple, sequenced stories with a beginning, middle and end
- begin to plan, edit and review their own writing
- begin to spell high-frequency words accurately
- use simple spelling patterns or spell phonetically
- write legibly in a consistent style
- write daily for a variety of purposes.

#### Visual

- understand that communication involves verbal, visual and kinaesthetic features
- understand that signs and symbols carry meaning
- begin to read a range of signs in the environment
- read and use texts with different types of layout
- understand information in visual forms including television, theatre and computer
- search for, record and present information using a variety of media
- begin to make choices about what is relevant and useful to them.

# Hiroshima International School

## Language Policy and Programme

Students aged 7-9 will...

### Oral:

- appreciate the power of oral language
- use speech with increasing responsibility
- participate appropriately in discussions
- talk about a wide range of topics
- use increasingly complex language confidently and creatively
- use language with increasing accuracy, detail and range of vocabulary
- use oral language to articulate, organize and reflect on learning
- begin to communicate in more than one language.

### Written (Reading)

- read a variety of fiction and non-fiction books with confidence, fluency and independence
- select books appropriate to their reading level and for a specific purpose
- be interested in/show appreciation of a variety of literary styles
- understand and respond to ideas, feelings and attitudes expressed in reading materials
- use reference materials including information technology independently
- read daily and for sustained periods.
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### Written (Writing)

- write independently. with confidence and fluency
- use a wide and vivid vocabulary
- understand different structures in writing
- write for a range of purposes, both creative and informational
- plan, edit and review their own writing
- spell high-frequency words accurately and use a range of strategies to spell complex words
- write in a consistent. legible style.

### Visual

- experience a wide variety of visual media
- respond to viewing experiences orally and in writing
- recognize the power of visual media to influence thinking and behaviour
- begin to make informed choices in their personal viewing experiences
- use a variety of media to plan and create projects
- use electronic media to find information.

# Hiroshima International School

## Language Policy and Programme

Students aged 9-11 will...

### Oral

- have an increasing awareness of the power of oral language, how it helps them to construct meaning and connect with others
- use speech responsibly to inform, entertain and influence others
- understand that oral language is a medium for learning as well as for individual enjoyment
- interact confidently in a variety of situations
- use a wide range of linguistic structures and features to present ideas and information
- adapt speaking and listening strategies to the context, purpose and audience
- reflect upon communication to monitor and assess their learning.

### Written (Reading)

- read a wide range of texts with understanding and accuracy
- recognize and appreciate various literary styles, forms and structures
- appreciate structural and stylistic differences between fiction and non-fiction
- be able to reflect upon and analyse details of character and plot
- appreciate authors' use of language and begin to recognize meaning beyond the literal
- locate and use a range of reference materials to find information and guide research
- read daily for enjoyment and information, for sustained periods.

### Written (Writing)

- write fluently and effectively in a range of styles
- match different styles and structures of writing to the task
- show an awareness of audience
- use relevant and appropriate supporting details and effective vocabulary
- vary sentence structure and length
- use an appropriate writing process independently and confidently
- develop their own voice and style.

### Visual

- demonstrate appropriate viewing behaviour for a range of visual materials
- respond to viewing experiences orally and in writing, using specific vocabulary and terminology
- understand the effect of design on the meaning of the visual
- work with a variety of materials to plan and carry out different projects
- recognize the implications of commercial media
- make informed judgments about television, film and video productions.

A **specific genre** is focused on within each Unit of Inquiry. This genre based approach develops sequentially across the year levels, beginning with exposure and leading to competence.

# Hiroshima International School

## Language Policy and Programme

<i>Who We Are</i>	<i>Where We Are in Place And Time</i>	<i>How We Express Ourselves</i>	<i>How The World Works</i>	<i>How We Organise Ourselves</i>	<i>Sharing The Planet</i>
<p><b>Me, Myself and I</b></p> <p>We are alike and different in many ways but all of us are unique.</p> <p>Curricular Focus: PHSE</p> <p><b>Genre: Narrative</b></p>	<p><b>My School</b></p> <p>My school has special features that make it different from other places.</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Report</b></p>	<p><b>Play</b></p> <p>We play games in many different ways, for many reasons, in many places.</p> <p>Curricular Focus: Social Studies, PSE</p> <p><b>Genre: Report</b></p>	<p><b>Seasons</b></p> <p>Our world changes with the seasons.</p> <p>Curricular Focus: Science</p> <p><b>Genre: Explanation</b></p>	<p>Intentionally left blank</p>	<p>Intentionally left blank</p>
<p><b>We are Friends</b></p> <p>We all need friends</p> <p>Curricular Focus: PHSE</p> <p><b>Genre: Explanation</b></p>	<p>Intentionally left blank</p>	<p><b>Tell me a Story</b></p> <p>We can learn from stories.</p> <p>Curricular Focus; Language, Arts</p> <p><b>Genre: Narrative</b></p>	<p>Intentionally left blank</p>	<p><b>Jobs we Do</b></p> <p>People have different jobs in our community.</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Report</b></p>	<p><b>Caring for Living Things</b></p> <p>Plants and animals have certain needs in order to grow and stay healthy.</p> <p>Curricular focus: Science, PHSE</p> <p><b>Genre: Report</b></p>
<p><b>Families around the World</b></p> <p>The lives of children are influenced by where their families live</p> <p>Curricular Focus: Social Studies, PSE</p> <p><b>Genre: Report</b></p>	<p><b>Buildings and Structures</b></p> <p>People around the world build different structures to meet their different needs</p> <p>Curricular Focus: Social Science, Science</p> <p><b>Genre: Explanation</b></p>	<p><b>Music is Everywhere</b></p> <p>Music is a form of expression used throughout the world</p> <p>Curricular Focus: Music, Social Science</p> <p><b>Genre: Narrative</b></p>	<p><b>Growing Plants</b></p> <p>Plants are living things which require certain conditions to grow</p> <p>Curricular focus: Science</p> <p><b>Genre: Scientific Report</b></p>	<p><b>Taking a Trip</b></p> <p>Organising a trip requires planning and working together</p> <p>Curricular focus: PHSE, Social Science</p> <p><b>Genre: Exposition Argument</b></p>	<p><b>Water, Water, Everywhere.</b></p> <p>Clean water is essential for healthy living and should be available for everyone to use.</p> <p>Curricular focus : Science, Social Science</p> <p><b>Genre: Explanation</b></p>
<p><b>Friendship</b></p> <p>Positive friendships are made when each person respects the feelings and ideas of others</p> <p>Curricular focus: PHSE</p> <p><b>Genre: Recount</b></p>	<p><b>Transportation</b></p> <p>The way people get from one place to another varies with the environment and changes over time.</p> <p>Curricular Focus: Social Studies <b>Genre: Report</b></p>	<p><b>Dance</b></p> <p>Dance is an art form used to express our emotions, beliefs and values</p> <p>Curricular focus: PE, Music</p> <p><b>Genre: Explanation</b></p>	<p><b>Materials</b></p> <p>The materials used to make specific products are chosen based on their properties.</p> <p>Curricular focus: Science</p> <p><b>Genre: Scientific Report</b></p>	<p><b>From Farm to Table</b></p> <p>The food products of all societies go through several stages from their origin to their consumption</p> <p>Curricular Focus: Social Studies <b>Genre: Explanation</b></p>	<p><b>Life Cycles</b></p> <p>All life cycles are connected and have an affect on the planet.</p> <p>Curricular Focus: Science <b>Genre: Scientific Report</b></p>

# Hiroshima International School

## Language Policy and Programme

<i>Who We Are</i>	<i>Where We Are in Place And Time</i>	<i>How We Express Ourselves</i>	<i>How The World Works</i>	<i>How We Organise Ourselves</i>	<i>Sharing The Planet</i>
<p><b>Host Country, My Country</b></p> <p>Being part of a diverse community enables us to appreciate and understand the cultures of other countries</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Report</b></p>	<p><b>Exploration</b></p> <p>Throughout history people have explored new territories with wide ranging effects on themselves and on the indigenous populations</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Explanation</b></p>	<p><b>Traditional Stories</b></p> <p>Traditional stories reflect the history, values and beliefs of a culture.</p> <p>Curricular Focus: Language</p> <p><b>Genre: Narrative</b></p>	<p><b>It's Electrifying</b></p> <p>Electricity can be generated and used in many ways to perform a variety of tasks</p> <p>Curricular Focus: Science</p> <p><b>Genre: Scientific Reports/Procedural</b></p>	<p><b>Inventions and Inventors</b></p> <p>Some inventions have had a major impact on the world, changing the way people live</p> <p>Curricular Focus: Science, Social Studies</p> <p><b>Genre: Explanation</b></p>	<p><b>Our Rain Forests</b></p> <p>Rainforests are complex ecosystems which are affected by choices of consumers near and far.</p> <p>Curricular Focus: Science, Social Science</p> <p><b>Genre: Exposition-Persuasive</b></p>
<p><b>Here's to Your Health</b></p> <p>Maintaining a balanced life style is a major factor in keeping a healthy body</p> <p>Curricular Focus: PE, PHSE, Science</p> <p><b>Genre: Report</b></p>	<p><b>Ancient Civilisations</b></p> <p>Many ancient civilisations have had an effect on the way we live today</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Narrative -diary</b></p>	<p><b>Drama</b></p> <p>Drama is a means through which people can express thoughts, feelings and ideas to an audience</p> <p>Curricular focus: Drama</p> <p><b>Genre: Recount</b></p>	<p><b>The Final Frontier</b></p> <p>The Earth is a small part of a bigger picture</p> <p>Curricular Focus: Science, Social Studies</p> <p><b>Genre: Explanation</b></p>	<p><b>Signs and Symbols</b></p> <p>Society uses signs and symbols to communicate and keep order</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Procedural</b></p>	<p><b>Gone but not Forgotten</b></p> <p>We share the planet with many animals and our actions can affect their survival.</p> <p>Curricular Focus: Science, Social Studies</p> <p><b>Genre: Exposition-Persuasive</b></p>
<p><b>Learning</b></p> <p>Learning is a fundamental characteristic of humans that connects them to the world</p> <p>Curricular Focus: PHSE, Science</p> <p><b>Genre: Explanation</b></p>	<p><b>A Place for Everyone</b></p> <p>Humans have adapted their lifestyles to a variety of climatic and geographic conditions</p> <p>Curricular Focus: Social Studies, Science</p> <p><b>Genre: Report</b></p>	<p><b>The Persuaders</b></p> <p>Advertisements are created in order to persuade us to buy certain products and services</p> <p>Curricular Focus: Language, The Arts, Social Studies</p> <p><b>Genre: Exposition - Persuasive</b></p>	<p><b>Light and Sound</b></p> <p>The behaviour of light and sound can be observed, measured and predicted</p> <p>Curricular Focus: Science</p> <p><b>Genre: Scientific report</b></p>	<p><b>World Religions</b></p> <p>Systems of belief affect communities and individual lives</p> <p>Curricular focus: Social Studies, PHSE</p> <p><b>Genre: Exposition-Balanced argument</b></p>	<p><b>Earth Suffers</b></p> <p><b>Grade 4 only Grade 5 – PYP Exhibition</b></p> <p>A Consequence of modern society is pollution</p> <p>Curricular Focus: Science, Social Studies</p> <p><b>Genre: Report</b></p>

# Hiroshima International School

## Language Policy and Programme

<i>Who We Are</i>	<i>Where We Are in Place And Time</i>	<i>How We Express Ourselves</i>	<i>How The World Works</i>	<i>How We Organise Ourselves</i>	<i>Sharing The Planet</i>
<p style="text-align: center;"><b>Rights of a Child</b></p> <p>All children have basic needs which society can provide.</p> <p>Curricular Focus: Social Studies, PHSE</p> <p><b>Genre: Exposition Argument</b></p>	<p style="text-align: center;"><b>People in History</b></p> <p>During the 20th century many individuals have been influential on the views, opinions, actions and responsibilities of people in the world</p> <p>Curricular Focus: Social Studies</p> <p><b>Genre: Narrative-Biography</b></p>	<p style="text-align: center;"><b>Visual Arts</b></p> <p>Artists choose different styles and media to express their ideas</p> <p>Curricular focus: Art</p> <p><b>Genre: Narrative-poetry</b></p>	<p style="text-align: center;"><b>Forces</b></p> <p>We are surrounded by many invisible forces, which affect us in different ways.</p> <p>Curricular focus: Science</p> <p><b>Genre: Report</b></p>	<p style="text-align: center;"><b>Living with Natural Disasters</b></p> <p>Society must organise itself to prepare for and respond to natural disasters.</p> <p>Curricular Focus: Geography, Social Science</p> <p><b>Genre: Explanation</b></p>	<p style="text-align: center;"><b>Earth Suffers</b></p> <p><b>Grade 4 only Grade 5 – PYP Exhibition</b></p> <p>Human activity can affect the environment</p> <p>Curricular Focus: Science, Social Studies</p> <p><b>Genre: Exposition</b></p>

# Hiroshima International School

## Language Policy and Programme

### *What does language learning look like at Hiroshima International School?*

<b>Year Group: EC 3-4</b>	
<p><b>Reading:</b> Reading readiness is focused on, including encouraging the curiosity of reading. Letter recognition activities.</p> <p>Reading is a focus daily with a teacher/leader. Letter recognition occurs once/twice a week.</p>	<p><b>Organisation:</b> Whole group reading (big books, children’s books). Retelling stories using puppets. Listening centre activities.</p>
	<p><b>Resources:</b> Quality Children’s story books, letter cards, big books, story tapes, felt boards, letter puzzles.</p>
<p><b>Assessment:</b> Observation and anecdotal records of reading readiness.</p>	
<p><b>Writing:</b> Fine motor activities for readiness. Tracing and copying letters. Sounding out letters and writing where needed. Children rehearse their names, frequently used words. Writing occurs during role play.</p>	<p><b>Organisation:</b> Small group. Whole group. Individual where needed.</p>
	<p><b>Resources:</b> Jolly Phonics for ideas and letter books, wall displays. Letter shapes.</p>
<p><b>Handwriting:</b> Introduction of Nelson script through teacher use.</p>	
<p><b>Assessment:</b> Observation, portfolio examples, yearly reports where appropriate.</p>	
<p><b>Listening and Speaking:</b> Occurs everyday in discussion – about self or unit or class activities. Children use speaking with their friends, following directions/tasks, Listening to music/stories, Teacher-student conversations, Story retelling.</p> <p>We aim to create a comfortable situation where English can be modeled and copied. Mother Tongue is used when meaning is lost.</p>	<p><b>Organisation:</b> Small groups, whole group, 1-1 discussion with adults.</p>
	<p><b>Resources:</b> Books, tapes, CDs, puppets</p>
<p><b>Assessment:</b> Observation, anecdotal records</p>	
<p><b>Visual Media:</b> Posters, charts, signs, interactive displays. Mainly teacher generated, although student art work and signage is displayed in an authentic way.</p>	<p><b>Organisation:</b> As needed, small group, individual, whole group.</p>
	<p><b>Resources:</b> posters, photos, signs, flashcards, display boards.</p>
<p><b>Assessment:</b> Observation, anecdotal records</p>	

# Hiroshima International School

## Language Policy and Programme

<b>Year Group: Pre1 – Grade 1</b>	
<p><b>Reading:</b></p> <p><b>Strategies focused on include:</b> Word identification (initial letter, end consonant, phonemes, small words within, blends), grapho-phonics, reading for sense, read on, re-read. Book identification strategies, author’s meaning, and comprehension questions.</p> <p>Reading is a focus daily through own choice and teacher choice for homework. Guided reading occurs weekly, or during rotational activities when run through the week.</p>	<p><b>Organisation:</b> Guided reading in small ability groups. DEAR/SSR twice daily, homework reading, own choice. Listening post activities, game activities. (DEAR – Drop Everything and Read)</p> <p><b>Resources:</b> Guided reading: Story box, Sunshine, Scholastic leveled readers. Class library for DEAR.</p> <p>Home reading: Instructional reading texts following Reading Recovery levels.</p>
<p><b>Assessment:</b> Running records, anecdotal records, Observation in group/individual work. Benchmark evaluation twice yearly.</p>	
<p><b>Writing:</b> Genre writing is linked to units where authentic – report, narrative, lists, labeled diagrams, letters, opinion writing, recount, scientific report. Diary/journal writing. Fiction is usually stand alone.</p> <p>Phonics and sight words introduced in Term 1 through Small group sessions. Children listen for major sounds within words. Spelling introduced through Look, Say, Cover, Write and Check method in second part of term 2. Rehearsal through worksheets and identification of sounds in stories.</p>	<p><b>Organisation:</b> Teacher focus groups like ability. Whole group unit of inquiry writing is mixed ability. Teacher demonstration followed by independent writing or scribing. Independent writing for journal. Spelling groups (like ability) with differing words.</p> <p><b>Resources:</b> Dolch words, Frequently used word lists, Jolly Phonics Program, Alphabet cards. White boards. Letterland Books and tapes. “<u>Developing Literacy – Word Level</u>”. Year 1. &amp; “<u>Developing Literacy – text level</u>” Year 1. Both by Barker and Moorcroft. “<u>Scholastic word families</u>”</p>
<p><b>Assessment:</b> First steps writing continuum indicators used as guideline -once a term upgraded. Rubric within unit.</p>	
<p><b>Handwriting:</b> Printing term 1 &amp; 2. Moving to cursive end of Term 3. Nelson handwriting scheme used. Weekly practice.</p>	
<p><b>Listening and Speaking:</b> Occurs during Discussion within class re unit work. News, Buzz groups or Talk Partners. Sharing events or information in a structured way . At unit culmination or stand alone presentation, drama activities.</p>	<p><b>Organisation:</b> Daily group discussion. Focused presentations. Focused questioning.</p> <p><b>Resources:</b> Reading activities including sharing, listening posts, books &amp; tapes, word building games.</p>
<p><b>Assessment:</b> Included in unit rubric – presentation/survey. First Steps Oral Continuum used as guide.</p>	

# Hiroshima International School

## Language Policy and Programme

<p><b>Visual Media:</b> Used within unit work – photos, books, DVDs, interactive websites, posters, signage. Focus on detailed observation to find detail. Children use visual media to find information. Children use visual organizers in their work – concept maps, T and Y charts. Story Maps. Signage in room.</p>	<p><b>Organisation:</b> During whole group investigation. Individual or paired investigation. Small groups to library to investigate.</p>
	<p><b>Resources:</b> From library, themed photo packs, teacher made photo CDs, outside poster and flyer material. Brochures. Internet websites.</p>
<p><b>Assessment:</b> May be included as part of unit work and assessed through end of unit rubric.</p>	

<p><b>Year Group: Grade 2/3</b></p>	
<p><b>Reading:</b></p> <p>Strategies include: word building, de-coding, expression, comprehension.</p> <p>Reading as a focus: guided reading 3-4 times a week. Daily own choice. 15-20 min homework reading. Reading buddies.</p>	<p><b>Organisation:</b> Guided reading sessions, homework reading, reading buddies, own reading, shared reading.</p>
	<p><b>Resources:</b> Rigby leveled readers, class set chapter books, Sunshine, Reading comprehension books. Books relating to unit.</p>
<p><b>Assessment:</b> Running records, anecdotal records, reading continuum</p>	
<p><b>Writing:</b> Genres linked to units of inquiry: procedural/scientific experiment/, reports, play scripts, narrative story writing, persuasive. Weekly journal writing. <u>Spelling</u>: weekly tests, mini lessons on strategies, <i>Look, Say, Cover, Write, Check</i>, Sentence writing. Personal dictionary. <u>Grammar</u> is taught as needed individually, weekly whole group, small group relating to common errors.</p>	<p><b>Organisation:</b> Small group, whole group, ability groups, mixed pairs.</p>
	<p><b>Resources:</b> Homework practice using LSCWC, topic words, words from guided reading sessions, individual lists. Internet</p>
<p><u>Handwriting:</u> Nelson handwriting followed, cursive and printing as required – teacher focus is ability grouped, focus on joined cursive by Term 2.</p>	
<p><b>Assessment:</b> Rubrics created by teachers and students. Use continuum of skills.</p>	
<p><b>Listening and Speaking:</b> Occurs through: Sharing written work, partner /group discussions, and presentation of work.</p> <p>Strategies are modeled to students, peer support and appraisal is used.</p>	<p><b>Organisation:</b> everyday instructions, learning centres, shared reading, discussions, circle time, group work, drama, unit assessment.</p>
	<p><b>Resources:</b> Teacher made/ devised. Video and audio equipment.</p>

# Hiroshima International School

## Language Policy and Programme

<b>Assessment:</b> Video /audio recording, rubric and checklist used.	
<b>Visual Media:</b> Used for unit work and daily understanding. Front loading or research.  Children are involved in displaying their work. A visual record of activities is covered through posters, pamphlets, question boards, and self made books.	<b>Organisation:</b> Individual, group or small group.  <b>Resources:</b> Posters, displays, videos, pictures.
<b>Assessment:</b> Children's use of visual media assessed through rubric within unit.	

<b>Year Group: Grade 4/5</b>	
<b>Reading:</b> Strategies include: fluency, decoding, intonation and expression, comprehension and vocabulary.  Reading as a focus: Weekly guided reading using teacher and student models. Daily own choice. Homework reading with comprehension. Reading buddies.	<b>Organisation:</b> Guided reading once a week, homework reading, reading buddies, own daily reading, shared reading. ESL students guided for own choice. Reading within units of inquiry.  <b>Resources:</b> Class sets of chapter books, Sunshine readers for ESL, Library chapter books, Audio tape books. Books relating to unit.
<b>Assessment:</b> Running records, anecdotal records, and self assessments.	
<b>Writing:</b> Genres linked to units of inquiry: persuasive (debates, arguments), report (newspaper, scientific), essay writing, biographies, poetry, letters. Stand alone narrative story writing and play-scripts. <b>Spelling:</b> weekly tests with words derived from unit topic, mini lessons on strategies and patterns as needed, <i>Look, Say, Cover, Write, Check for ESL students</i> . <b>Grammar</b> is taught as needed individually, weekly whole group, small group relating to common errors and parts of sentence.	<b>Organisation:</b> mixed ability and like ability groups twice per week each. Talk partners – mixed ability. Peer/own editing.  <b>Resources:</b> <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a> , individual lists. Teacher resources internet sites. Nelson non-fiction/fiction comprehension booklets. Editing puzzles. Teacher created resources.  <b>Organisation:</b> everyday instructions, learning centres, shared reading, discussions, circle time, group work, drama, unit assessment.
<b>Handwriting:</b> Lessons occur twice a week at own level and pace. Small group of students work on using Nelson cursive. Focus on joined cursive.	
<b>Assessment:</b> Rubrics and ladder criteria at end of each unit of inquiry. Records of draft work kept on file. Student self assessment.	

# Hiroshima International School

## Language Policy and Programme

<p><b>Listening and Speaking:</b> Occurs through: Class/peer discussions, presentations, questioning, drama activities, leading assemblies, one minute talk challenges. Reflection and circle time. Listening comprehension focused on once a fortnight.</p> <p><b>Strategies</b> are discussed and modeled to students during reading and circle times. Criteria established and discussed.</p>	<p><b>Resources:</b> Heinemann Hits and tapes. "Speaking and Listening in the Classroom". Teacher made/ devised. Video and audio equipment</p> <p><b>Assessment:</b> Video /audio recording, rubric and checklist used. Peer assessments. Performance based assessment.</p>
<p><b>Visual Media:</b> Used for unit work – Presentation or research. Video used for recording progress and assessment activities. Interactive Powerpoint presentations. Visual material used for reading and comprehension. Teacher focus lessons on use of camera and editing. Children are involved in displaying their work. Newspapers and comics, DVDs. Internet use.</p>	<p><b>Organisation:</b> Individual, group or small group.</p> <p><b>Resources:</b> Displays, videos, pictures. Video camera, IMAC computer, DVD player and TV</p>
<p><b>Assessment:</b> Peer/ class/teacher assessment. Ladder of success criteria. Criteria for slideshow and presentations.</p>	