



Oman Private School

Language Policy

Last Revised: December 26, 2019

The Language Policy provides an overview of language learning at Oman Private School (OPS) and is used to ensure that the practices of the school are in line with the standards of the International Baccalaureate (IB) programs OPS are a candidate school for. Furthermore, it outlines the school's linguistic programs and goals.

OPS provides a multilingual environment in which the primary language of instruction is English, but multilingualism and the development of critical literacy are considered important factors in fostering international mindedness through the promotion of cultural identity, intercultural awareness, and global citizenship.

The school strongly believes that all subjects and all teachers contribute to the development of our students' language skills, with the full understanding that the responsibility to nurture learning extends to parents and even the community. Therefore, OPS endeavours to ensure that all teachers, whether teaching a language subject or not, work to develop inquiring and enthusiastic readers, writers, speakers, and listeners. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate.

Purpose of the Policy

In compliance with the following IB *Programme standards and practices* (2014):

Standard A:

7. The school places importance on language learning, including mother tongue, host country language and other languages;¹

Standard B1:

5a. The school has developed and implements a language policy that is consistent with IB expectations;²

Standard B2:

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s);³

Standard C1:

8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students;⁴

¹ International Baccalaureate, *Programme standards and practices*, January 2014, pg. 15

² *Ibid.*, pg. 16

³ *Ibid.*, pg. 17

⁴ *Ibid.*, pg. 18

Standard C3:

7. Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue;

8. Teaching and learning demonstrates that all teachers are responsible for language development of students;⁵

and in accordance with OPS values of best teaching and learning practices, the school has implemented a school-wide Language Policy with the aim to:

- Clarify the parameters of our Language Policy with transparency to the entire school community including Primary and Middle Years, and any future secondary program teachers, students, and their families.
- Ensure that in addition to supporting the host-nation language and the mother tongue, students at OPS are given every opportunity to learn and advance in other languages to promote multilingualism.
- Define language assessment procedures for students enrolling in the school as well as the placement defining process for students entering a language acquisition program.
- Outline support initiatives for students who are not proficient in the subject-specific language of instruction.

School Language Profile

The primary language of instruction at OPS is English with Arabic being the mother tongue (and host-nation language) of most of the students enrolled. Both English and Arabic are required subjects from Kindergarten to Grade 10, with the following number of minutes stipulated per week by the Sultanate of Oman Ministry of Education for bilingual international schools:⁶

Grade	Arabic	English
KG1	NA	NA
KG2	NA	NA
1	440	270
2	440	270
3	330	270
4	270	270
5	270	270

Grade	Arabic	English
6	270	270
7	240	270
8	240	270
9	240	270
10	240	270

There are a relatively small number of students who either:

- A. are not fluent in the language of the host-nation and English is their first language; or
- B. are not fluent in the language of the host-nation and English is their second language

For students who neither Arabic nor English is their first language and the school does not offer an acquisition/literature subject in that language, OPS supports the mother tongue

⁵ International Baccalaureate, *Programme standards and practices*, January 2014, pg. 19

⁶ Sultanate of Oman Ministry of Education, *Scheduling Requirements for Educational Programs in Private Schools*, pg. 18

language by encouraging families, guardians, and respective communities to strengthen the specific skills needed to develop and maintain the language. OPS may also facilitate certain assignments, presentations, or projects that will allow students to showcase knowledge of their mother tongue language when possible.

Language Learning and Placement in the PYP

The process of teaching through inquiry-based practices relies on the development of language skills. As such, OPS teachers understand that all teachers are language teachers. A central goal in implementing the Program of Inquiry and transdisciplinary units is to support the unit through various activities to promote language learning and communication through reading, writing, speaking, listening and media literacy.

All students are exposed to English in addition to their mother tongue of Arabic from the age of 3 (in Kindergarten 1), which follows the IB standard that this must happen by at least the age of 7.⁷ Learners have an opportunity to inquire into the host country’s culture during the grade 2 unit of inquiry *Where we are in place and time* as well as through many cultural activities and events each November when the school participates in Oman National Day festivities.

Language placement in the PYP is determined by phase proficiency and not by age or grade, and phases are defined as the following (see *Appendix A* for general phase acquisition indicators):

PYP Phases	
Emergent communicator	
Phase 1	Phase 2
Capable communicator	
Phase 3	Phase 4
Proficient communicator	
Phase 5	

Students are enrolled and placed in their respective classes under the jurisdiction of the Sultanate of Oman Ministry of Education according to the age of the student and documented evidence of the last grade level completed. Within the classroom setting, the class teachers will assess new students in reading, writing, speaking and listening and determine which phase level best supports their learning. Two subsequent phases appropriate for the grade level may be accommodated in a single class environment with differentiation taking place between the respective phases. For students who are deemed to be performing within a phase outside of the two phases designated for their grade level see the *Language Support* section of this policy.

⁷ International Baccalaureate, *Guide to school authorization: Primary Years Programme*, October 2010, pg. 10

Language Acquisition and Placement in the MYP

As English is the second language for the majority of the students at OPS, students are required to study English as part of the Language Acquisition subject group. Language placement is not determined by age or grade level but by the student's ability to comprehend the language as defined by phases (see *Appendix B* for general phase acquisition indicators):

MYP Phases	
Emergent communicator	
Phase 1	Phase 2

Capable communicator	
Phase 3	Phase 4

Proficient communicator	
Phase 5	Phase 6

Students new to a language are typically placed in phase 1, and students who have successfully completed phase 4 may either continue to phases 5 and 6 to refine their skills for the Language and Literature subject group in the same language, or move on to study another language. A Language Acquisition subject group, however, is required for all years of the MYP.

Existing students at OPS transitioning from the PYP to the MYP will be evaluated for phase placement based on their PYP progress results and feedback from class/language teachers as required. Students new to OPS are required to take a phase-based language assessment according to progress results from their previous school and/or feedback from their guardians. Phases and placement decisions will be discussed with all stakeholders to determine the best phase assignment for the student's successful integration at OPS.

Language Assessment and Transition

Assessment is integral to teaching and learning at OPS. Using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding, and attitudes towards language. Teachers use pre-assessment to determine what students already know, can do, and understand. Formative assessments are used to check in and to give constructive feedback or praise on learning. Summative assessments are used to gather evidence about student's learning at the end of a unit. Various forms of both formative and summative assessment may be used. Along with teacher assessments, students are often asked to peer or self-assess as well.

At the PYP level, students are regularly assessed using the expectations from the school's language scope and sequence. Achievement of different learning outcomes will be recorded and passed on throughout their schooling at OPS to facilitate each student's learning. At the beginning of tasks, criteria are shared or created by the students so that learning goals are clear. For the PYP phase-specific language learning outcomes, see *Appendix C*.

In the MYP, units are designed with a significant concept, a global context and a unit question in mind. Assessment tasks are linked to these big ideas and allow students to show a developing understanding of the global context. Summative assessments are an opportunity for students to discuss the unit question using what they have learned.

MYP language assessments are in line with the requirements of the IB programs and comprehensively outlined in the OPS Assessment Policy. In the MYP, phase-specific objectives are used based on each phase outlined by the IB from students newly acquiring a language to those at mother tongue level. Language acquisition summative assessment tasks will be graded against the following objectives:

- A Comprehending spoken and visual text
- B Comprehending written and visual text
- C Communication in response to spoken and/or visual text
- D Using language in spoke and/or written form

For the phase-specific language acquisition objectives, see *Appendix D*. Students who successfully complete a phase will be permitted to continue to the next phase of study.

Students may be referred for further assessment within the school to enable teachers to gain as much information as possible about a student’s strengths, interests, areas in need of development, and to monitor their progress. In some circumstances, Individual Learning Plans (ILPs) are developed for individual students depending on their individual learning needs. At the MYP level, this may include modified assessment criteria for the student. Any such cases will be discussed with the student, parents/guardians, respective IB program coordinator and any other stakeholder as required.

Language Support

For students with no prior exposure to English or Arabic, or who may be struggling to grasp the level of language being taught at their respective grade level, the school provides remedial English and Arabic language classes to ensure there is continuity in learning. The number of classes and scheduling will be determined based on the level of the student and how much work will be required to enable the student to function conversationally and socially, while progressing academically for their grade level.

For students in the PYP, class teachers are best suited for this role as they are intrinsically familiar with the needs of their respective students and are able to provide direct assistance to targeted areas of language learning, helping to make connections between language learning and the current unit of inquiry. This method directly supports what is happening in the mainstream classes, is non-graded, and provides a platform for learners to gain confidence in a comfortable setting that will allow them to thrive and integrate smoothly with their peers. As outlined by *Learning in a language other than mother tongue in IB programmes (2008)*,⁸ language remedial support as well as grade level teachers scaffold acquisition of vocabulary and concepts central to learning by using:

⁸ International Baccalaureate, *Learning in a language other than mother tongue in IB programmes*, April 2008, pg. 7

- The mother tongue when necessary
- Visual aids
- Graphic organizers
- Demonstrations
- Dramatization
- Small, structured collaborative groups
- Collaborative learning experiences and consistent assessment of prior knowledge
- Differentiating resources and modified expectations of tasks given

Remedial program entrance and exit practices include:

- Observation during support sessions
- Communication between classroom teachers and remedial language teaching staff
- Conversations with student and parents
- Formative and summative assessments
- Reporting

Exit from the remedial program requires the student to be within the acceptable phase levels of the class, which can consist of two successive phases. A non-graded summative assessment will be used to evaluate the student's comprehension skills for the respective phase acquired.

Using Resources to Enhance Language Learning:

Our language teachers, with the support of the department heads, are responsible for sourcing a range of texts to enable our students to explore different areas of literature, such as stories and persuasive writings in the languages taught at OPS.

Students are also given access to a variety of dictionaries in the classrooms and the library to assist them, including picture dictionaries and mother tongue dictionaries. The heads of our language departments work with our librarian in ordering books in the languages taught at the school. These books are used as classroom and library resources.

ICT is used as language learning tool. Students are encouraged to bring tablets/laptops in order to access programs to support their language learning such as:

- <http://translate.google.com>
- <https://www.almaany.com/en/dict/ar-en/>
- <http://baheth.info/index.jsp>

School outings such as field trips and sports tournaments with other schools are also used as opportunities where students have an opportunity to use the host country language in context and gain an insight into the culture of the host country.

Collaborative Planning to Support Language Learning

Since students learn about language and through language, OPS understands that all teachers are responsible for the language development of students in the school. As a result, collaborative planning and reflection is built into the regular schedule of staff as well as it

being the focus of staff meetings during the course of an academic year. In this way, the school is able to develop links between different subject areas and departments across the school.

At the primary school level, all teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during grade level meetings, grade meetings, meetings with the PYP coordinator and with remedial learning support staff.

At the middle school level, timetabled curriculum planning time (CPT) allows teachers to meet together as a teaching faculty. This may be done as full staff meetings or divided into smaller meetings where teachers meet in department groups, language groups, or interdisciplinary groups. During these meetings, teachers plan what will be taught, reflect on best practices and consider the needs of individual students. They also discuss articulation, transitions, and progression between the IB programs and ensure that delivery of the programs is consistent and current with developments in the IB. External mother tongue tutors are encouraged to collaborate with their students' subject teachers in order to develop strategies to help students to better access the curriculum.

Stakeholder Roles in Language Acquisition

Students' Role

Students are responsible for:

- Reading and understanding the Language Policy.
- Having a clear understanding of the objectives for each unit of study.
- Completing assigned tasks aimed at learning the language while ensuring any work submitted is their own.

IB Coordinators' Role

IB program coordinators are responsible for:

- Ensuring the Language Policy aligns with IB expectations of standards and practices.
- Holding regular meetings with teachers to ensure all have a clear understanding of the Language Policy and IB expectations of standards and practices.
- Ensuring students, teachers, legal guardians, and all stakeholders understand the OPS Language Policy.
- Working with language instructors and other academic staff to ensure subject planning, teaching, and assessing are in accordance with IB standards and practices, and that subject-specific objectives are met.
- Working with the Head of School and administrative staff in assessing enrolling students and discussing placement with all stakeholders.
- Regularly reviewing the Language Policy and updating when needed.

Head of School's Role

The Head of School is responsible for:

- Establishing and making available the Language Policy.
- Ensuring teachers obtain any required training needed to uphold and guarantee best practices of language acquisition are taking place in the school.

- Ensuring students and teachers understand the Language Policy.
- Sharing the aims of the Language Policy with all stakeholders, especially when meeting with prospective students.

Librarian's Role

The librarian is responsible for:

- Working with teachers, program coordinators, and the Head of School to ensure adequate language resources are available for assigned units and independent study.
- Helping students identify language and phase-appropriate resources when required.

Teachers' Role

All teachers are responsible for:

- Ensuring unit specific objectives are outlined and made available to students as well as parents/guardians at the commencement of a new unit.
- Regularly formatively assessing students to ensure proper learning is taking place.
- Alerting and making recommendations to the IB program coordinators and Head of School concerning students who may require additional language support.

Monitoring and Evaluating this Policy

This policy will be formally reviewed yearly by the governing body and pedagogy leadership team and will be revised as needed to adapt to changing best practices and the needs of our learning community.

Appendix A

The following table outlines the general indicators required for the completion of each phase according to the PYP Language Scope and Sequence:⁹

Emergent communicator	Phase 1	<p>Overall Expectations:</p> <p>Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire. Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways. Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning. Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.</p>
		<p>Conceptual Understandings:</p> <p>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language. Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books. Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand.</p>
	Phase 2	<p>Overall Expectations:</p> <p>Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses. Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes. Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning. Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.</p>
		<p>Conceptual Understandings:</p> <p>The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to. People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>

⁹ International Baccalaureate, *PYP Language scope and sequence*, February 2009, pgs. 8-22

		<p>Conceptual Understandings:</p> <p>Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>
Capable communicator	Phase 3	<p>Overall Expectations:</p> <p>Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language. Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information. Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning. Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p>
		<p>Conceptual Understandings:</p> <p>Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules. Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information. Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning. We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>
	Phase 4	<p>Overall Expectations:</p> <p>Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension. Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story. Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading. Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.</p> <p>Conceptual Understandings:</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other. Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves</p>

		<p>making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet. Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference materials to conduct research. Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>
Proficient communicator	Phase 5	<p>Overall Expectations:</p> <p>Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning. Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position. Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world. Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others. Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>
		<p>Conceptual Understandings:</p> <p>Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>

Appendix B

The following table outlines the general indicators required for the completion of each phase in the MYP Language Acquisition subject group:¹⁰

Emergent communicator	Phase 1	Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.
	Phase 2	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.
Capable communicator	Phase 3	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.
	Phase 4	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.
Proficient communicator	Phase 5	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.
	Phase 6	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

¹⁰ International Baccalaureate, *MYP Language acquisition guide*, May 2014, pg. 25

Appendix C

PYP phase-specific language learning outcomes to indicate enduring understanding:¹¹

Oral Language: Listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:
<ul style="list-style-type: none"> • use gestures, actions, body language and/or words to communicate needs and to express ideas • listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings • tell their own stories using words, gestures, and objects/artifacts • repeat/echo single words • use single words and two-word phrases in context • join in with poems, rhymes, songs and repeated phrases in shared books • understand simple questions and respond with actions or words • follow classroom directions and 	<ul style="list-style-type: none"> • listen and respond in small or large groups for increasing periods of time • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • memorize and join in with poems, rhymes and songs • follow classroom instructions, showing understanding • describe personal experiences • obtain simple information from accessible spoken texts • distinguish beginning, medial and ending sounds of words with increasing accuracy • follow two-step directions • predict likely outcomes when listening to texts read aloud • use language to address their needs, express feelings and opinions • ask questions to gain information and respond to inquiries 	<ul style="list-style-type: none"> • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • pick out main events and relevant points in oral texts • follow multi-step directions • retell familiar stories in sequence • anticipate and predict when listening to text read aloud • use language for a variety of personal purposes, for example, invitations • express thoughts, ideas and opinions and discuss them, respecting contributions from others • participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems 	<ul style="list-style-type: none"> • listen appreciatively and responsively, presenting their own point of view and respecting the views of others • listen for a specific purpose in a variety of situations • identify and expand on main ideas in familiar oral texts • listen reflectively to stories read aloud in order to identify story structures and ideas • understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • argue persuasively and defend a point of view • explain and discuss their own writing with peers and adults • begin to paraphrase and summarize • organize thoughts and feelings before speaking • use a range of specific vocabulary in different situations, indicating an 	<ul style="list-style-type: none"> • participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • generate, develop and modify ideas and opinions through discussion • listen and respond appropriately to instructions, questions and explanations • infer meanings, draw conclusions and make judgments about oral presentations • use an increasing vocabulary and more complex sentence structures with a high level of specificity • argue persuasively and justify a point of view • show open-minded attitudes when listening to other points of view • paraphrase and summarize when communicating orally • understand and use figurative language such as simile, personification and metaphor

¹¹ International Baccalaureate, *PYP Language scope and sequence*, February 2009, pgs. 8-22

<p>routines, using context cues</p> <ul style="list-style-type: none"> • realize that people speak different languages • use the mother tongue (with translation, if necessary) to express needs and explain ideas • realize that word order can change from one language to another • use own grammar style as part of the process of developing grammatical awareness. 	<p>directed to themselves or to the class</p> <ul style="list-style-type: none"> • use oral language to communicate during classroom activities, conversations and imaginative play • talk about the stories, writing, pictures and models they have created • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage). 	<ul style="list-style-type: none"> • use language to explain, inquire and compare • recognize patterns in language(s) of instruction and use increasingly accurate grammar • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages. 	<p>awareness that language is influenced by purpose, audience and context</p> <ul style="list-style-type: none"> • realize that grammatical structures can be irregular and begin to use them appropriately and consistently • use oral language appropriately, confidently and with increasing accuracy • verbalize their thinking and explain their reasoning • recognize that different forms of grammar are used in different contexts • appreciate that language is not always used literally; understand and use the figurative language of their own culture. 	<ul style="list-style-type: none"> • use oral language to formulate and communicate possibilities and theories • use standard grammatical structures competently in appropriate situations • use register, tone, voice level and intonation to enhance meaning • appreciate that people speak and respond according to personal and cultural perspectives • use speech responsibly to inform, entertain and influence others • reflect on communication to monitor and assess their own learning.
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Visual Language: Viewing and presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:
<ul style="list-style-type: none"> • attend to visual information showing understanding through play, gestures, facial expression • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • observe visual cues that indicate context; show understanding by matching pictures with context • recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences • make personal connections to visual texts, for example, a picture book about children making friends in a new situation • use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions • select and incorporate colours, shapes, symbols and images into visual presentations • show appreciation of illustrations in picture books by 	<ul style="list-style-type: none"> • attend to visual information showing understanding through discussion, role play, illustrations • talk about their own feelings in response to visual messages; show empathy for the way others might feel • relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.” • locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products • show their understanding that visual messages influence our behaviour • connect visual information with their own experiences to construct their own meaning, for example, when taking a trip • use body language in mime and role play to communicate ideas and feelings visually • realize that shapes, symbols and colours have meaning and include them in presentations • use a variety of implements to 	<ul style="list-style-type: none"> • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • discuss personal experiences that connect with visual images • use actions and body language to reinforce and add meaning to oral presentations • select and use suitable shapes, colours, symbols and layout for presentations; practise and develop 	<ul style="list-style-type: none"> • view, respond to and describe visual information, communicating understanding in oral, written and visual form • describe personal reactions to visual messages; reflect on why others may perceive the images differently • understand and explain how visual effects can be used to reflect a particular context • recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards • interpret visual cues in order to analyse and make inferences about the intention of the message • explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response • identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters • design posters and charts, using shapes, colours, symbols, layout and fonts, 	<ul style="list-style-type: none"> • view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel • analyse and interpret the ways in which visual effects are used to establish context • identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols • realize that individuals interpret visual information according to their personal experiences and different perspectives • show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning

<p>selecting and rereading familiar books, focusing on favourite pages</p> <ul style="list-style-type: none"> • locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television • listen to terminology associated with visual texts and understand terms such as colour, shape, size. 	<p>practise and develop handwriting and presentation skills</p> <ul style="list-style-type: none"> • observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed • recognize ICT iconography and follow prompts to access programs or activate devices • through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame • view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story • become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story • observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. 	<p>writing/calligraphy styles</p> <ul style="list-style-type: none"> • realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact 	<p>to achieve particular effects; explain how the desired effect is achieved</p> <ul style="list-style-type: none"> • discuss a newspaper report and tell how the words and pictures work together to convey a particular message • prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition • experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects • observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects • realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. 	<ul style="list-style-type: none"> • apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects • examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit • navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations • use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion • analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism • identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages • reflect on ways in which understanding the intention of a visual message can influence personal responses.
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Written Language: Reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:
<ul style="list-style-type: none"> • enjoy listening to stories • choose and “read” picture books for pleasure • locate and respond to aspects of interest in self selected texts (pointing, examining pictures closely, commenting) • show curiosity and ask questions about pictures or text • listen attentively and respond to stories read aloud • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • make connections to their own experience when listening to or “reading” texts • begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words • recognize their own first name • express opinions about the meaning of a story • show empathy for characters in a story • distinguish between pictures and written text, for example, can point to a picture 	<ul style="list-style-type: none"> • select and reread favourite texts for enjoyment • understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts • participate in shared reading, posing and responding to questions and joining in the refrains • participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes • read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) 	<ul style="list-style-type: none"> • develop personal preferences, selecting books for pleasure and information • read texts at an appropriate level, independently, confidently and with good understanding • recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements • make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • recognize and use the different parts of a book, for example, title page, contents, index • understand sound–symbol relationships and apply reliable phonetic strategies when decoding print 	<ul style="list-style-type: none"> • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • distinguish between fiction and non-fiction and select books appropriate to specific purposes • understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters • recognize the author’s purpose, for example, to inform, entertain, persuade, instruct • understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility 	<ul style="list-style-type: none"> • read a wide range of texts confidently, independently and with understanding • work in cooperative groups to locate and select texts appropriate to purpose and audience • participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author • identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres • appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing • appreciate authors’ use of language and interpret meaning beyond the literal • understand that authors use words and literary devices to evoke mental images • recognize and understand figurative language, for example, similes, metaphors, idioms

<p>when asked</p> <ul style="list-style-type: none"> • indicate printed text where the teacher should start reading • handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end • realize that the organization of on-screen text is different from how text is organized in a book • join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction. 	<ul style="list-style-type: none"> • read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography • make connections between personal experience and storybook characters • understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community • instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols • have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. 	<ul style="list-style-type: none"> • use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another • discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways • discuss their own experiences and relate them to fiction and non-fiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is saying to the reader. 	<ul style="list-style-type: none"> • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • identify relevant, reliable and useful information and decide on appropriate ways to use it • access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • know when and how to use the internet and multimedia resources for research • understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school’s cyber-safety policy. 	<ul style="list-style-type: none"> • make inferences and be able to justify them • identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness • compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact • distinguish between fact and opinion, and reach their own conclusions about what represents valid information • use a range of strategies to solve comprehension problems and deepen their understanding of a text • consistently and confidently use a range of resources to find information and support their inquiries • participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • use the internet responsibly and knowledgeably, appreciating its uses and limitations • locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.
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Written Language: Writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:	Learners should be able to:
<ul style="list-style-type: none"> • experiment with writing using different writing implements and media • choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • differentiate between illustrations and written text • use their own experience as a stimulus when drawing and “writing” • show curiosity and ask questions about written language • participate in shared writing, observing the teacher’s writing and making suggestions • listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction • begin to discriminate between letters/characters, numbers and symbols • show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded • write their own 	<ul style="list-style-type: none"> • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...”, “I went to ...”, “I am going to ...” • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions • write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • create illustrations to match their own written text • demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • connect written codes with the sounds of spoken language and reflect this understanding when recording ideas 	<ul style="list-style-type: none"> • engage confidently with the process of writing • write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading • use graphic organizers to plan writing, for example, Mind Maps®, storyboards • organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • use appropriate writing conventions, for example, word order, as required by the language(s) of instruction • use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words • use increasingly accurate grammatical constructs • write legibly, and in a consistent style • proofread their own writing and make some corrections and improvements 	<ul style="list-style-type: none"> • write independently and with confidence, demonstrating a personal voice as a writer • write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • show awareness of different audiences and adapt writing appropriately • select vocabulary and supporting details to achieve desired effects • organize ideas in a logical sequence • reread, edit and revise to improve their own writing, for example, content, language, organization • respond to the writing of others sensitively • use appropriate punctuation to support meaning • use knowledge of written code patterns to accurately spell high-frequency and familiar words • use a range of strategies to record words/ideas of increasing complexity • realize that writers ask questions of 	<ul style="list-style-type: none"> • write independently and with confidence, showing the development of their own voice and style • write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive • adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • use appropriate paragraphing to organize ideas • use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood • use planning, drafting, editing and reviewing processes independently and with increasing competence • critique the writing of peers sensitively; offer constructive suggestions • vary sentence structure and length • demonstrate an increasing understanding of how grammar works • use standard spelling

<p>name independently.</p>	<ul style="list-style-type: none"> • form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • discriminate between types of code, for example, letters, numbers, symbols, words/characters • write an increasing number of frequently used words or ideas independently • illustrate their own writing and contribute to a class book or collection of published writing. 	<ul style="list-style-type: none"> • use feedback from teachers and other students to improve their writing • use a dictionary, a thesaurus and word banks to extend their use of language • keep a log of ideas to write about • over time, create examples of different types of writing and store them in their own writing folder • participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • with teacher guidance, publish written work, in handwritten form or in digital format. 	<p>themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?”</p> <ul style="list-style-type: none"> • check punctuation, variety of sentence starters, spelling, presentation • use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing • work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors • work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. 	<p>for most words and use appropriate resources to check spelling</p> <ul style="list-style-type: none"> • use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing • choose to publish written work in handwritten form or in digital format independently • use written language as a means of reflecting on their own learning • recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • identify and describe elements of a story—setting, plot, character, theme • locate, organize, synthesize and present written information obtained from a variety of valid sources • use a range of tools and techniques to produce written work that is attractively and effectively presented.
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Appendix D

MYP Phase-specific language acquisition objectives:¹²

Objective A: Comprehending spoken and visual text

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show understanding of messages, main ideas and supporting details in familiar situations	show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
ii.	recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyse conventions	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

¹² International Baccalaureate, *MYP Language acquisition guide*, May 2014, pgs. 11-14

Objective B: Comprehending written and visual text

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
i.	identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show understanding of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details	evaluate and draw conclusions from information, main ideas and supporting details
ii.	recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Objective C: Communicating in response to spoken and/or written and/or visual text

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.

Objective D: Using language in spoken and/or written form

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
i.	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	write or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique
ii.	organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
iii.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.