



# Primary Years Program Language Policy

## Karugamo English School Mission Statement

### ***Mission 1***

様々な人々、考え、文化に触れ、人それぞれの違いを理解し、自分を肯定し、他者への思いやりを持てる真の国際人を育成します。

We are committed to helping our students to have contact with different people, ways of thinking, and cultures; affirm their unique identities, celebrate differences, and become true international citizens.

### ***Mission 2***

四季を通した様々な行事や体験をして、探求心を持ち、自ら考え行動し、生涯にわたり学び続ける子供の育成をします。

By incorporating various events and experiences related to the four seasons, we are dedicated to helping children to develop a strong spirit of inquiry, think and act independently, and become life-long learners.

### ***Mission 3***

早期英語教育で日々の生活を丁寧に積み重ね、地球環境など幅広い視野を持つ子供の育成をします。

Through early childhood English education, we build little by little on children's daily lives and experiences and help them grow into children who are aware of the global environment and have a broad perspective.

## 1. Language Philosophy

Children use language to understand the world around them. Language learning supports all other learning, growth and development. Languages are best learned in a meaningful context. At Karugamo English School, our goal is to create a language rich environment. All teachers are language teachers. We work together to help students learn language through a variety of experiences.

Our goal is to help students become international citizens. English proficiency helps students participate in the global community. At school, students can use English to interact with teachers from different cultures. Students can use their English skills to communicate with people from all over the world.

Language and literacy enrich our lives. We focus on English language learning and literacy. We also value and encourage multilingualism and the development of the mother tongue.

## 2. Language Learning Policies

### 2.1 English Immersion

Children in an early-years setting have a unique ability to learn language. They can learn through play and exploration. Our most important goal is to create an interesting, language rich, immersion environment.

The language of instruction at Karugamo English School is English. English is a powerful communication tool used around the world. Learning English helps develop international mindedness and participation in the global community.

Students in our context learn English best through a full immersion environment. We provide support to each student so they can connect with our curriculum. They can have meaningful experiences in English, even if it is an additional language.

We focus on natural, experience based, English learning as much as possible. We also recognize the role of explicit instruction. We teach basic English vocabulary, common expressions, and literacy skills.

All teachers use English in their interactions with students. We make genuine connections with our students using only English.

## 2.2 Mother Tongue Support and Multilingualism

Most of our students have Japanese as their first language. Some students also use Korean, Chinese, English, or Spanish at home. We recognize the importance of first language development. We support the mother tongue of our students. We also maintain a commitment to a complete English immersion environment at school.

We support bilingualism and multilingualism. Developing linguistic competence in one language transfers to other languages.

Through English, we teach children to be good communicators. They express their emotions, thoughts, and opinions. They use language to explore the world around them. Language helps them regulate their own mental processes.

We also aim to develop a love of reading and interest in the written word.

We encourage students to transfer their English language skills to their mother tongue.

We also provide as much direct support for first language development as possible. In parent teacher conferences, we discuss practices for language development at home. We encourage new students in our school to express themselves in any language or way they are able. These attempts at communication form the basis for their English language development.

Staff speak Japanese to students in times of distress, confusion or in an emergency. We encourage students to ask questions and develop their vocabulary in English. They make direct connections to concepts and also to known words in their first language.

## 3. Language Learning Goals

### 3.1 Essential Agreements

At Karugamo English School, we aim to help children develop skills to use language in many ways.

All students at Karugamo English School will learn to:

- use language to communicate their basic wants and needs.
- get along with friends and use words to make requests of others and mediate conflict.

- use basic greetings and enjoy conversations with friends and teachers.
- express their thoughts and feelings using both linguistic and other modes of communication.
- ask questions to learn more about the world around them.
- experiment and play with the sounds and words of English.
- enjoy using language in creative ways through role-play, storytelling, and free play.
- develop an interest in the written word by enjoying stories.
- share familiar experiences by using language to tell personal stories.
- develop a desire to continue to learn and use English after leaving our school.

### **3.2 PYP Language Strands**

The PYP identifies the following three strands for language learning:

Oral Language – Listening and Speaking

Visual Language – Viewing and Presenting

Written Language – Reading and Writing

Each of the three language strands consists of both receptive and expressive aspects. At Karugamo English School, we aim to encourage growth in all aspects of each of the language strands. We provide students with meaningful English input, output, and interaction.

Below are some examples of learning outcomes we aim to achieve in each year at our school. We select one outcome from each section to focus on during a unit of inquiry. We also recognize that development is non-linear and individual. We tailor language learning experiences to the specific needs of each student.

## Oral Language

<b>Year 1 (Ages 3-4)</b>	<b>Year 2 (Ages 4-5)</b>	<b>Year 3 (Ages 5-6)</b>
<ul style="list-style-type: none"> <li>• use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>• use single words and two word phrases in context</li> <li>• understand simple questions and respond with actions or words</li> <li>• tell their own stories using words, gestures, and objects/artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond in small or large groups for increasing periods of time</li> <li>• describe personal experiences</li> <li>• memorize and join in with poems, rhymes and songs</li> <li>• obtain simple information from accessible spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions to gain information and respond to inquiries directed to themselves or to the class</li> <li>• predict likely outcomes when listening to texts read aloud</li> <li>• talk about the stories, writing, pictures and models they have created</li> <li>• use oral language to communicate during classroom activities, conversations and imaginative play</li> </ul>

## Visual Language

<b>Year 1 (Ages 3-4)</b>	<b>Year 2 (Ages 4-5)</b>	<b>Year 3 (Ages 5-6)</b>
<ul style="list-style-type: none"> <li>• reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</li> <li>• select and incorporate colors, shapes, symbols and images into visual presentations</li> <li>• show appreciation of illustration in picture books by selecting and rereading familiar books, focusing on favorite pages</li> <li>• listen to terminology associated with visual texts and understand terms such as color, shape, size.</li> </ul>	<ul style="list-style-type: none"> <li>• connect visual information with their own experiences to construct their own meaning, for example, when taking a trip</li> <li>• make personal connections to visual texts, for example, a picture book about children making friends in a new situation</li> <li>• use body language in mime and role-play to communicate ideas and feelings visually</li> <li>• observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</li> </ul>	<ul style="list-style-type: none"> <li>• attend to visual information showing understanding through discussion, role play, illustrations</li> <li>• talk about their own feelings in response to visual messages; show empathy for the way others might feel</li> <li>• realize that shapes, symbols and colors have meaning and include them in presentations</li> <li>• relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."</li> </ul>

## Reading

<b>Year 1 (Ages 3-4)</b>	<b>Year 2 (Ages 4-5)</b>	<b>Year 3 (Ages 5-6)</b>
<ul style="list-style-type: none"> <li>• enjoy listening to stories</li> <li>• handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</li> <li>• participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>• make connections to their own experience when listening to or “reading” texts</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between personal experience and storybook characters</li> <li>• show curiosity and ask questions about pictures or text</li> <li>• select and reread favorite texts for enjoyment</li> <li>• understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes</li> <li>• read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, technology iconography</li> <li>• read and understand the meaning of self-selected and teacher-selected texts at an appropriate level</li> <li>• instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols</li> </ul>

## Writing

<b>Year 1 (Ages 3-4)</b>	<b>Year 2 (Ages 4-5)</b>	<b>Year 3 (Ages 5-6)</b>
<ul style="list-style-type: none"> <li>• experiment with writing using different writing implements and media</li> <li>• 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</li> <li>• write their own name independently</li> <li>• show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded</li> </ul>	<ul style="list-style-type: none"> <li>• use their own experience as a stimulus when drawing and “writing”</li> <li>• show curiosity and ask questions about written language</li> <li>• enjoy writing and value their own efforts</li> <li>• participate in shared writing, observing the teacher’s writing and making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community</li> <li>• write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</li> <li>• read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged</li> <li>• write an increasing number of frequently used words or ideas independently</li> </ul>



## **Review Cycle**

- The original version of the Assessment Policy was drafted by Jordan Long on October 12, 2020.
- This document was collaboratively reviewed and revised in April 2022.
- The Assessment Policy will be reviewed and revised annually, at the start of each school year, by a designated assessment committee.

## **Bibliography**

The Language policies of the following schools were referred to and adapted to create this document:

- Kid's Tairiku Yokohama
- Sunnyside International School

The following documents were consulted to make this document:

- Making the PYP Happen
- Primary Years Program Language Scope and Sequence