



KINNAIRD ACADEMY HIGH SCHOOL FOR GIRLS

2-EMPRESS ROAD LAHORE



LANGUAGE POLICY UPDATED 2024

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INTRODUCTION & LANGUAGE PROFILE

LANGUAGE POLICY PURPOSE

This language policy document, developed collaboratively by teachers and pedagogical leaders, aligns with our students' language learning profiles, context, needs, and the curriculum framework.

Intended Audience:

Teachers, students, parents, staff, and the School Admin

Objectives:

1. Outline KA language philosophy guiding teaching and learning.
2. Define language's role in driving inquiry, enabling language acquisition, and language for learning.
3. Recognize and support home languages and additional languages taught.
4. Engage stakeholders (teachers, students, parents) in language development.
5. Provide a pedagogical framework for language skills development through:

PHILOSOPHY

We believe language is the foundation of all learning. Our philosophy emphasizes the development of:

- Language of instruction
- National/host language
- Mother tongue

At Kinnaird:

- English is the medium of instruction, connecting students across the curriculum
- Administrative and teaching staff are English-proficient, with most fluent in Urdu

Our linguistically diverse student body:

- Primarily speaks Urdu as their mother tongue
- Includes speakers of regional languages (Punjabi, Pashto, etc.)
- For some, English is a third language

In Pakistan, Urdu serves as the national language, bridging regional linguistic divides. English, as a global language, holds prestige and is:

- The primary medium of instruction in private sector schools
- The official language of Higher Education



INTRODUCTION & LANGUAGE

PROFILE (Language Rights, Roles, and Responsibilities)

The entire school community plays a vital role in developing and maintaining our language culture, recognizing that every teacher is a language teacher.

School Leadership

1. Collects accurate student data through enrolment, interviews, and parent meetings.
2. Provides teachers with relevant student information.
3. Fosters a diverse and inclusive culture.
4. Ensures language learning needs are considered in policies and programs.
5. Informs teachers of accessible teaching strategies.

Homeroom and Subject Teachers

1. Consider language needs in lesson planning.
2. Use inclusive assessment strategies.
3. Keep records of student growth.
4. Encourage diversity sharing.
5. Develop relatable classroom activities.
6. Incorporate multicultural perspectives.
7. Attend professional learning opportunities.

Students

1. Engage fully in learning opportunities.
2. Provide feedback on their learning.
3. Show respect for teachers and peers.
4. Take ownership of learning.
5. Seek help when needed.
6. Demonstrate academic honesty.

Parents

1. Communicate with the school about language development.
2. Stay informed about Language Policy.
3. Respond to school notifications.



PEDAGOGY

At our institution, every teacher is considered a language teacher, responsible for fostering students' language development and cognitive skills crucial for academic success.

Our language scope and sequence document ensures a balanced approach to the four essential language skills:

1. Listening and Speaking (Oral language)
2. viewing and presenting (visual language)
3. Reading
4. Writing

Our pedagogical approach emphasizes:

- Integrated language development
- Transdisciplinary language application throughout the curriculum

This holistic methodology nurtures students' comprehensive language proficiency, supporting their academic journey.

1. LISTENING AND SPEAKING

Objective

Develop effective listening and speaking skills for confident communication and lifelong learning.

To develop essential communication skills, we offer various opportunities for students to engage in:

- Class and group discussions
- Role-playing activities
- Assemblies and presentations
- Collaborative projects

To enhance listening skills:

- Story time sessions

These interactive platforms encourage active listening, confident speaking, and effective communication among students.



Purposes:

1. Obtain information and respond accordingly
2. Establish relationships and interact with others
3. Appreciate others' feelings
4. Reflect on ideas, experiences, and opinions
5. Gain imaginative and aesthetic pleasure

Importance of Listening

Listening forms the foundation of language development, influencing speech, thinking, and learning. In today's multimedia society, developing good listening habits is crucial.

Pupils will:

1. Sit comfortably and attentively
2. Respond and comment on interests
3. Learn not to interrupt others
4. Participate in discussion activities
5. Listen to quality stories and poems
6. Engage in phonics-based reading and writing programs

Ongoing Development

Pupils will participate in varied activities to promote listening and speaking skills, including:

- Stories
- Group discussions
- Poems
- Media (TV, films, radio, audio/video tapes)
- Guest speakers
- Games and songs

LISTENING AND SPEAKING ACTIVITIES

Listening for Information

- Daily messengers/class helpers
- Repeating instructions to peers
- Listening to news and asking questions
- Following verbal instructions (e.g., model-making)
- Games (e.g., Simon Says, Twins)
- Describing problem-solving processes

Listening in Groups

- Role-playing
- Puppet shows
- Responding to music through play
- Listening to model readers
- Circle Time
- Group problem-solving

Listening About Experiences, Feelings, and Opinions

- Reporting back on activities
- Circle Time sharing
- Role-playing situations (e.g., sharing)
- Retelling events (e.g., Take a Character Home)

Responding to Texts

- Listening to TV/radio broadcasts and answering questions
- Responding to stories/poems/tapes
- Retelling stories
- Big books
- Character descriptions
- Dramatization
- Predicting story outcomes

Awareness of Genre

- Exploring various texts (e.g., shopping lists, letters)
- Discussing text structures



LISTENING AND SPEAKING ACTIVITIES

Audience Awareness

- Identifying voices
- Using social language (e.g., greetings, thank-you)
- Listening to visitor presentations
- Simple classroom presentations
- Assembly/concert presentations

Knowledge About Language

- Listening to regional dialects on TV/radio
- Wordplay with standard English
- Reciting rhymes and poems
- Exploring alliterations

These activities foster essential listening and speaking skills in students.

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2. PRESENTING AND VIEWING

Visual Language

Definition

Visual language involves interpreting, using, and constructing visuals and multimedia to convey ideas, values, and beliefs to various audiences.

Importance

Visual language is integral to language development, integrating technology and presentation skills. In today's society, visuals significantly impact language development through:

Examples

- Cartoons
- Graphic organizers
- Electronic mediums (e.g., iPads, e-books)
- Illustrations
- Websites

Teaching Strategies

- Presentations (PPT)
- Puppet shows
- Role-plays
- Movies
- Videos
- Observations
- Excursions
- Guest speaker sessions
- Big book presentations and viewing

By incorporating visual language, students develop essential skills in:

- Interpreting visual information
- Creating visual texts
- Communicating ideas effectively
- Integrating technology



2. PRESENTING AND VIEWING



This holistic approach fosters visual literacy, critical thinking, and effective communication. Teachers utilize a range of media to engage students, considering purpose and audience. Tasks are designed to:

- Explore text-image connections
- Develop organizational skills using media
- Enhance presentation skills

Students showcase their findings through:

- Whole-class presentations
- Presentations to parents, teachers, and other grade levels

This approach fosters effective communication, critical thinking, and confident expression.

3. READING PROGRAM

Reading fluency and comprehension form the foundation of language development. Our program encompasses:

- Vocabulary building through diverse texts (graded readers and self-selected books)
- Phonics and sight vocabulary in Early Years
- Leveled graded readers: English and Urdu readers
- Reading corners in classes to foster a love for reading

Early Years: Focus on phonics and blending skills

Grade 1-2:

- Reading placement assessments to determine fluency levels
- Weekly graded reader distribution from the library to promote literacy and home reading
- One-to-one reading support for students requiring extra assistance

Classroom reading aloud by teachers and students enhances pronunciation.

Library

The library serves as the hub of PYP learning, fostering a love for reading and inquiry.

Grade 1-5 students participate in:

- Scheduled library lessons for reading and research
- Exploring resources for Units of Inquiry
- Weekly book checkouts for home reading

Our library features:

- Diverse, culturally rich materials promoting international-mindedness
- Resources celebrating diversity and inclusivity
- Reference materials supporting curriculum exploration

Nurturing curious, lifelong learners.



3. READING PROGRAM

Reading Corners

Each classroom features a cozy reading corner, stocked with a diverse selection of books to:

- Cater to various reading levels
- Suit individual interests
- Offer a mix of fiction and non-fiction titles
- Provide texts in both English and Urdu

Additionally, our reading corners include:
Books that fostering a love for reading and learning.

Digital Resources for Learning

Our students utilize various online and digital media tools to facilitate research and learning, including:

- Online and offline dictionaries
- Thesauruses
- Digital encyclopaedias
- Interactive info graphics
- Illustrated e-books

Through safe browsing practices, students are empowered to explore topics of interest.

Written Language: Reading and Writing

Purposes of Reading

- Obtain information and respond appropriately
- Appreciate others' feelings and expressions
- Reflect on ideas, experiences, and opinions
- Gain imaginative and aesthetic pleasure

Key Components of Early Reading

- Phonemic Awareness (hearing individual sounds)
- Phonics (letter-sound relationships)
- Fluency (accurate and quick reading)
- Vocabulary (effective communication)
- Comprehension (understanding and gaining from text)



3. READING PROGRAM

Early Stages (Reading Development)

Pupils will:

- Develop understanding of print purposes (labels, signs, captions)
- Engage in pre-reading activities (matching, discrimination, sequencing)
- Learn basic reading skills through systematic programs (sight vocabulary, phonics, blending)
- Enjoy stories and poems through listening and discussion
- Create and read short texts with teacher support
- Learn language terms used in reading programs

Reading for Enjoyment and Accuracy

- Encourage personal reading programs
- Consider text readability (fiction and non-fiction)
- Emphasize meaning at all stages
- Provide context for reading activities
- Set clear purposes for reading (teacher and pupil)

Reading Strategies

Before Reading

- Examine title and predict content
- Think and skim/scanning (when appropriate)
- Teach new vocabulary
- Revise and clarify vocabulary

During Reading

- Encourage strategies for new/difficult words
- Foster success and expression
- Read, re-read, and have a go

After Reading

- Reflective questioning session
- Discussion and thinking to demonstrate understanding
- Change predictions
- Use text as a model for writing

3. READING PROGRAM

Reading Environment

- Text-drenched environment
- Main school library and class libraries
- Carefully matched materials for reading ages and stages
- Stories, poems, plays, non-fiction, Big books, and listening centres

Reading Initiatives

- Annual book fairs
- Book-bound club
- Silent reading sessions
- Sharing favorite books from home

By providing a supportive reading environment and structured reading development, we aim to foster a love of books in every child.

Later Stages (Reading Development)

Pupils will:

- Demonstrate overall text comprehension
- Understand specific details and contributions
- Make inferences and supply evidence
- Identify intended audience, purpose, and features
- Analyze plot, characters, and themes

Teaching Approaches

- Deploy various techniques to explore meaning (sequencing, prediction, cloze procedure)
- Use discussions to evaluate and compare texts

By structuring reading development in this way, pupils become confident, accurate, and enthusiastic readers.



4. WRITING PROGRAM

Our writing program progresses from foundational skills to refined expression.

Early Years (Preschool-Lower Primary):

- Students develop phonetic awareness, understanding sound-letter relationships and spelling patterns
- Grammar and vocabulary are introduced contextually, primarily through implicit instruction
- Pre-writing exercises help students organize ideas and thoughts

Upper Primary:

- Students learn drafting techniques
- Editing skills and peer feedback refine writing quality
- Explicit grammar and vocabulary instruction enhances writing proficiency

Our writing program fosters creative expression, critical thinking, and effective communication.

Language Learning Experiences

We provide diverse learning materials to ensure all pupils access and engage with planned learning experiences, developing skills in:

- Listening
- Speaking
- Reading
- Writing

Flexible learning arrangements cater to individual needs:

- Whole-class instruction
- Group work (varied sizes and compositions)
- Pair work
- Independent learning

Teachers model effective language use, and provide:

- Quality reading and writing materials
- Texts that promote negotiation of meaning and concept understanding
- A print-rich environment
- Displays showcasing student learning

This inclusive approach fosters receptive and expressive language skills.



4. WRITING PROGRAM

Purposes of Writing

- Convey information
- Express feelings and reflections
- Order, clarify, record, and reflect on ideas, experiences, and opinions
- Provide aesthetic pleasure

Early/Emergent Writing

- Children record messages through marks on paper
- Opportunities for pretend writing (e.g., shopping lists)
- Handwriting and story composition skills taught

Handwriting

- Aim: easy, legible flow without hindering thought
- Systematic introduction to letter formation and spacing
- Correction of incorrect formations and habits
- Use of lined paper for practice

Writing Strands

- Functional Writing (real-world uses)
- Personal Writing (for entertainment)
- Imaginative Writing

Writing Lessons

1. Preparation (introduce task, discuss audience, purpose, text type)
2. Writing Process (plan, write, read, check)
3. Conferencing and Improving (collaborative feedback)
4. Proof Reading and Publishing (edit, improve, celebrate)

Spelling

- Emphasis on phonic awareness
- Phonics policy guides teaching order and resources
- Weekly spelling exercises
- Look, Say, Cover, Write, Check method
- Spelling rules and mnemonics taught

Knowledge about Language (Grammar)

- Taught through reading and writing
- Introduction to punctuation and language conventions
- Grammatical, literary, and technical terms introduced



Review Process

- Annual review in collaboration with stakeholders
- This rewritten version maintains the original content while improving clarity, structure, and readability.

Assessment and Evaluation

Language skills development is assessed through:

- Formative and summative tasks
- Criteria and rubrics shared for self and peer assessment
- End-of-year goals/benchmarks shared with parents
- Student portfolios reflecting language development progression
- Presentations, discussions, and three-way conferences showcasing Unit of Inquiry (UOI) learning and language development

Parental Engagement

Parents and the community are involved through:

- Orientation sessions
- Home tasks and library books
- Suggested holiday reading
- Progress meetings and guidelines for supporting language learning at home
- Volunteer opportunities (reading, book drives, library access)
- Three-way conferences and book logs

Professional Development

Teachers are nurtured as lifelong learners, enhancing their language teaching expertise through:

- Induction courses (phonics and language programming)
- Reading circles (sharing articles and ideas)
- Focus groups (in-house training for pedagogical skill development)





**“Transforming Lives
Through Education”**

MORE ABOUT US



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