I. Our Beliefs About Language and Language Learning

At IIS, we believe all students are language learners and reciprocally, all teachers are language teachers. Language skill are critical to achieving the vision of preparing graduates who are articulate communicators in at least 2 languages, possess the skills to succeed in their careers, and are lifelong learners. Mother Tongue maintenance for non-English speakers is seen as very important for cognitive development and a healthy and strong self-identity.

All students should be provided with opportunities to learn language, learn about language and learn through language. We firmly agree with the IB that:

- The learning process simultaneously involves learning language – as learners listen to and use language with others in their everyday lives; learning about language – as learners grow in their understanding of how language works; and learning through language – as learners use language as a tool to listen, think, discuss and reflection information, ideas and issues (Halliday 1980)...
- Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking.
- The teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language.
- The IB learner profile is integral to teaching and learning language... because it represents the qualities of effective learners and internationally minded students. The learner profile... informs planning, teaching and assessing in language.

Source; Making the PYP Happen © IB December 2009

II. Curriculum

A. English- Primary: Iringa International School has adopted the IB Primary Years Programme Language Scope and Sequence for all primary aged children. For most students, our expectations are that they will be operating at the following levels (see Table 1). This is one of the determiners for whether students are meeting or exceeding grade level expectations on written reports. However, students who are new to the language or have special learning needs will develop from Phase One, regardless of their age.

Table 1. Expectations For Most Language Learners in Primary

Strand	Pre-K	Kindergarten	Class 1	Class 2	Class 3	Class 4	Class 5 & 6
Oral Language	Phase 1-2	Phase 2 - 3	Phase 3	Phase 3-4	Phase 4	Phase 5	Phase 5
Viewing & Presenting	Phase 1	Phase 2	Phase 2-3	Phase 3	Phase 4	Phase 4- 5	Phase 5
Reading	Phase 1	Phase 2	Phase 2- 3	Phase 3	Phase 4	Phase 4- 5	Phase 5
Writing	Phase 1	Phase 2	Phase 3	Phase 3-4	Phase 4	Phase 5	Phase 5

English- Secondary: Iringa International School follows the Cambridge IGCSE First Language English and English as a Second Language syllabi for Class 7 – Class 10. Pupils sit IGCSE exams in English as a Second Language in Class 9 whilst First Language English IGCSE exams are taken by Class 10 in May of each year.

B. Additional Languages: Students start having instruction in the host country language (Swahili) at age six, in Class 1, which continues through Class 8. Class 9 and Class 10 classes can elect to continue with Swahili on an IGCSE level if they choose. We also encourage and provide additional weekly Swahili mother tongue classes after school for students in Class 2 and below. In Class 3, French is added as a second additional language. Only students who are new to English may not receive Swahili and/or French lessons, to allow for extra English until they are proficient in the latter. At IGCSE level, students generally choose either Swahili or French.

Language across the curriculum

Every teacher will strive to make their classroom a print rich environment, utilizing walls and display space to further student learning and to reinforce key vocabulary.

As far as possible, the teaching of English, as well as additional languages, is integrated into units of inquiry in the **primary school**. This is facilitated by the use of the primary curriculum map. Primary teachers must identify key vocabulary words for each unit of inquiry and include these words in the unit planner. Primary teachers also share them with the Learning Support teacher and other colleagues who work with EAL students. (See staff handbook curriculum section for PYP Curriculum Map)

In the **secondary school**, in order to teach language throughout each discipline, teachers are advised to identify the following for each unit of study:
- Useful textbooks/ supplementary texts (relevant sections)
- Relevant vocabulary
- Suggested activities for each of the four language skills:
  - Reading
  - Writing
  - Speaking
  - Listening
- Means of incorporating language assessment into subject tests / projects / homework

These four items must be shared with the relevant support teachers, and will be reviewed as part of the teacher evaluation process. See Appendix 1 - Language Across the Curriculum for Secondary.

IV. **Meeting the needs of students who are not yet proficient in English.** Students who are new to or not yet proficient in English as known as students for whom English is an Additional Language (EAL).   IIS has an open admissions policy for EAL students. While it is normal for these students to learn Basic Interpersonal Communication Skills (BICS) in 1 - 2 years, Cognitive Academic Language Proficiency (CALP) takes longer – normally 5-7 years. Therefore, we provide long-term support in the form of:
- differentiation in class, for instruction and/or assessments
- pre-teaching of key vocabulary and/or translation of keywords into mother tongue with parents
- in class support by the Learning Support teacher or Teaching Assistant
- one-on-one or small group instruction, either as pull out or after school, or in lieu of an additional language (French and/or Swahili)

V. **Students with special needs** (learning disability) In accordance with the IIS Learning Support Policy, students with special educational needs, including native English speakers, may receive any or all of the following forms of support, as detailed in their learning plan (LP) or Individual Education Plan (IEP)
- differentiation of tasks/assessments/materials in class
- one on one or small group instruction, either through pull out or after school
- in class support from the learning support teacher

VI. Mother Tongue Support

At IIS, we take *Mother Tongue* to mean the language a student knows best/feel most comfortable in, which is often their first language. The teacher language committee is responsible each year for informing parents of the importance of mother tongue maintenance, and for facilitating the organization of after-school mother tongue classes led by parents or other volunteers. The committee also keeps a database of those teaching mother tongue classes, both here at school and at other locations where IIS students receive instruction (e.g. Madrasa for Arabic). Students for whom French or Swahili is their mother tongue receive first-language instruction in school through differentiation of the language classes (from Class 1 for Swahili and from Class 3 for French). We also celebrate International Mother Language Day (February 21) and International Literacy Day (September 8) throughout the school with language-related activities to promote awareness and enjoyment of language and literacy. Iringa International School celebrates an annual Book Week with literacy activities culminating in a Book Fair.

VII. Reading and Writing

A. Reading & Writing Instruction

1a. Balanced Literacy
IIS teachers espouse the balanced literacy approach, which means all classes have regular time for *Independent*, *Shared* & *Guided* reading and writing, as well as *read-aloud*. All language lessons include both teacher direction and time for independent student practice, using visual, auditory and kinesthetic (sensory/tactile) approaches. Teachers must ensure there is a balance of fiction and non-fiction use and that reading/writing are meaningfully used in transdisciplinary units as much as possible.
See Appendix 2 for sample reading & writing activities under each area of balanced literacy.

1b. Reading logs
All students in each class will have reading logs. The reading log may take different forms from one class to the next, but the overall aim is the same. The aim is twofold: on the one hand, it is to aid the teacher in tracking student choices, variety and amount of reading and on the other, it can be used as a reflective tool for the reader him/herself.

1c. High Frequency Words
High frequency words are those that occur most commonly in the English language. At IIS, Dr. Edward B. Fry's list, The Fry 1000 Instant Words (Fry Words), will be used to aid our English language instruction. The Fry Words will be utilized in conjunction with other resources to teach reading, writing and spelling. The list is ranked in order of frequency, with the most occurring at 1 and least at 1000. These words will be taught beginning from Pre-Kindergarten to Class 10. The breakdown of the 1000 words is as follows:

Class	Fry Words	Class	Fry Words
K	1-20	6	501-600
1	21-100	7	601-700
2	101-200	8	701-800
3	201-300	9	801-900
4	301-400	10	901-1000
5	401-500		

Students at each grade level will be pre-assessed at the beginning of the academic year with their specified Fry Words list. If the student makes five or more errors in a group of 25 words, this indicates a frustration level hence instruction should begin on previous list. Spiraling instruction should then occur to bring student up to grade level expectations. During the academic year, students will be periodically assessed. At the end of the academic year, students should be able to:

- instantly recognize and read the words on their list with at least 90% accuracy
- spell the words on the list with at least 90% accuracy
- See Appendix 3 for the Fry Words
- See Appendix 4 for ideas of how to instruct Fry words

<u>English as an Additional Language Learners</u>

Students who are new to English will start with the first 100 words. EAL students who are no longer beginners will be pre-assessed using Fry Words at least two grade levels below their expected grade. If frustration level is reached, instruction will begin at an appropriate level. Teacher(s) will then use spiraling instruction to teach and move student to expected grade level if the student is below grade level expectations.

1d. Author studies (primary)
Author Studies can serve a variety of purposes. Author studies allow students to investigate how an author uses voice in their writing and how they present ideas. They show students the connection between a book and an author's life. Author studies are also wonderful opportunities for students to interact with books they might not have chosen for themselves, and to be motivated and inspired in their reading and writing.

At IIS, author studies are an important part of the primary English language instruction. Author study sets are used to enrich literacy instruction in classes from Kindergarten to Class 6 as follows:

Pre-K/K – Rosemary Wells, Donald Crews, Eric Carle
Class 1/2 – Dr. Seuss, Leo Lionni, Tomie de Paola
Class 3/4 – Mem Fox; Robert Munsch; Patricia Polacco rotates with Dick King-Smith, Roald Dahl
Class 5/6 – Judy Blume, Jerry Spinelli rotate with Andrew Clements, Gary Paulsen. They will also read the titles listed below: Holes, Tom Sawyer

**Pre-K/K and class 1/2 study one author per year on a rotating basis.
There are many ways to conduct an author study in the classroom. Teachers may choose to coincide an author study with a unit of inquiry or with the author's birthday. Having an "Author Study Centre" in the classroom is important. This is a place where biographical information about the author is displayed, along with copies of their books and student work related to the author study. Teachers can also make the centre interactive by having folders where students can review an author's work. Magazine articles, maps and artefacts that represent the author's life are also beneficial items to place in the Author Study Centre.

See Appendix 5 for further guidance in implementing Author Studies.

2. Reading Comprehension - Keys to Comprehension
It is very important that all students learn not only how to decode words and use phonics, but also the necessary comprehension skills to make them competent readers. These skills must be explicitly modeled and taught, with age appropriate texts, in each language class. These are taken from the "7 Keys to Comprehension" book, which is available for all teachers in the main office.
- Visualizing what is being read
- Activating their own background knowledge and making connections with the text
- Questioning while reading
- Drawing inferences
- Determining importance
- Synthesizing information
- Recognizing when they have not understood what was read, and having strategies to handle the situation (e.g. re-read, read ahead and go back, use a dictionary, etc)

3. Writing Instruction
3a. Writing is best learned through the practice of writing, therefore all teachers will use the writing process to teach writing. The writing process at IIS is taken to include 7 steps: Brainstorm/plan, draft, conference, revise, 2nd conference, edit/proofread, publish. Not all pieces of writing will be taken through the whole process, but each child will reach publishing stage with **at least 1 piece per term**. Final writing pieces should reflect the individual's knowledge.

The primary and secondary use rubrics based on the 6+1 writing traits (see below). Therefore, these traits should form the backbone for writing instruction and mini-lessons throughout the year, tailored to meet students' specific needs as evidenced in their writing.

The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:

1. Ideas, the main message;
2. Organization, the internal structure of the piece;
3. Voice, the personal tone and flavour of the author's message;
4. Word Choice, the vocabulary a writer chooses to convey meaning;
5. Sentence Fluency, the rhythm and flow of the language;
6. Conventions, the mechanical correctness;
7. And Presentation, how the writing actually looks on the page.

Northwest Regional Educational Laboratory, Portland, Oregon

The writing process and these editing symbols should be clearly displayed in each English room:

Mark	What it means	How to use it
≡	Capitalize	the rabbit ate the leaf.
/	Lower Case	The Rabbit ate the leaf.
?	Is this correct? What does this mean?	The rebit? ate the leaf.
∧	Add [symbol/letter/word] here	The rabbit ate the leaf.
/	Space	The rabbit atethe leaf.
⌒	Omit Space	The rab bit ate the leaf.
⌐	New Paragraph	The rabbit ate the leaf. Later, when the turtle had gone to...
→|	Indent Paragraph	Later, when the turtle had
—	Delete	Later, when the turtle had

3b. Writing Logs and the Writing Process
Writing logs should be used in all primary classes, not only to practice writing, but also to develop metacognitive processes and student responsibility. General practices: Students date all writing, and always skip lines to leave space for added details, self-correcting and editing. Students self-correct in pen to emphasize the learning capabilities. Editing done by the teacher or a peer is done in pencil or a different colour pen (not red!). Students should never erase in their writing logs. They may correct, but should keep earlier work evident to be used as proof of learning and as a learning tool. Students

may write on a topic or use genre of their choice, or the topic/genre may be prescribed by the teacher, depending on the lesson.

Writing Process Steps

Step 1: First students must plan – in any form, e.g. graphic organizer, list, story board, etc.

Step 2: Then they write, and while writing first draft, teacher does not spell words for correct any mechanics (although students new to English may be given a word bank),

Step 3: Then students read their own writing before conferencing with the teacher or peer. When meeting with the teacher, student reads the work aloud to the teacher. The discussion and feedback focuses only on content.

Step 4: The student then revises – added content and enhancement. This is where language focuses such as strong verbs, similes, etc. can be emphasized. Teacher makes one final check on content before proceeding to next steps.

Step 5: Self-correct. The students self-correct/edit with red or blue pen. They should use spelling lists, word walls, learning logs and past writing, etc. to help them.

Step 6: Teacher does final edit in pencil. If word is not self-corrected enough, work is returned with notes for student to continue process. If they are self-corrected enough, the teacher edits and makes note of areas in need of learning – these become focus correction areas for mini-lessons and learning goals. Words are added to the students' personal spelling lists (but do not be excessive – if there are too many spelling errors or very difficult words, the correction can be made without adding them all to spelling list. Spelling list must remain achievable).

Step 7: Final Draft/Neat draft is made, either by typing on computer or neat handwriting.

3c. Genre:

It is important that all students learn to recognize, know the features of, and produce texts of different genre. Students should complete at least one published piece of writing each term. Teachers should employ a variety of genres in their writing instruction. Some examples of writing genres are listed below.

Fiction	Non-Fiction
Fairytale/Folktale Historical Fiction Drama/Play Myth Fantasy Science Fiction Diaries Short Stories	Persuasive piece/Essay Procedure Autobiography Biography Memoir Letter Summaries Lab Reports Compare-Contrast Essay Pamphlets Newspaper/Articles

Pre-Kindergarten Year A

Listening and Speaking   (All Units of Inquiry)
Visual Language (drama and role play) (Who we are, How we organise ourselves)
Print and Mark making
   Narrative   (Who we are, How we express ourselves)
   Non-fiction   (How the world works, Who we are)
   Poetry   (How we express ourselves)
Phonemic Awareness (Jolly Phonics)
Reading

Pre-Kindergarten Year B

Listening and Speaking (All Units of Inquiry)
Visual Language (drama and role play)   (How we express ourselves, How we organise ourselves)
Print and Mark making
   Narrative (How we express ourselves, How the world works)
   Non-fiction (Where we are in time and place, Sharing the planet)
   Poetry (How we express ourselves)
Phonemic Awareness (Jolly Phonics)
Reading

Kindergarten

Narrative 1 - Stories with familiar settings (How we express ourselves)
Narrative 2 - Stories from other cultures (Who we are, How we express ourselves)
Narrative 3 - Traditional and fairy tales (How we express ourselves)
Narrative 4 - Stories about fantasy worlds (How the world works)
Non-fiction 1 - Labels, lists and captions (Who we are, How the world works)
Non-fiction 2 – Instructions (How the world works)
Non-fiction 3 – Recount (Who we are)
Non-fiction 4 - Information texts (How we express ourselves, Sharing the planet)
Poetry 1 - Using the senses (Who we are)

Poetry 2 - Rhyme and pattern (Author Studies, Sharing Stories)
Poetry 3 - Poems on a theme (Sharing Stories)

Class 1

Narrative 1 - Stories with familiar settings (Where we are in time of place)
Narrative 2 - Traditional tales (How we organise ourselves, How we express ourselves)
Narrative 3 - Different stories by the same author
Narrative 4 - Extended stories by significant authors
Non-fiction 1 - Instructions (Where we are in time and place)
Non-fiction 2 - Explanations (Sharing the planet)
Non-fiction 3 - Information texts (Where we are in time and place, How we organise ourselves)
Non-fiction 4 - Non-chronological texts (How the world works)
Poetry 1 - Patterns on the page (Author Studies, All UoI)
Poetry 2 – Experiential recollections
Poetry 3 - Silly stuff (How we express ourselves)

Class 2

Narrative 1 - Stories with familiar settings (Where we are in time and place)
Narrative 2 - Myths, legends, fables, traditional tales (Where we are in time and place, How the world works)
Narrative 3 - Adventure and mystery (Sharing the planet)
Narrative 4 - Authors and letters (How we express ourselves)
Narrative 5 - Dialogue and plays (How we organise ourselves)
Non-fiction 1 - Reports (Sharing the planet)
Non-fiction 2 - Instructions (How the world works)
Non-fiction 3 - Information texts (Where we are in time and place)
Poetry 1 - Poems to perform (Where we are in time and place)
Poetry 2 - Shape poems and calligrams (How we express ourselves)
Poetry 3 - Language play

Class 3

Narrative 1 - Stories with historical settings (Where We Are in Time And Place)
Narrative 2 - Stories set in imaginary worlds ()
Narrative 3 - Stories from other cultures (Sharing the Planet)
Narrative 4 - Stories that raise issues or dilemmas (Sharing the Planet)
Narrative 5 - Plays (How we Express Ourselves)
Non-fiction 1 - Recounts - newspapers and magazines (How the World Works; Sharing the Planet)
Non-fiction 2 - Information texts (How The World Works)
Non-fiction 3 - Explanation (Where we are in Time and Place)
Non-fiction 4 - Persuasion (How We Organize Ourselves)
Poetry 1 - Creating images (How We Express Ourselves)
Poetry 2 - Exploring form (How the World Works)

Class 4

Narrative 1 - Novels and stories by significant children's authors (Author Studies)
Narrative 2 - Traditional stories, fables, myths and legends (Where We Are in Time and Place)
Narrative 3 - Stories from other cultures (First Impressions)
Narrative 4 - Older literature (Where We Are in Time and Place)
Narrative 5 - Film narrative
Narrative 6 - Dramatic Conventions
Non-fiction 1 - Instructions (Who We Are)

Non-fiction 2 - Recounts (How The World Works)
Non-fiction 3 - Persuasive writing (Last chance to see)
Poetry 1 - Poetic style (How We Organize Ourselves)
Poetry 2 - Classic narrative poetry
Poetry 3 - Choral and performance (How We Express Ourselves)

Class 5

Narrative 1 - Fiction genres (How We Express Ourselves)
Narrative 2 - Extending narrative (How We Express Ourselves)
Narrative 3 - Authors and texts (Author Studies)
Narrative 4 - Short story with flashbacks (Who We Are)
Non-fiction 1 - Biography and autobiography (Where We Are in Place and Time)
Non-fiction 2 - Journalistic writing (How The World Works)
Non-fiction 3 - Argument (Sharing the Planet)
Non-fiction 4- Lab Reports (How The World Works)
Poetry 1 - The power of imagery (Children's Rights, Peace and Conflict)
Poetry 2 - Finding a voice (Children's Rights)

Class 6
Narrative 1 - Historical Fiction (Where We Are in Time and Place),
Narrative 2 - Drama/Play (How We Express Ourselves)
Narrative 3 - Narrative Writing (Who We Are)
Non-Fiction 1 - Persuasive Essay/Informational Essay (How We Organize Ourselves)
Non-Fiction 2 - Compare/Contrast, Newspaper Articles, (Where We Are in Time and Place) Autobiography
(Sharing the Planet)
Non-Fiction 3 - Procedure, Lab Reports (How The World Works)
Poetry 1 - Personification and Repetition (Who We Are, How We Express Ourselves)
Poetry 2 - [Poetry and Social Change (Sharing the Planet)](#)

Class 7
Students will focus on improving fluency in writing imaginatively and persuasively, learning ways to adapt writing for specific audiences, and increasing proficiency with grammar. In addition to the the nonfiction (i.e., newspapers, autobiographies, letters), drama, and poetry texts, we will be studying the following novels: *Girl Named Disaster* (Nancy Farmer) / *Island of the Blue Dolphins* (Scott O'Dell)*, The Absolutely True Diary of a Part-time Indian* (Sherman Alexie), and *Hunger Games* (Suzanne Collins).

Class 8
Students will focus on writing cohesively with transitional sentences to connect ideas, improving ways to adapt writing for specific audiences, and increasing proficiency with grammar. In addition to the the nonfiction (i.e., newspapers, autobiographies, letters), drama, and poetry texts, we will be studying the following novels: *Ender's Game* (Orson Scott Card), *Deathwatch* (Robb White) / *The Cay* (Theodore Taylor), and *Animal Farm* (George Orwell).

Classes 9 and 10
Students at this stage, focus on refining reading and writing skills they will need for the IGCSE exam (see section B, subsection 1b and 1c).

B. **Reading and Writing Assessments**

   1a. PYP Reading assessment– In the primary, the Developmental Reading Assessment (DRA) is used from Pre-Kindergarten (4 year olds) to Class 2, and the Qualitative Reading Inventory - VI (QRI or QRI-VI) in Class 4 to Class 6. See table 2 for timing of assessments. Each primary teacher

will have either a binder with a section for each child's DRA/QRI copies or a set of DRA folders (one for each child). The binder must include the DRA/QRI class chart, a record of mini-lessons focus each term, and any relevant anecdotal records. These assessments, plus in-class observation, teacher-student conferences and reading logs allow the teacher to complete the Developmental Continuum for Reading which is part of the IIS report card.

Table 2 Reading Assessments

Class	Assessments
Pre-Kindergarten	DRA-baseline one-on-one reading assessment for 4 year olds in December and June
Kindergarten and Class 1	DRA one-on-one reading at least once per term; the DRA continuums should be used to inform mini-lessons and instructional grouping. DRA phonics assessment optional.
Class 2	DRA one-on-one reading assessment once or twice each term. The DRA continuums should be used to inform mini-lessons and grouping.
Class 3 to Class 6	QRI-II to be done once within first six weeks and again within last six weeks of school year. Students who are below grade level in their Term 1 assessment MUST be assessed again in Term 2. International Schools Assessment reading test (external) in February.

1b. Secondary reading assessment

Class 9 & 10 students are assessed based on IGCSE English Reading Assessment Objectives, listed in the subject syllabus:

AO1: Reading

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions

R4 demonstrate understanding of how writers achieve effects R5 select for speci c purposes.

Class 7 & 10 are assessed using a modified version of this syllabus through novel studies.

1c. Writing Assessment

Cross-Grade writing samples are taken twice a year- in first term before parent-teacher conferences, and in third term before end-of-year reports. Pre-Kindergarten – Class 2 use the "early years" 6+1 Traits rubric, Class 3 - Class 6 use the 6+1 traits rubric, and Seniors use modified IGCSE English syllabus Writing Assessment Objectives:

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

All teachers agree on the genre (e.g. narrative or persuasive, etc), and then each primary class has their own prompt, whereas all seniors are given the same prompt. Each teacher scores their own class's writing, and then moderation is done in cross-grade planning time (Pre-Kindergarten - Class 2, Class 3 - Class 6, and seniors). In Classes 3-6, teachers will give a narrative (fiction) writing prompt in Terms 1 and 3, while in Term 2 they will give a non-fiction prompt.

The writing sample, including planning/drafts is stored in the assessment binder, along with the moderated score. A record of the scores from each class is submitted to the administration. See Appendix 8 for the grading rubrics.

C. Set Texts for Reading and Writing

Appendix 6 shows the set texts for novel study and literature circles, from Class 3 – Class 8. Class 9 and Class 10 follow the set texts on the IGCSE Literature syllabus. Pre-Kindergarten – Class 2 reading is based mainly on trade books, unit of inquiry-related books and the use of the Oxford Reading Tree for guided reading in Kindergarten and Class 1.

D. Reading and Writing Continuums

The Bonnie Campbell-Hill Reading and Writing Continuums are used by primary teachers to help assess student progress in reading and writing throughout the school year. Teachers update the continuums for each student and send them home with the report cards at the end of Term 1 and Term 3 to share progress with parents. Appendix 7 shows the reading and writing continuums that are used.

E. Home Reading and Home Reading Logs

It is mandatory that home reading is practiced by students of all ages. Reading logs or book reports should also be produced regularly by students in all grades catered to the reading level of child (eg. seniors required to turn in a certain number of book reports per year, lower primary keep a daily reading log and upper primary keep a weekly reading log and response sheet). Students should also practice responding to their home reading in a variety of ways (eg. identifying main characters and setting, making text-to-self connection, explaining favourite part and why).

VIII. Viewing and Presenting

Viewing and presenting means the interpretation, use and construction of visuals and multimedia in a variety of situations. Viewing includes understanding images and signs, and how they convey ideas, values and beliefs. Visual texts may be paper, electronic, or live, including advertisements, brochures, websites, movies, posters, signs, maps, cartoons, illustrations, graphs and diagrams etc. Students at IIS will learn to interpret and create these forms of communication, in every class and subject. (adapted from *PYP Language Scope and Sequence*, p. 11 ©IBO 2007) Interpreting and presenting information visually will also be used in assessments, for units of inquiry in the primary and for maths, science, geography and other subjects in the secondary.

IX. Spelling, Typing and Handwriting
A. Spelling

Essential Agreement (IIS TEACHERS have discussed and agree with the following assumptions from First Steps Spelling Developmental Continuum (p. 15))

1. The ability to spell easily and automatically enables us to become more effective writers. The less energy and thought we have to put into thinking about spelling, the more thought we can put into what is said.
2. Spelling is only one aspect of effective writing. Historically, however, levels of literacy have often been measured by spelling ability. Among employers in the 'public' arena this attitude still prevails. It is very important to be aware that generally someone is going to read what e write. We must take responsibility to see that spelling is correct. If we don't, people will make judgments about our level of literacy and sometimes even our intelligence.
3. Good spellers are self-monitoring and self-regulating. They take responsibility for getting spelling correct. They look for their own errors. They check word they are not sure of in a dictionary, or ask a friend. Ultimately, all writers must take responsibility for ensuring their spelling is correct. Good spellers are not perfect spellers. They are people who can say, 'no, that doesn't look right', and then check to see if the word is correct.
4. The English language is not a regular language, but it is systematic and patterned. Learning to spell is a process of working out the patterns and systems of the English language, then applying these

understandings to new words as we encounter them. So, learning to spell entails learning to understand eh systematic code by which English is written.

5. Learning to spell is not learning lists of words. It is a developmental process of learning to apply different strategies appropriately, so that we can spell correctly all the words we write. These strategies include sound sequences, knowledge of graphophonic relationships, visual patterns and meaning. In order to do this, we need to learn to classify, hypothesize, generalize, look for patterns and relationships, and seek to understand the relationships between meaning and spelling. **Spelling is a thinking process and not a rote learning task.**

6. Understanding spelling helps writers to make better meaning when they write. Good spellers understand the links between word meaning and spelling. Investigating word meaning not only guides us to spell words correctly, but helps develop a diverse vocabulary. If our first-draft writing is reasonably legible and contains few spelling errors we can easily find the parts that need revision as we read.

Therefore, in all classes, there will be an emphasis on finding and using patterns and meaning to improve spelling. Spelling lists to be memorized may only be used for a limited set of words deemed important for a particular unit of study and/or for high frequency sight words. Even for these lists, pattern-finding strategies such as finding small words within larger ones, identifying root words and affixes, identifying the visual shape of the word and *look, say, cover, write, **check*** will be emphasized. Grapho-phonics and spelling patterns will be systematically introduced in the primary, as according to Appendix 9 and reinforced in subsequent classes for those who still need them. We expect all students to follow a developmental pattern through stages such as preliminary or inventive spelling, semi-phonetic and phonetic spelling, transitional spelling and independent spelling.

Both British and American spelling is accepted at IIS, so long as whichever the teacher/student uses, is used consistently.

Appendix 9 shows a detailed list of grapho phonics, spelling patterns and grammar to be taught in each year.

2013 update to policy – Handwriting Section

    B. **Handwriting** – Letter formation is introduced in Pre-kindergarten, and continued in Kindergarten. Nelson printing is taught in Kindergarten and in Class 1, writing with 'kicks' is introduced, to prepare students for joined writing (Nelson) in Class 2 and Class 3. Letter formation will be introduced in class, but the workbooks may be mainly used for homework reinforcement. In Classes 4, 5, and 6, students should use joined writing.

    C. Typing – Although introduced to computers and the keyboard earlier, students will begin to learn touch typing in Class 3, with the expectation that by Class 7 (or earlier) they should be able to type at least 35 wpm.

Glossary

Independent reading/writing – Students reading or writing on their own, without support.

Shared reading/writing – Teacher and students reading or writing the same text together.

Guided reading/writing – Teacher provides strategies or instruction during reading.

Read aloud – Teacher or student reading aloud to a group/class.

Mother tongue – The language a person is most comfortable in; usually, but not always, their first language.

EAL- English as an Additional Language

BICS- Basic Interpersonal Communication Skills

CALP – Cognitive and Academic Language Proficiency

Genre – A particular type of literature or writing that you can recognize by its particular features

Novel Study – When the whole class studies the same novel; this may involve reading aloud, shared or independent reading, and also includes comprehension and interpretive activities. Guided reading in the upper grades often takes the form of novel study.

Pull out – When a student is taken out of the regular class to receive small group or one-on-one instruction.

Appendices:
1. Language Across the Curriculum for Secondary- Sample
2. Balanced Literacy –Sample Activities
3. Fry's Lists – High Frequency Words
4. High Frequency Word Instruction
5. Sample instructional activities for Author Study Sets
6. Set texts for novel study/literature circles
7. Bonnie Campbell Hill language continuums for EAL, Reading and Writing
8. Writing Sample - Grading Rubrics
9. Grapho Phonics & Spelling Patterns – Introduced by class
10. Oral Language
11. Poetry – primary genre

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ADD ESL references

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www.manotickps.ocdsb.ca/Curriculum/Documents/Whatisbalancedliteracy.pdf

http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html