

Language Policy

Ambassador International Academy

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Languages used in Ambassador International Academy:

Instruction language: English

Communication language (*with parents*): English/Arabic

Printed and electronic communication language: English/Arabic

Communication with visitors: English/Arabic

Communication with support staff/housekeeping: English

Communication with administrative staff: English

School language profiles

At AIA amongst the student body there are over 88 nationalities, with 67 spoken languages. The complex and diverse language profiles among students mean that they are learning in a language additional to that of their home and family, or of their prior educational experience. English is the primary language of instruction and is recognized as the language of inclusion throughout the school, and within the school community. The school complies with United Arab Emirates Ministry of Education requirements of Arabic and, in addition, offers German and French as language acquisition subjects and fosters the use of home country language through the Home country language programme. During admission, data is collected which identifies the student's home country language, language used at home, language used for instruction at previous schools and any other languages known.

- All teachers need to be well-versed in English.
- There is a coherent and consistent approach towards the development of language throughout the school.
- Consistency is expected throughout the PYP, MYP, DP and CP in procedure; expectations; differentiation and assessment.
- Language is taught through relevant and realistic contexts in all subjects.
- ELL students have total immersion where necessary as well as in-class support and maintenance.
- Diversity of the student/staff body is celebrated through recognition of the home country language.
- Parents are made aware of the expectations of the whole school language policy.
- The school community promotes the understanding that all languages are of value.
- Arabic, the language of our host country, is promoted.

At AIA we believe that learning to speak more than one language is empowering and helps link people locally and globally. Supporting an understanding of other languages will enrich personal development. Language development is crucial for promoting cultural identity, empathy and international mindedness. A learner's home country language is a key component of cognitive, social and emotional development and cultural identity.

Teaching and Learning Practices

All teachers in AIA are teachers of language and as such have a responsibility to address the language needs of their

students in the language of instruction. When teachers plan learning experiences that enable students to develop language within meaningful and enjoyable contexts, students make connections, apply their learning, and transfer their conceptual understanding to new situations. Teachers carry out the following:

- Provide a variety of meaningful and authentic language learning opportunities.
- Ensure balanced and varied language input to cater for different learning needs.
- Foster supportive, positive and reflective language learning environments, allowing learners to take risks.
- Develop competency, creativity and independence when learning and using languages across a broad range of contexts.
- Enable critical reflection on how language works and how texts are structured.
- Deliver language programmes through a variety of methods and strategies, linking closely with an emphasis on inquiry.
- Utilise AIA policy documents and IB scope and sequence documents to guide planning, teaching and assessing.
- Recognise speaking, listening, reading, writing as critical aspects of language development.
- Provide a range of appropriate, multicultural language resources over a full range of genres and text types.
- Make links within our school and wider community to support each learner as they use and develop their home country language.

Learning/Teaching and Assessment Strategies

- Identify prior knowledge through various strategies such as KWL (what I know, what I want to know and what I have learned) charts, mind maps, concept cartoons etc. and modify their teaching strategies.
- Plan a variety of engaging lessons with clear objectives and outcomes (success criteria).
- Incorporate strategies to cater to the learning needs of all students including SOD (Students of determination), Able, gifted and talented) AGT and ELL (English Language Learners).
- Use individualised resources to enable all learners to access the planned learning experience and achieve the lesson outcome.
- Use a variety of Assessment for Learning strategies to assess learning, identify gaps and accordingly support/challenge students in every lesson.
- Give positive and constructive written and oral feedback identifying achievements and setting targets using appropriate language.
- Promote a growth mindset to encourage students to face challenges and encourage them to progress at their own pace to achieve the outcome.
- Incorporate self and peer evaluation to further embed learning.
- Create opportunities for students to work collaboratively, according to their needs, nature of the activity and the learning objective.
- Publish student work.
- Encourage parental engagement.

Students should be encouraged to:

- Use language as a mode of thinking, reflecting and self - expression.
- Learn to speak, read and write English progressing across a continuum of skills.
- Confidently express themselves in English in a variety of situations.
- Develop an appreciation of a variety of literature and texts.
- Evaluate evidence and think critically regarding their use of language.
- Connect different areas of language learning to integrate prior and new knowledge.

Provision for Languages at AIA

PYP and MYP Languages

English

English is the medium of instruction and is offered as Language A in the MYP.

Support for English as language of Instruction:

We aim to develop a level of language proficiency in English that enables all students to perform to the best of their ability on all tasks related to the extensive curriculum across the school. Initially, students may choose to think or talk through unfamiliar or complex concepts in their first language to assist their understanding. Students are encouraged to communicate with their peers in a way that will not result in some students being excluded because they cannot understand a language. We use different teaching techniques to ensure that students for whom English is not their home country language understand all concepts during lessons. We expect teachers to use regular questioning to check student understanding during tasks throughout each lesson. Teachers will, where appropriate, group students of different home country languages and English language abilities to enable sharing of information. Teachers acknowledge students' diversity in language and support their progress with adapted and or translated resources on an individual basis.

The following guidelines have been identified:

- Literacy develops when language has meaning and purpose
- The five areas: Speaking, Listening, Reading, Writing and Viewing, are interrelated
- Communication is a cooperative process in which skills such as critical listening, questioning, persuasion and expressing ideas clearly are necessary
- Literacy skills must be developed across all subject areas
- Students should develop skills in formal and informal communication and in real-world situations
- The curriculum should be sensitive to the needs of all students. World literature (short stories, poems, novels, etc.) should form part of the school syllabus
- The increasing need for computer literacy and the use of technological tools
- End of Year assessments assess students' progress

Arabic

Arabic is taught to students from grade 1 onwards in accordance with the MOE requirements for Arab passport holders to learn first language Arabic (A) and second language Arabic (B) is taught to non-Arab passport holder students. In addition, Arabic studies is offered to students in KG1 and KG2.

In accordance with the Knowledge and Human Development Authority (KHDA) stipulations and curriculum expectations, Arabic classes are taught by specialist Arabic teachers, who plan collaboratively with homeroom teachers and MFL teachers where possible. Arabic instruction supports our Programme of Inquiry to enhance students' language learning and conceptual understanding, integrating the IB approach, methodology and strategies into the classroom. The programme involves opportunities for developing meaningful speaking and listening, reading and writing, viewing and presenting skills. Work samples are included in the student's portfolio and discussed in student-led conferences. Ongoing formative and summative assessment occur throughout the year using a wide range of assessment tools. Formal report comments communicate progress to the student and parents three times a year in Primary and Middle school.

- Arabic A Native Speakers

Arabic A is offered to all Arabic National students at AIA in accordance with KHDA stipulations.

Exposure to, and practice with, the host country language increases cultural understanding. The primary goal is to develop practical information skills while enabling students to understand linguistic, cultural, social nature of the language. Classes are phased according to ability. Arabic B is offered to all non-native speaking Arabic students at AIA. students are streamed into ability groups from Grade 1 to G9

French and Spanish

In KG 2 all students learn French as a second language. From Gr 1 upwards in PYP, students learn either French or Spanish B. French and Spanish Language Acquisition is offered in the MYP. These courses are not designed for native speakers.

- In addition to the compulsory Arabic B up to Grade 9, students will study a second language either French or Spanish.
- In Grades 6, 7 and 8, students will study French or Spanish.
- In Grades 9 and 10 students will continue with the same language that they started in Grades 6-8.
- All other students are required to take Arabic Language Acquisition (Arabic B) as well as one other Language Acquisition subject (French and Spanish) compulsorily up to the end of Grade 9. In Grade 10 the students continue to pursue the selected language under language (French and Spanish) acquisition subject group.
- If a student studies a language in Grade 9 and Grade 10, they will not be able to study that language as an Ab Initio language in Grade 11. If the language was only studied in Grades 6-8, they will be permitted to study Ab Initio in Grade 11.

DP/CP Languages

Group 1:

English Language and Literature: English is the medium of instruction and is offered as Language A in the DP.

Arabic A

Arabic language A is taught to all Arabic National students of DP at AIA in accordance with Ministry of Education and the KHDA stipulations. Arabic A is not offered as a Group 1 subject in DP and CP.

Group 2:

French (Ab initio and B) and Spanish (Ab initio and B)

French B and Spanish B: These are language acquisition courses intended for those who have had at least two years of formal education in that language.

French Ab Initio & Spanish Ab Initio: These courses are available to non-native speaking students at AIA and are designed for beginning students with little or no previous studies in the language.

-Students may choose to continue their Language Acquisition subjects from Grade 10 into Grades 11 and 12 as Language B or choose an alternative Ab Initio subject.

-If a student studies a language in Grade 9 and Grade 10, they will not be able to study that language as an Ab Initio language in Grade 11. If the language was only studied in Grades 6-8, they will be permitted to study Ab Initio in Grade 11.

English Language Learners

AIA recognises a variety of levels of English language competency. The school provides additional language support for students whose English language skills require further development to ensure success in the mainstream classroom. Teachers use a variety of strategies and resources to scaffold and extend language skills.

PYP/MYP

Students are identified for referral for assessment at the admissions stage by a qualified ELL teacher. The time spent with the student is determined after assessment of their needs and abilities and is adjusted accordingly during the school year. The ELL programme provides students with both 'in class' and 'pull out' support to aid language development. Regular communication between the homeroom/subject teacher and ELL teacher is essential to meet the ongoing needs of the student. The ELL teacher maintains a register of students receiving support, including an entry date, exit date and information about progress made. Parents are informed when their child exits the programme. Formal report comments communicate progress to the student and parents at each main reporting stage. Homeroom/subject teachers record details of support received and students' progress. This is recorded and passed on to the teacher for the following year.

DP/CP

In the Diploma Programme the student needs to obtain a minimum of grade 5 in MYP English Language and literature in Internal or e-assessments to opt for English Language and literature HL and grade 4 to opt for English Language and Literature SL.

In the Career-related Programme, Students who are new to the English language are provided ELL support outside classroom and in classrooms. The ELL teacher maintains a register of students receiving support, including an entry date, exit date and information about progress made. Parents are informed when their child exits the programme. Formal report comments communicate progress to the student and parents at each main reporting stage. Homeroom/subject teachers record details of support received and students' progress.

Library

Both Secondary and PYP libraries in AIA incorporate a range of fiction and non-fiction texts. Currently they include reference and multimedia material, periodicals and dual language books in a variety of languages that are accessible to all students, staff and the school community. We are continually building a library resource collection that is culturally and globally diverse.

PYP

The Primary library is used as a teaching resource and reading classes throughout the day. The Primary library also houses a range of language teaching resources within the school. The library is a resource center first and foremost and a promoter of literacy and language throughout primary school. The library has books which cater for students with knowledge of various languages.

MYP and DP/CP

The Secondary library is a separate room from the Primary library. It is managed by a qualified librarian and is available for independent study and research.

It is also used by the teaching staff when they are researching with their students. The library is available at lunchtime for interested students. It is equipped with computers and databases for independent research.

Support for the host country

As mandated by the Ministry of Education, all Arab country passport holders will study Arabic A (first language) until Grade 12 and all non-Arab passport holders will study Arabic B (second language) until Grade 9. The host country's language of Arabic shall be integrated within unit plans where applicable. Students will be encouraged to explore the Arabic language and UAE culture when discussing literary texts in lessons and when commenting on language features. Writing competitions, such as the Emirates Literature Festival, challenge students to draw upon the host country's language and culture to produce a variety of poetry and short stories. Recitation of verses from the Quran and poetry

written in Arabic are recited frequently at assemblies and other school events.

Students are familiarized with Arabic language around the school. National events such as UAE National Day and International Day are observed appropriately and are integrated within appropriate unit plans to celebrate the culture and diversity of the host country.

Support for Students of Determination/Students with special educational needs

At AIA, we acknowledge a wide spectrum of abilities across our curriculum and tailor content to cater to each learner's needs. The school is dedicated to providing extra support for students whose skills require further enhancement to thrive in the classroom environment. In the PYP, MYP and DP/CP, our language policy underscores our commitment to inclusivity by acknowledging the diverse linguistic and learning needs of our students with additional needs.

Primary Years Programme (PYP):

- Language instruction within the PYP is tailored to cater to the unique learning styles and needs of students with additional needs. Teachers employ a range of strategies to ensure equitable access to language learning, fostering a supportive and nurturing environment.
- Collaboration among teachers, inclusion team, and families is pivotal in addressing the specific language needs of students of determination. This partnership ensures that language instruction is not only accessible but also effective in promoting their language development.
- Students of determination benefit from ongoing monitoring of their language progress. Individual Education Plans (IEPs) are crafted, incorporating specific language-related goals and strategies, to ensure that their language learning journey is responsive to their abilities and requirements. Certain IB access arrangements may be considered to further support language acquisition, including extra time for assessments and alternative formats for materials.

Middle Years Programme (MYP):

- Language instruction in the MYP is personalized to accommodate the diverse needs of students of determination. This includes adapting materials, assessments, and instructional strategies to ensure meaningful and accessible language learning. Access arrangements, such as additional time for examinations and oral assessments, may be provided as needed.
- We create inclusive classrooms that value the contributions of all students, including those with special education needs. Collaborative approaches among teachers and specialists ensure that the language learning environment supports the linguistic and academic growth of every student. Supportive measures, such as assistive technology or individualized assessment conditions, may be introduced to aid language acquisition.

- Language assessment methods are designed to be flexible, allowing students with additional needs to showcase their language proficiency through varied means. Constructive feedback is tailored to individual abilities, fostering a growth mindset and promoting ongoing improvement. Appropriate IB access arrangements, including scribing or the use of assistive devices, may be employed to facilitate equitable assessment experiences.

Diploma Programme (DP) / Career-related Programme (CP):

- Accommodations tailored to individual needs are provided for language learning and assessment. This ensures that students of determination can fully engage with language content, tasks, and examinations while receiving appropriate support. IB access arrangements, such as a reader or the use of specialized software, may be considered to facilitate language-related tasks and assessments.
- Teachers, learning support specialists, and families collaborate to design and implement language learning plans that align with students' Individual Education Plans (IEPs). This collaborative effort ensures that language instruction is purposeful and effective. Specific IB access arrangements, including braille materials or sign language interpretation, are determined through consultation to address unique language needs.
- Student progress in language learning is continuously monitored, and feedback is shared with students, parents, and specialists. As students move through the DP/CP, their language skills are nurtured, supporting successful transitions to higher education and beyond. Appropriate IB access arrangements are implemented to ensure language proficiency does not impede academic growth and future pursuits.
- On identifying a need for learning support, subject teachers (in collaboration with the DP/CP Coordinator), refer students to the SEND coordinator. The SEND Coordinator initiates the process of consultation with all concerned parties to ensure school support. The DP/CP Coordinator will register the students officially to the IB inclusion list and await approval for accommodations in their coursework and assessments.

By embedding inclusion within the language policy across the PYP, MYP, and DP/CP, AIA ensures that students with additional needs receive comprehensive and equitable language instruction. This includes considering and implementing IB access arrangements that further support their language acquisition, ensuring that all students can excel academically and linguistically.

Differentiation and Personalization/Individualization

Teachers are expected to cater to the needs of high, middle and lower ability students in the language of instruction through outcome, task, resources or support. They are expected to use further personalized strategies based on individual needs of students, which are determined through the triangulation of teacher observations, internal formative and summative assessments and benchmark assessments such as: (CAT4, NGRT, PT, Arabic Benchmark

Tests (ABT).

Based on the individual needs of students, IEPs (Individual Education Plans) are created with individualized goals and strategies to ensure all students make optimum progress from their individual starting points. A range of assessments are used to identify AGT students as well as those requiring extra personalized support through intervention or inclusion support.

In the Secondary School, students are placed in Language Acquisition classes according to the IB's continuum of language learning phases. The school has a placement policy that allows student movement (typically at the end of the academic year) in relation to student progression along this continuum. In English, students will be set in mixed ability groups to allow for widely differentiated lessons and activities.

Teachers personalize teaching and learning strategies by:

- Using texts that children can read and understand.
- Using visual and written materials in different formats.
- Using ICT, other technological aids and recorded materials.
- Using teaching assistants to facilitate personalized learning where appropriate.
- Using specialists in the learning support department where appropriate.

Support for Able, Gifted and Talented (AGT) Students

Students who have been identified as Able, Gifted and Talented attempt differentiated, more challenging activities in class. Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and expose AGT students to more advanced forms of literature and informational texts. Teachers will choose texts to suit the ability levels in the classroom. Teachers work with other specialists in order to ensure continuity of the delivery.

Support for Home country language

During classroom instructions, students are encouraged to communicate in the language of instruction. However, outside classroom home country language is encouraged through activities such as (International Day, assemblies, field trips and student presentations).

If a student wishes to study a language and literature or an additional language acquisition subject which is not offered by the school, they can study their home country language outside of school time.

Language Development in the Context of the IB Learner Profile

In line with IB Programmes, the language programme not only helps students to gain an instrumental means of

communication, but it also helps them develop the cognitive, emotional and attitudinal skills which promote a well-balanced and holistic education. We strive for students to develop the knowledge, skills and attitudes that will enable them to be:

1. **Inquirers:** They use language as their prime medium of inquiry to make sense of the world around them.
2. **Thinkers:** They use language precisely and skillfully in the context of higher-level thinking to express their thoughts and ideas clearly and succinctly.
3. **Communicators:** They are confident users of oral and written language in a variety of situations.
4. **Risk-takers:** They attempt to read, write and speak in situations where they may not feel totally competent.
5. **Knowledgeable:** They understand the internal structures of language and the various influences on its development. They have experience with a wide range of literature and acquire the vocabulary and understanding to discuss different literary styles.
6. **Principled:** They are aware that language is powerful, that it can have a profound effect and that it must be used responsibly.
7. **Caring:** They show responsible and respectful behaviour towards the use of diverse languages, and they value literature for the insight it gives into the feelings of others.
8. **Open-minded:** They respect differences and similarities between languages and dialects. They are aware of the use of language as an expression of bias and strive to maintain an objective stance.
9. **Well-balanced:** They are aware of the need for an educated person to be an effective communicator. They use literature for both learning and leisure.
10. **Reflective:** They reflect upon their own levels of language development in their home country language and other languages. They consciously work at improving their language proficiency.

Links to the IB Approaches to Learning

Through approaches to learning (ATL) in the IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills provide a solid foundation for learning independently and with others. The ATL skills are interconnected across subjects and students are expected to develop all strands. The following ATLs have been identified as vital components of language learning in both helping a student develop language skills and using them successfully in lessons and assessments.

1. **Communication Skills** Exchanging thoughts, messages, and information effectively through interaction reading, writing and using language to gather and communicate information.
2. **Social Skills: Collaboration Skills** Working effectively with others requires language.
3. **Research: Information literacy skills** Finding, interpreting, judging, and creating information.
4. **Research: Media literacy skills** Interacting with media to use and create ideas and information.
5. **Thinking Skills: Critical-thinking skills** Analysing and evaluating issues and ideas.
6. **Thinking Skills: Creative-thinking skills** Generating novel ideas and considering new perspectives.

Practices for Implementing Reading, Writing, Oral and Visual Skills

IB Primary Years Programme (PYP)

In line with the IB PYP, we develop students' use of language, appreciation of language, awareness of the nature of language, of the many influences on language, and of the variety in and between languages and dialects. Through regular teaching and learning we ensure that students understand the transdisciplinary nature of language, use language within and across the subject areas, both inside and outside the classroom. They are encouraged to recognise that competency in language, and in more than one language, is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Furthermore, learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression. Students learn oral language, visual language, written language across and throughout the curriculum.

Oral language—listening and speaking

At AIA we provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers through debates, show and tell opportunities, elocution competitions, project presentation etc. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, etc.).

Visual Language—Viewing and Presenting

These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. We create opportunities for students to view and present their work or ideas through advertisements, posters, illustrations, graphic organizers, comics etc. Students get opportunities to explore the function and construction of images to facilitate the process of critically analysing a range of visual texts.

Written Language—Reading

In line with IB PYP and the National Agenda Parameters expectations, reading is an integral part of the curriculum. At AIA reading is embedded in regular lessons, and through a wide range of learning opportunities. We endeavour to develop lifelong reading habits, creating opportunities for learners to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies, and conceptual understanding necessary to become competent, motivated, independent readers. We have two well-stocked libraries (Primary and Secondary) with a variety of books of all genres and diverse languages and reading corners in all classrooms. Guided reading is an integral part of the curriculum.

Written Language—Writing

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. Students organize and communicate thoughts, ideas, and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. Children are encouraged to express themselves and reveal their own “voice”, through writing. Writing is an integral part of the curriculum across PYP. In lessons and outside opportunities are created for students to actively share their thoughts and ideas through writing. Students follow the process of planning, drafting, editing, proof reading, revising, and publishing their work. The focus is on meaning rather than accuracy. They are exposed to different genres to add depth. In PYP teachers develop the understanding of the rules of punctuation, grammar, spellings, and handwriting. They incorporate a variety of spelling strategies such as spelling conventions, high frequency words and unit related vocabulary.

MYP and DP/CP

To promote inquiry-based language learning within the context of the MYP, our school recognises the importance of incorporating the teaching and learning of language through each subject discipline as well as the IB Approaches to Learning. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student’s overall development.

Reading practices

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including but not limited to, guided reading groups, differentiated reading instruction, word lists, graphic organisers and the use of leveled reading material.
- Students will be encouraged to read for information, read for pleasure, read aloud expressively, discuss, analyse, compare and contrast the texts they read.
- Students will be exposed to a variety of genres, including multicultural literature, poetry, plays, short stories, newspapers, magazines and informational texts.
- Students will learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Teachers will promote and incorporate supplementary reading incentives and support programmes.
- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g. word walls, word of the day, spelling programmes, use of idioms, metaphors, and similes.
- Students will participate in Drop Everything and Read on a weekly basis in school in the MYP.

Oral Language Practices

- Teachers will model correct language use in conversation, while being sensitive to students’ cultural backgrounds and home country languages.

- Students will be provided with opportunities to develop and utilise oral language beyond everyday classroom conversations. This will be done through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations and performing arts.
- Teachers will plan activities that expose students to the conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices

- Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
- There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising, and publishing) throughout the grade levels.
- Students will be encouraged to focus on meaning first rather than accuracy and to enjoy the writing process in MYP.
- Students will be provided with opportunities to express themselves in writing through different genres.
- Students will be provided with opportunities to acquire, develop and use language specific to relevant subject areas.
- Constructive feedback from teachers, peers, and other adults will support the development of writing.
- Teachers will model and provide instruction with the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- Teachers will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit/subject-related vocabulary.
- Academic writing sessions will be conducted during open classes to help students develop professional writing skills.

Viewing and presenting practices

- Students will have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purposes and audiences.
- Opportunities will be provided for students to view high quality performances in a variety of media.

The policy is shared with the school community on Ambassador International Academy's website – www.aiadubai.com.

References and resources:

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