



LANGUAGE POLICY AND PROCEDURE

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Rationale

In line with our vision of an “agile, innovative, and empowered **community of learners** who contribute positively within and beyond the school”, at MIS, we treat the IB Learner Profile as one of our essential Guiding Statements. We expect every member of our community - students, faculty, staff, and parents to acquire and develop these critical attributes. Our policies are written with those values in mind to ensure that all our processes are learning opportunities that lead to growth. Strong of 30 + nationalities, we are by nature a diverse institution. Our mission to Celebrate Diversity requires a commitment to international-mindedness and a moral obligation to write inclusive school policies that take into consideration cultural differences.

Key Terms

1. **Language Acquisition (LA)**– Learning the basic structures and uses of a language through engagement with the environment, as well as through formal, phase-appropriate programs.
2. **Language Development** – Learning and practicing the refined skills of critical literacy through conscious effort.
3. **Additive Multilingualism** – Adding other languages to one’s learning, where those languages and cultures do not replace the mother tongue (International Baccalaureate, Language and Learning in IB Programmes).

Mother Tongue – “The language learned first; the language identified with as a ‘native’ speaker; the language known best; the language used most”; “the home language” (International Baccalaureate, Learning in a language other than mother tongue)

Translanguaging - A process in which students draw elements from known languages, combining them to be able to communicate and meet social needs. (International Baccalaureate, PYP: From principles into practice)

MIS Language philosophy

“We read the world before reading the word; and the world is a text from which we make individual meaning” (Fecho 1997).

Mahindra International School (MIS) is a continuum International Baccalaureate (IB) school that offers the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP). Language learning is central to all learning at MIS, and we view language as a medium through which to discover and create meaning.

We celebrate diversity by recognizing our own and others’ identities, and by developing appreciation and tolerance for different worldviews and opinions. We recognize that language is an important part of culture and encourage the power of languages in building and communicating understanding. We consider

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multilingualism and the development of critical literacy as a means for cultivating internationalism in our students.

At MIS, **all teachers are language instructors**, and **all community members are language learners**, regardless of what language(s) they speak. All individuals possess unique funds of knowledge (Gonzalez), which are crucial for defining their ongoing cognitive development and for maintaining their cultural identity. Given our diverse student body and the presence of 30+ nationalities on campus, we value the important role home languages play in our students' education and how **translanguaging** can be a powerful and inclusive approach to teaching and learning. From using GenAI across grade levels to the implementation of our World Literature programme in the secondary, we are committed to providing opportunities to use translanguaging to deepen learning.

We understand the importance of recognizing the difference between specific cultural perspectives and shared human commonalities. We appreciate that language is an essential part of culture, and that learning one goes hand in hand with learning the other. The majority of our staff are fluent in two or more languages.

Our commitment at MIS is to create a learning environment that actively supports language development within a multilingual curricular setting—one in which multilingual teachers model language use and promote positive attitudes toward both culture and language.

We aim for **multilingualism** in all our students through a wide range of language course options. We promote the major host country language through our **Hindi programme**, and have introduced a regional Indian language through our **Marathi programme** in the PYP and MYP. We also prioritize supporting each student's **mother tongue** through both teacher-taught and self-taught courses.

Furthermore, we believe that language is most effectively learned and practiced in contexts where **risk-taking is encouraged** and **error-making is accepted** as part of the learning process. Language skills are best acquired through meaningful use—social, cultural, and academic—and through exposure to texts and literature from multiple cultural and linguistic sources (International Baccalaureate, *Developing Academic Literacy in IB Programmes*).

Classroom discourse takes place across all subject areas and supports the transdisciplinary nature of language learning at MIS. Talk in the classroom—whether in the form of discussion, rehearsed talk, or social talk—is **fundamental to learning**, and plays a key role in language Acquisition and development.

Our commitment to IB Programme Standards and Practices

As an IB World School we are committed to the following standards and practices:

Culture 4, Practice 4.2

The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Language learning is central to all learning at MIS. We begin our language instruction during the admissions process, wherein a language profile is created for each incoming student. Discussions ensue regarding the

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language course options that would best support the student and our aim of additive multilingualism in the long term. English is the language of instruction from Early Years through to the Diploma Programme and support is provided to English language learners. If a child joining Primary school, does not have exposure to a language other than English, they are encouraged to take Hindi, the host country language.

In the Secondary school, the students, parents and school use discussion and assessments to direct choices for language courses that seek to be in alignment with our goal of facilitating both mother tongue development as well as additive multilingualism in student learning. In addition, we have recently added a host country regional language, Marathi to our programme. MIS invests in hiring and retaining highly qualified, professional language teachers for the languages of instruction and for other languages taught across the school. Parents and families work in partnership with the school to facilitate students' language learning. Parents are encouraged to read, talk, and communicate with their child in their mother tongue.

We offer continuous and consistent support for students who are working in a language of instruction—English—that is not their mother tongue. The school's English Language Acquisition Programme supports students whose English abilities have not yet reached a point where they can function independently in the English classroom. Students in the Primary and Secondary School have access to this phase-based programme as their language needs indicate. The goal of this programme is to help students develop their English skills so that they can be fully integrated into the English Language and Literature classroom. In-class English language support is provided by ELA teachers as required.

The host country language, Hindi, is an established part of the curriculum and continues to grow each year. Support for other languages is provided based on student needs, with a strong emphasis on mother tongue maintenance and the promotion of additive multilingualism.

Providing students with a variety of experiences accessing information from books, reference materials, and multimedia resources is another way that all teachers diversify the learning of and through language at MIS. Receptive aspects of language (reading, listening, viewing) are taught and practiced using multiple genres within the categories of fiction and nonfiction. Likewise, productive aspects of language (writing, speaking, presenting) are taught and practiced using a wide variety of forms and modalities. Scope and sequence documentation guides teachers' decisions about what receptive and/or productive aspects of language to teach and when to teach them. Our vertical articulation aims to spiral certain genres of text and writing modalities upward through the years to reinforce long-term retention of students' learning from those experiences.

As language is taught holistically at MIS, it is also assessed in the same essential manner. We base our learning and assessment of language on the communication curricular strands of oral (listening and speaking), written (reading and writing), and visual (viewing and presenting) communication. We view these strands as comprising the productive aspects of language (speaking, writing, presenting) and the receptive aspects of language (listening, reading, viewing).

In Secondary, we use a range of assessment methods across subject areas: portfolios, criterion-referencing, conferencing, writing sample analysis, writing journals, reading logs, self- and peer-assessment, and written and oral feedback. In addition to assessing the products of student work, we also actively engage in assessing the processes by which those products are created. Both process and product inform the learning that a student undergoes and are factored into our assessment practices.

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At MIS, teachers ensure that a diverse selection of literature from around the world is used in the classroom. Including multicultural literature promotes awareness of diverse global perspectives and the representation of global concerns. This serves as a powerful tool for students to relate to their own culture and gain a deeper understanding of other people's cultures.

Culture 4, Practice 4.4

The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400).

Since we teach language with an understanding that language learning transcends subject-area boundaries, collaborative planning among the instructional personnel is viewed as an indispensable component for effective language teaching and learning. To this end we use a variety of collaborative strategies to ensure best professional practices intended to generate optimal learning conditions for languages.

Teacher professional development days allow for collaborative work with literacy and/or language learning. Vertical articulation meetings are held periodically within and across programmes to review the language scope and sequence documents in order to ensure that the principles are lived and implemented by all teachers. **Teachers also plan collaboratively, both within and across grade levels, during regular LA whole-school meetings.** This can happen during grade level meetings, at transdisciplinary and interdisciplinary planning meetings, or at collaborative meetings with the PYP, MYP and DP coordinators.

Collaboration and co-planning between ELA teachers and subject teachers are done periodically to ensure that worksheets, teaching materials, assessments etc. cater to the needs of language learners. Differentiation and Scaffolding workshops are held throughout the year for the entire teaching and support staff. In addition, phase related information, WIDA scores and Can-do descriptors for ELA students are shared with all subject teachers.

Culture 4, Practice 4.3

The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300).

At MIS, all teachers share the responsibility for students' language development. Language teachers are front-runners in this regard; however, subject teachers also share ownership of language learning. Throughout the teaching and learning cycle, all subject teachers are aware of students' language strengths and areas for growth and adapt their units explicitly to address them.

Learning experiences, materials, and assessments are planned in a manner that ensures accessibility for all students. Various strategies—such as vocabulary front-loading, chunking of writing tasks, and the use of visuals—support language learners. ELA teachers work alongside subject teachers to guide and implement necessary differentiation and scaffolding in classroom practices, teaching materials, and assessments.

Language Courses and Pathways at MIS

At MIS, majority students, across the three programmes, study two language courses. English is the medium of instruction for all subjects. It is essential for all students to study one English course.

Language Courses

The language courses offered for each IB programme are specified below.

Primary Years Programme

Language of Instruction - English, ELA support provided

Language courses offered

- English- All students study English.
- English Language acquisition- Students acquiring English are taught and assessed in their year groups by Phase. Phases 1-5 are offered.
- French Language Acquisition- Students learn French by phase. PYP phases 1-5 are offered.
- Hindi Language Acquisition- Students study Hindi by phase. PYP phases 1-5 are offered.
- **Marathi- All students from EY3 until P5 study Marathi.**

Middle Years Programme

Language of Instruction - English, ELA-in class support provided

Language courses offered

- **Language and Literature English** - All students except those in English Language acquisition, study this course.
- **Language and Literature Korean** -Students proficient in Korean can choose this course. These lessons are conducted at the same time as Language acquisition.
- **World Literature programme, for Languages other than English (explained below)**
- English Language Acquisition- Students acquiring English are taught and assessed in their year groups by MYP Phase. Phases 1-6 are offered. These lessons are conducted at the same time as English Language and Literature.
- **French Language Acquisition** - Students can choose to learn French. They are taught and assessed by phase and MYP phases 1-6 are offered.
- **Hindi Language Acquisition** - Students can choose to learn Hindi. They are taught and assessed by phase and MYP phases 1-6 are offered.
- **German Language Acquisition** - Students can choose to learn German. They are taught and assessed by phase and MYP phases 1-6 are offered.
- **Spanish Language Acquisition**— Spanish was reintroduced in 2025-26 as an additional Language Acquisition option at the school. (implementation across all grades is expected to take a few years). They are taught and assessed by phase and MYP phases 1-6 are offered.
- **Marathi – Host Regional Language**
In alignment with the requirements of the Government of India, all students—both Language Acquisition and native speakers—participate in the study of Marathi, the host regional language. This

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programme is delivered once every rotation and is mandatory for all students. While students are not formally graded in Marathi, their engagement and progress are monitored and evaluated.

Diploma Programme

Language of Instruction - English

Language courses offered may include, both at High and Standard level:

- English A Language and Literature
- English A Literature
- Hindi A Literature
- Korean A Literature
- School Supported Self-Taught Language A- (explained below, Standard Level only)
- English B
- French B
- Hindi B
- German B
- Spanish B/ ab initio (ab initio offered as Standard Level only)

*language options may change every academic year depending on the students' needs

Possible Language Pathways

Primary Years Programme:

1. French or Hindi Language Acquisition- Students who join us in Primary Years and meet our English language requirements have the option to study French (P3-P5) or Hindi (P1-P5) as a new or continuing Language.
2. English Language Acquisition - Students who join in Primary Years and are English Language learners or are completely new to English, are placed in English language acquisition in addition to studying English with all other Homeroom students. Students are also provided in-class support by an ELA specialist teacher.

When possible, we offer home language support via parent organized sessions as an Extra Curricular Activity.

When students complete PYP and move to MYP, their language pathways are discussed and adjusted if required. Ideally, students are placed in at least one Language and Literature course. Students are encouraged to continue the Language acquisition course they were studying in PYP.

Middle Years Programme:

1. Language and Literature English + Language Acquisition French/German/Hindi/Spanish-

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This pathway is taken by a significant number of MYP students at MIS. Students who are native English speakers or consider English to be one of their home languages will choose this pathway. These students have the option of studying French/German/Spanish or Hindi as their Language acquisition course. This pathway will lead students to a Language A (English) and Language B (French/Hindi/ German/Spanish) course selection at DP level.

2. Language and Literature English + Language and Literature Korean- This pathway is taken by many of our students who have Korean as their home language and are competent in English and have studied it for many years. These students study both courses as Language and Literature and as on the Korean classes coincide with the Language acquisition classes on the timetable, there is no clash or special arrangement necessary. This pathway leads students to a bilingual diploma at DP Level.
3. Language and Literature English + World Literature/School Supported Self-Taught – This pathway is chosen by a growing number of our MYP students. They study both English and their Mother Tongue as Language and Literature courses. As the mother tongue classes coincide with the Language acquisition classes on the timetable, there is no clash or special arrangement necessary. This pathway will lead students to a bilingual diploma at DP Level. However, the limited number of languages offered in MYP E-assessments currently, means many students studying their Mother Tongue languages cannot receive a full MYP certificate.
4. Language Acquisition English + World Literature/School Supported Self-Taught – This pathway is ideal for students who have a strong command of their home language/mother tongue and are either new to English or have been learning English for a short while. This pathway can lead students to a Language A (Mother-tongue) and Language B (English) course selection at DP level. It can also lead to a bilingual diploma if students make enough progress in their English language before they start DP. However, the limited number of languages offered in MYP e-assessments currently, means many students studying their Mother Tongue as Language and Literature, cannot receive a full MYP certification.
5. Language acquisition English + Language acquisition French/Hindi/German/Spanish- This pathway is used with caution and only allowed for new students in MYP 1-3 who at the point of admission are not proficient in any language that is offered as a Language and Literature course at MIS. The school aims to support these students' English Language acquisition journey, so they are ready to join the English Language and Literature course before they complete MYP. If this be the case, this pathway can lead students to a Language A (English) and Language B (French/Hindi/ German/ Spanish) course selection at DP level.

English Language Acquisition at MIS

In addition to English being the medium of instruction across the school, all students are expected to study an English course. As an international school, our student demographic is diverse, with varying degrees of abilities in English. During the admission process, we take particular care to get information about the language profile of students and evaluate their language competencies. We have appropriate options for testing students' English language proficiency during admissions, using either MAP Reading, student interviews, the World-Class Instructional Design and Assessment (WIDA), and/or an English proficiency test developed by the school.

Depending on the student's mother tongue/strongest language, languages they have studied in the past, reports from previous schools, and tests done during the admission, students are placed in the correct English courses. In Secondary, students are placed in either Language and Literature English, where they study English as Language A, or in English Language Acquisition (ELA), where they study English as Language B. Our admissions policy states the minimum English requirements for each grade level for Secondary. In Primary, students are placed either in ELA or another LA course (French or Hindi).

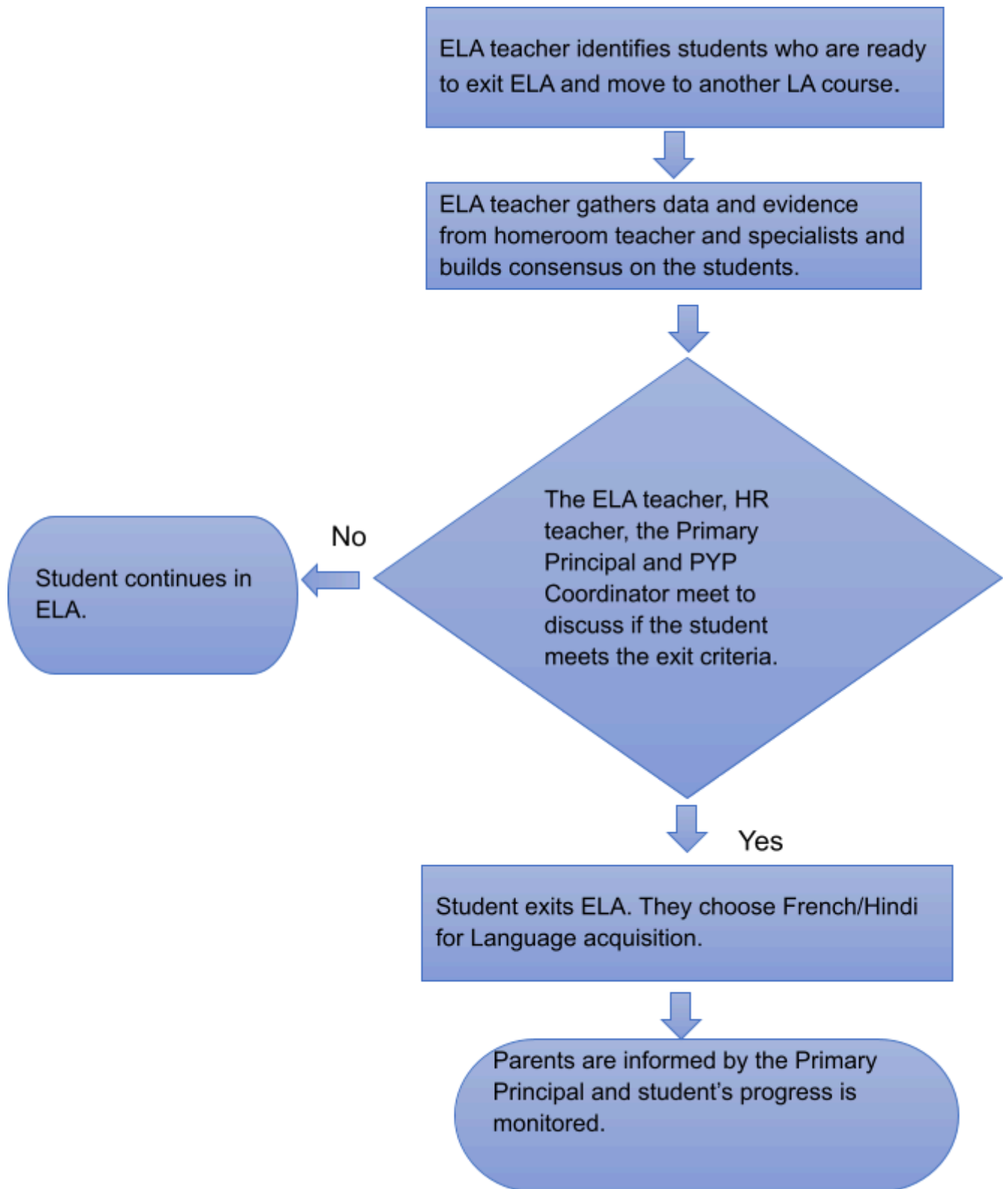
We use the PYP and MYP framework for language acquisition to teach English Language Acquisition and the focus here is on helping students to master the structures and systems of the English language. On the other hand, English Language and Literature has a greater focus on the intricacies, subtleties and nuances of higher-level English language and literature. The aim of ELA is for students to progress through the different phases and then transition into English Language and Literature when they are ready.

As students transition from one ELA phase to the next, we provide English support across various subjects. Focus is first put on developing BICS (Basic Interpersonal Communication Skills) and then moving on to CALP (Cognitive Academic Language Proficiency). ELA specialist teachers, push-into subject lessons and help students by scaffolding tasks, illustrating vocabulary and concepts, breaking down instructions, and working 1-1 or in small groups with the ELA students. ELA teachers also provide strategies, guidance, and training for subject teachers to facilitate student learning. The WIDA Can-Do descriptors are used to focus on what the ELA students can accomplish, and teachers make sure that instructions, tasks, and assessments are differentiated appropriately for ELA students. (Appendix 1)

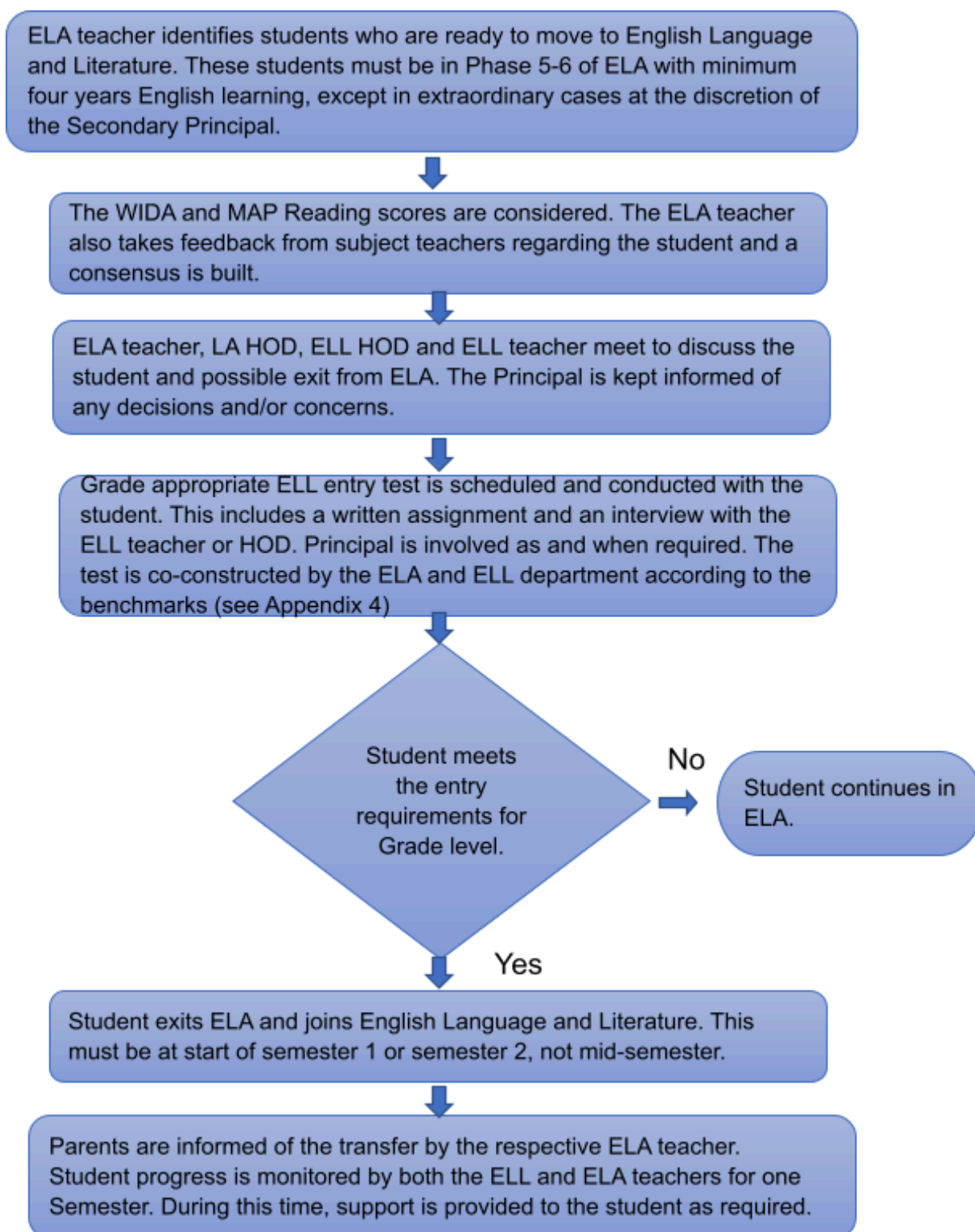
English Language Acquisition Exit procedures

As students progress through the phases and become more proficient in their English language abilities, teachers plan for their possible move from the Language acquisition course to the English/Language and Literature English course. The protocol and procedure for this transition involve the student in question, the ELA teacher, the English/ Language and Literature English teacher, the Principal and the homeroom and subject teachers teaching the student.

PYP - Transition procedure from ELA to another LA



MYP Transition from ELA to ELL (Refer Appendix 4)



World Literature Programme

At Mahindra International School, we recognize the importance of mother tongue, the language known best or used most for communication by the student. We believe that developing a student's mother tongue can accelerate their acquisition of other languages as well as facilitate learning in all subject areas. In keeping with this belief and to meet the diverse language needs of our student demographic, we have started the innovative World Literature Programme for MYP students.

The World Literature programme, for languages other than English, is intended for students who have a good command over their respective mother tongue in both written and oral contexts. This programme enables the school to support a wide range of languages in the same Language and Literature class.

Students learning different mother tongue languages are taught together and English is used as the medium for instruction. Though all teaching is done in English, the texts, assessments and other materials used are differentiated for all mother tongue languages. The MYP language and literature guide and assessment criteria are followed throughout the programme.

Each student enrolled in this programme is required to have a qualified tutor for their mother tongue language. The tutor is compulsory and is selected in consultation with the school. All tutor-related costs are the responsibility of the parents. Literary books in the mother tongue need to be provided by the parents.

School Supported Self-Taught Language courses

The School Supported Self-Taught Programme (SSST) in the Diploma Programme is intended for students who have a strong command of their mother tongue in both written and oral contexts. This is an opportunity for students to study the literature element of a language that is not offered at school as a taught subject. The SSST structure enables the school to support a wide range of languages in both the study of language and literature.

At MIS, the SSST program is robustly supervised by a Language A teacher. The teacher guides the students in developing a booklist, approves the booklist and ensures it meets the course requirements. They help the students to frame a timeline of study, guide them through the assessment components and criteria for the course and give students access to past papers. The teacher meets with the students individually, on a regular basis and monitors their progress. Being a Language A teacher, they can guide students and discuss the Literature elements of their chosen text, even though they are not always familiar with the specific work or the language. In addition, the teacher liaises with the tutor, administers the individual oral component and is a valuable resource for the students' literary studies. **The teacher and the DP coordinator** ensure that all assessments are externally moderated by an IB examiner and the highest level of academic honesty is maintained.

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Appendix 1

K-12 Can Do Descriptors, Key Uses Edition

This edition is organized around four overarching communicative purposes called Key Uses: Recount, Explain, Argue, Discuss.

The Descriptors are organized by the following grade level clusters, corresponding with WIDA ACCESS and WIDA Screener.

To purchase copies of the *K-12 Can Do Descriptors, Key Uses Edition* that are color printed and bound, visit the [WIDA Store](#).

[Can Do Descriptors, Key Uses Edition Kindergarten](#)

[Can Do Descriptors, Key Uses Edition Grade 1](#)

[Can Do Descriptors, Key Uses Edition Grades 2-3](#)

[Can Do Descriptors, Key Uses Edition Grades 4-5](#)

[Can Do Descriptors, Key Uses Edition Grades 6-8](#)

[Can Do Descriptors, Key Uses Edition Grades 9-12](#)

[Can Do Descriptors Name Charts, Grades K-12](#)

[Can Do Descriptors Name Charts, Kindergarten](#)

[Can Do Descriptors Name Charts, Grade 1](#)

[Can Do Descriptors Name Charts, Grades 2-3](#)

[Can Do Descriptors Name Charts, Grades 4-5](#)

[Can Do Descriptors Name Charts, Grades 6-8](#)

[Can Do Descriptors Name Charts, Grade 9-12](#)

Link : [WIDA Can Do Descriptors](#)

Appendix 2

English proficiency tests conversion

Duolingo Max 160	TOEFL Max 120	IELTS Max 9	CEFR	Approximate Description	WIDA	MYP Phase
0-10	-	1.5	-	Can understand very basic English words.	1	1
10-15	0	2	A1	Can understand very basic English words.	1	1
16-20	0	2	A1	Can understand very basic English words.	1	1
21-25	0	2.5	-	Can understand very basic English words.	1	1
26-29	1	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1	1
30-35	2-4	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1	1
36-40	5-8	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1/2	1/2
45	9-13	3.5	A2	Can understand straightforward information and express themselves in familiar contexts.	1/2	1/2
50	14-19	3.5	A2	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
55	20-25	4	A2	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
60	26-31	4	B1	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
65	32-37	4.5	B1	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
70	38-43	4.5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
75	44-49	5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3

80	50-55	5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
85	56-61	5.5	-	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
90	62-67	5.5	B2	Can fulfil most communication goals, even on unfamiliar topics	4	4
95	68-73	6	B2	Can fulfill most communication goals, even on unfamiliar topics	4	4
100	74-79	6	B2	Can fulfill most communication goals, even on unfamiliar topics	4	4
105	80-85	6.5	B2	Can understand the main ideas of both concrete and abstract writing	4	4
110	86-91	6.5	B2	Can understand the main ideas of both concrete and abstract writing	4	4
115	92-96	7	B2	Can understand the main ideas of both concrete and abstract writing Can interact with proficient speakers fairly.	4	4
120	97-102	7	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
125	103-107	7.5	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
130	108-112	7.5	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
135	113-115	8	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
140	116-118	8	C1	Can grasp implicit, figurative, pragmatic, and idiomatic language	5	5
145-150	119	8.5	C2	Can grasp implicit, figurative, pragmatic, and idiomatic language	5	5
155-160	120	9	C2	Can use language flexibly and effectively for most social, academic, and professional purposes.	6	6

Appendix 3

Table 1
Possible IB continuum pathways

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	Emergent	Phase 1	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

Where possible, it is recommended that the student has at least one semester in MYP language and literature before starting the DP courses listed in Table 1.

MYP students in this language acquisition phase 6 could prepare and register for the IB MYP bilingual certificate by taking two language and literature on-screen examinations.

A student who achieves phase 6 early in the MYP (year 1–3) could progress to a language and literature course in the same language in year 4 and 5. In this case, the students would be eligible for an IB MYP bilingual certificate by taking two on-screen examinations in language and literature.

Appendix 4

ELA to ELL transition Benchmark

ELA descriptors (Phase 5)	ELL descriptors (3-4, 5-6)	Benchmark
<p>Writing :</p> <p>Band 7-8, the student:</p> <p>i. uses a wide range of vocabulary</p> <p>ii. uses a wide range of grammatical structures generally accurately</p> <p>iii. organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</p> <p>iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.</p>	<p>Writing:</p> <p>(C) ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>(D) i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p>	<p>Student:</p> <ul style="list-style-type: none"> • Uses a wide and varied range of vocabulary and sentence structures. • Makes stylistic choices using linguistic, literary, and visual devices with awareness of audience. • Demonstrates a considerable degree of accuracy in grammar, syntax, punctuation, and spelling; errors do not hinder communication. • Organizes information coherently using a wide range of complex cohesive devices. • Communicates all or nearly all required information with a clear sense of audience and purpose. • Uses an appropriate register and style for the context and intention.
<p>Speaking:</p> <p>Band 7-8, the student:</p> <p>i. uses a wide range of vocabulary</p> <p>ii. uses a wide range of grammatical structures generally accurately</p> <p>iii. uses clear pronunciation and intonation which makes the communication easy to comprehend</p> <p>iv. during interaction, communicates all or almost all the required information clearly and effectively.</p>	<p>Speaking:</p> <p>ELL will follow ELA guidelines for Criteria C</p>	<p>Student:</p> <ul style="list-style-type: none"> • Uses a wide range of vocabulary and grammatical structures accurately. • Speaks with clear pronunciation and intonation; speech is easy to understand. • Communicates required information clearly and effectively in interactions. • Shows awareness of audience and purpose. • Maintains flow of conversation and responds appropriately in discussions.
<p>Reading:</p> <p>Band 7-8, the student:</p>	<p>Reading:</p>	<p>Student:</p>

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i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyses conventions in complex authentic texts iii. analyses connections between complex authentic texts.	(A) i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts.	<ul style="list-style-type: none"> Identifies explicit and implicit information in complex authentic texts. Analyzes textual conventions, authorial choices, and style. Justifies opinions using examples and some literary terminology. Identifies similarities and differences within and between texts. Makes connections between texts, demonstrating understanding of themes, structure, and techniques. Shows understanding of what the author's message is, how that message is expressed and why it is expressed that way.
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Test Paper Requirements: Reading and Writing Assessment

- **Duration:** 45 minutes
- **Reading Length:** Approximately one page (12-point font), with the possibility of including relevant images.
- **Question Format:**
 - o 3 short-answer questions
 - o 1 extended-response question
 - o **Skills Assessed:**
The assessment will evaluate students' comprehension and analytical skills. Literary devices and concepts may include – Characterization, Theme, Conflict, Setting, Imagery and Metaphor.
- **Alignment:**
The assessment will be developed based on the benchmark criteria as stated above (Reference: Chat GPT).
- **Collaboration:**
The test paper will be prepared by the English Language Learner (ELL) teachers and shared with the English Language and Literature (ELA) teachers at least one week prior to the assessment date for review and alignment.

Policy Review Process

This language policy is a living document, shaped by ongoing reflection and practice. All teachers share the responsibility for interpreting and implementing the policy in alignment with the school's values and language philosophy. To ensure it remains relevant and effective, the policy is formally reviewed every three years by a committee of administrators and teachers, or earlier if deemed necessary due to changes in the school context or curriculum updates.

Policy Sharing Process

The language policy is introduced and discussed with all teaching staff during collaborative planning sessions to ensure shared understanding and alignment. It is also accessible to the wider school community via the school's website and Shared Drive.

Acknowledgements

This document is based on previous policies:

1. Language philosophy - Authored by Philip Pflugbeil, Victor Poole, Glynis Bebb; Reviewed and updated by Gina Ali Khan (ELA HOD), Helen Sharrock (Primary Principal), Philip Pflugbeil (Language A Head of Department) - June 2015
2. Language procedures- Authored by Philip P Pflugbeil, Victor Poole, Marie Anne Rismann, Glynis Bebb; Reviewed and updated by Gina Ali Khan (ELA HOD), Helen Sharrock (Primary Principal), Philip Pflugbeil (Language A Head of Department) - June 2015

2019 - Working committee acknowledgements- Marc Muehlich, Lila Ravichandran, Taskeen Sheikh (LA HOD), John Christie, Eileen Niedermann (Director), Helen Sharrock (Primary Principal), Alexander Moore (Language coordinator)

2020 - Gurleen Kalra (Language coordinator), Helen Sharrock (Primary Principal), Eileen Niedermann (Director)

2025 Policy Review and Contributors

This policy was reviewed and updated by Taskeen Sheikh (HOD, Language Acquisition) under the guidance of Director Joel Cohen, Oliver Chua (Secondary Principal), Carla Swinehart (Primary Principal). Following the revisions, the policy was reviewed by Jonathan Roberts (ELL HOD), Shweta Deokar (MYP Coordinator), and Farida Bhaidani (PYP Coordinator). Input was also gathered from the ELA and ELL teaching teams to ensure the policy reflects current classroom practices and student needs.

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