

Language Policy for Lansdowne Elementary School

Beliefs	At Lansdowne, we believe that language is a vehicle for transdisciplinary learning. The strands of language should include listening, speaking, reading, writing, and viewing (presenting). We believe that recognizing and supporting our students' mother tongue is crucial to their development and to their ability to communicate effectively in a global world. Learning a second language is needed to ensure competitiveness in a 21 st century competitive world. At Lansdowne we have a commitment to our students and parents to provide a learning community that promotes and supports language diversity.
The Language of Instruction	The primary language of instruction at Lansdowne is English. For the students whose primary language is not English, students will receive additional support from English Language Learner classes. This will assist in promoting their fluency in English. These students will be identified upon entering the school system. With this identification, we are able to inform our teachers of their language proficiency to better enable them to integrate language into the daily instruction. Language is part of all aspects of the curriculum-whether it be written language, speaking, reading, writing, or presenting. Students will be able to express their language abilities in a variety of modalities.
Resources	Our Media Specialist, IB Coordinator and our Spanish teacher collaborate to incorporate multilingual books and media that are accessible to all staff and students. Through local system funding and PTO funding, we continue to expand these resources.
Professional Development	Our school is undergoing professional development not only with PYP instruction but also with professional development that supports the language arts. Our literacy facilitator provides in-house instruction and support for the teachers within the area of reading, writing, vocabulary development, and the overall instruction of language. Teachers are receiving instruction on SIOP strategies and other ELL strategies to support second language learners in the classroom
ELL Instruction	Students in our English Language Learner Program enter at various levels and progress at their own pace. At each level, the program of services has been determined based on the student's needs. Students are tested yearly using the WAP-T test. The minutes of daily instruction as well as the instructional materials to be used is determined based on the language level of the student. The ELL teacher provides direct instruction to the students who need direct services and integrates her program of studies with the planners as much as possible.

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Spanish	All students at Lansdowne receive services from our Spanish Specialist for 40 minutes weekly. During this time, she speaks Spanish throughout the entire lesson so that the students are immersed in the language. Through this language instruction, students use the communication strands of listening, speaking, reading, and writing. Spanish is integrated into our program of inquiry through the use of the attitudes and learner profiles in Spanish and the Specialist is continually integrating with a planner throughout the year.
Language Support	In order to provide our students with second language support, our ELL teacher provides instruction to them in a small group setting. Our ELL teacher works half time so she provides language support during the latter half of the school day to the students at our school. Classroom teachers use SIOP (Sheltered Instruction Observation Protocol) to provide support for ELL.
Oral Communication	Oral communication: listening and speaking-Students will use a variety of oral language appropriately. Students will be taught how to listen to people and to texts for meaning. They will be taught how to participate in discussions, conversations, class meetings, and group presentations. They will be taught to infer meaning, draw conclusions, and make judgments. They will listen appropriately for a sustained period and for a variety of purposes (to seek information, gain knowledge, for instructions, and pleasure). Students will be taught to identify and appreciate differences and similarities between languages. They will communicate in more than one language.
Written Communication	Students will read for enjoyment, instruction and information. They will be introduced to a wide range of literature texts such as fiction and non-fiction and they should have opportunities to read both for pleasure and to obtain information. They will be taught ways to generate new questions after reading and then be able to connect these questions to prior knowledge and experiences. Beginning at the early stages of writing students will participate in the appropriate writing process (discussions, brainstorming, webbing, planning, drafting, revising, and editing). In the K-2, students should be able to write or respond appropriately to a text. They should also be able to write a personal narrative, sometimes with assistance. Second grade students should be able to write opinion pieces as well. Third through Fifth Graders should be able to write in response to text as well as create Narrative text, Opinion, Informational and Argumentative Text.
Visual Communication	Students will be able to demonstrate an awareness of the presence of media in their daily life. They should be able to search for, record, and present information from a variety of texts and media. They should use a range of technologies to create their presentations and they should have the opportunity to explore a wide variety of materials to plan and create projects with different media and they will use electronic media to find information.