



POLICY DOCUMENT

Guiding Practice • Inspiring Learning • Building Futures

LANGUAGE POLICY

Policy Period: [2025 – 2027]

Skill Stork Early Learning Campus

POLICY NAME	Language Policy
EFFECTIVE FROM	April 2025
REVIEW DATE	April 2027
VERSION	3.0

OUR SHARED COMMITMENT


LEARN


CARE


EXPLORE


COLLABORATE


INNOVATE

IB EYP FOUNDATIONAL PILLARS

At the heart of our Early Years programme – nurturing curious, confident and caring learners



1. EXPLORATION AND EXPRESSION

Children are naturally curious. We encourage them to explore ideas, express their thinking in many ways, and make meaning of the world around them.

WE VALUE

- Curiosity
- Creativity
- Communication
- Multiple ways of expression



2. PLAY AND PERSONALISED LEARNING



Play is the engine of learning. Through play, children pursue their interests, take risks, and build understanding at their own pace and in their own way.

WE VALUE

- Play
- Choice
- Independence
- Agency
- Learner profile



IB EYP FOUNDATIONAL PILLARS

NURTURING • INQUIRING • CARING



3. RELATIONSHIPS AND RESPONSIBILITIES

Children learn through relationships. We foster a sense of belonging, empathy, and responsibility towards themselves, others and the world.

WE VALUE

- Belonging
- Empathy
- Respect
- Responsibility
- Community



4. LEARNING ENVIRONMENT



The environment is our "third teacher." We create safe, inclusive, inspiring spaces that promote well-being, exploration and meaningful learning.

WE VALUE

- Safety
- Inclusivity
- Inspiration
- Well-being
- Sustainability



Together, these pillars support the holistic development of every child, preparing them to thrive and make a positive difference in the world.



OUR IMAGE OF THE CHILD

At Skill Stork International School, we believe that every child is unique, full of potential and ready to make a difference.

COMPETENT

Children are confident in their abilities and believe in themselves.



CURIOUS

Children are inquisitive learners who explore the world around them.



CAPABLE

Children have the skills, knowledge and dispositions to take on challenges.



CREATIVE

Children express their ideas in multiple ways and think imaginatively.



RESILIENT

Children persevere through challenges and learn from their experiences.



ACTIVE CITIZENS

Children care for others, their community and the world, and take action.



We nurture the whole child so they can thrive today and become the changemakers of tomorrow.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together, to create and sustain a world that is caring, open-minded, balanced and peace-loving by thinking globally and acting locally.

Our values

From Learners to LEADERS

~~L~~ Learners for life

~~E~~ Efficient

~~A~~ Affectionate

~~D~~ Determined

~~E~~ Efficacious

~~R~~ Resilient

~~S~~ Self assured

Scope – Early Years Language Policy

This policy applies to all children enrolled in the Skill Stork International School IB Early Years Programme, including Toddlers, Pre-Nursery, Nursery, PP1 and PP2, as well as all educators, specialist teachers, the librarian, school leaders and families.

The policy guides all aspects of language learning and language teaching, including home language development, English language acquisition, multilingualism, translanguaging, reading, oral language, emergent literacy and communication across the curriculum. It applies to all learning environments, including classrooms, outdoor learning, library experiences, specialist subjects and home-school partnerships.

The Language Policy should be implemented in conjunction with the Assessment, Inclusion, Admissions and Academic Integrity Policies to ensure consistent support for children's communication, literacy and multilingual development.

1. Philosophy

Language is at the heart of learning, thinking, identity and relationships. At Skill Stork International School, we believe that language is much more than a means of communication; it is the primary way through which children make meaning, express ideas, develop relationships, construct knowledge and understand themselves and the world around them.

The Early Years are a critical period for language development. Children learn language through meaningful interactions with people, play, inquiry and authentic experiences. They also learn through language by using it to question, investigate, imagine, negotiate and reflect. As their understanding grows, children begin to learn about language by noticing patterns, sounds, symbols and structures that enable increasingly sophisticated communication.

We recognise that every child arrives at school with a unique linguistic identity. Home languages, cultural traditions and family experiences provide the foundation upon which new languages are developed. We therefore celebrate multilingualism as an asset and create environments where every language is respected, valued and nurtured.

Our language programme reflects the International Baccalaureate's belief that language development is the responsibility of every educator and is embedded across all learning experiences rather than confined to language lessons alone.

2. Purpose

The purpose of this policy is to:

- establish a shared understanding of language learning within the Early Years Programme;
- promote multilingualism and intercultural understanding;
- support the development of children's home language(s) alongside English;
- ensure equitable access to language learning for every child;
- provide consistent approaches to language teaching, assessment and support;
- strengthen partnerships between school and families in children's language development.

3. Guiding Principles

Language learning at Skill Stork International School is guided by the following principles:

- Every child is a language learner.
- Every teacher is a language teacher.
- Every language is valued and respected.
- Home languages strengthen additional language learning.
- Language develops through meaningful play, inquiry and relationships.
- Children require rich opportunities to listen, speak, view, represent, read and write.
- Language learning should promote confidence, identity and belonging.

4. Our Language Community

The Skill Stork Early Years community reflects a rich diversity of languages, cultures and experiences.

English is the primary language of instruction and communication within the school. However, we recognise that for many children English is an additional language.

Children are encouraged to:

- communicate using their strongest language;
- maintain and develop their home language;
- appreciate the languages of others;
- use language confidently across different contexts.

The school celebrates linguistic diversity as an essential component of international-mindedness.

5. Home Language (Mother Tongue)

We believe that a child's home language forms the foundation of identity, thinking and emotional wellbeing.

Research consistently demonstrates that strong home language development supports:

- cognitive development;
- conceptual understanding;
- emotional security;
- cultural identity;
- additional language acquisition.

The school actively encourages families to continue using and developing the home language through everyday conversations, storytelling, songs, reading and cultural traditions.

To support home language development, the school:

- encourages multilingual storytelling and performances;
- invites families for guest sessions to share songs, stories and traditions;
- incorporates multilingual greetings within classrooms;
- develops multilingual classroom displays;
- provides opportunities for children to use their home language during play and inquiry where appropriate;
- promotes multilingual resources within the library.

This reinstates the practical implementation practices that were identified as a strength of the earlier language policy.

6. English Language Development

English is developed naturally through meaningful communication rather than isolated drills.

Children develop English through:

- play;
- conversations;

- songs and rhymes;
- storytelling;
- shared reading;
- inquiry;
- dramatic play;
- outdoor learning;
- collaborative experiences.

Teachers intentionally model rich vocabulary, sentence structures and purposeful communication while responding to children's individual stages of language development.

7. English as an Additional Language (EAL)

Children learning English as an additional language are welcomed and supported throughout their language learning journey.

Support may be required for children who:

- are learning English for the first time;
- have limited exposure to English;
- have recently transferred from another language medium;
- demonstrate emerging English language skills.

The EAL support process includes:

Step 1 – Language Profile

A language profile is completed during admission to identify:

- languages spoken at home;
- previous language experiences;
- communication strengths;
- family language preferences.

Step 2 – Observation

Teachers observe children's communication during everyday classroom interactions.

Step 3 – Support Planning

Where additional support is required, teachers implement:

- visual supports;
- modelling;
- gestures;
- peer support;

- small-group language experiences;
- differentiated questioning;
- multilingual resources.

Step 4 – Family Partnership

Families receive practical strategies to strengthen language development at home.

Step 5 – Review

Progress is reviewed every **eight weeks**, with adjustments made where necessary in their Individual Education Plan

Children are never excluded from learning opportunities because of their stage of English language development. This restores the detailed EAL processes that the comparison report identified as significantly stronger in the earlier policy.

8. Translanguaging

Children naturally draw upon all of their languages to communicate, think and learn.

The school recognises translanguaging as an effective learning strategy that:

- values children's linguistic identities;
- activates prior knowledge;
- supports conceptual understanding;
- strengthens communication;
- builds confidence.

Teachers encourage children to use all of their language resources while gradually expanding their English proficiency.

9. Reading Culture

The school is committed to developing joyful, lifelong readers.

Reading is viewed as a shared experience that develops language, imagination and conceptual understanding.

Children participate in:

- daily shared reading;
- read-aloud experiences;
- storytelling;
- guided conversations about books;
- inquiry reading;
- home reading;
- picture book exploration;
- environmental print experiences.

A dedicated **Drop Everything and Read (DEAR)** session is incorporated into the weekly programme to nurture reading enjoyment and model positive reading habits. This reintroduces one of the strongest practical features from the earlier policy.

10. Library Programme

The library is an extension of the learning environment integrated into the students literacy class

The Early Years Library Programme supports language development through:

- multilingual books;
- audio books
- sound books
- sensory books
- fiction and non-fiction collections;
- storytelling sessions;
- author studies;
- inquiry resources;
- family borrowing programmes;
- classroom library corners;
- collaborative planning with teachers.

Children are encouraged to borrow books regularly and develop positive reading habits both at school and at home.

11. Language Through Play and Inquiry

Language is intentionally integrated into every learning experience.

Teachers create opportunities for children to:

- ask questions;
- negotiate ideas;
- solve problems collaboratively;
- explain their thinking;
- describe observations;
- tell stories;
- reflect on experiences;
- represent understanding using multiple forms of communication.

Every learning engagement is viewed as an opportunity for language development.

12. Assessment of Language

Language development is assessed authentically through:

- observations;
- conversations;
- learning stories;
- portfolios;
- photographs;
- audio and video recordings;
- family contributions;
- aural;
- orals;
- written test;
- children's reflections.

Assessment informs planning and identifies appropriate next steps for language development.

Where language needs are identified, assessment information is shared with families and linked to the school's Assessment and Inclusion Policies.

13. Roles and Responsibilities

Principal

- Ensures implementation of the Language Policy.
- Allocates resources for multilingual learning.
- Monitors programme quality.

Early Years Coordinator

- Supports language planning.
- Monitors classroom implementation.
- Coordinates language interventions.
- Facilitates professional learning.

Teachers

Teachers:

- create language-rich learning environments;
- intentionally model language;
- support multilingual learners;
- document language development;
- collaborate with families;
- identify children requiring additional support.

Librarian

The Librarian:

- develops multilingual collections;
- promotes reading culture;
- collaborates with teachers;
- supports inquiry through literature;
- monitors borrowing patterns.

This addresses one of the key gaps identified in both previous policies by clearly defining stakeholder responsibilities.

Parents

Families:

- continue using the home language;
- read with children regularly;
- participate in language events;
- communicate language needs to the school;
- celebrate multilingualism.

Children

Children are encouraged to:

- communicate confidently – through speaking, presenting and writing
- value different languages;
- share stories and ideas;
- listen respectfully;
- experiment with new vocabulary;
- enjoy books and storytelling.

14. Links with Other Policies

This Language Policy operates alongside the school's:

- Assessment Policy
- Inclusion Policy
- Academic Integrity Policy
- Admissions Policy
- Wellbeing Policy

Assessment accommodations, multilingual assessment practices and language interventions are implemented collaboratively across these policies, responding directly to one of the key recommendations from the comparative review.

15. Monitoring and Review

Implementation of this policy is monitored through:

- classroom observations;
- language environment audits;
- reading programme reviews;
- EAL progress reviews;
- parent feedback;
- teacher reflections;
- professional learning records.

The Early Years Coordinator reviews implementation each term and prepares an annual Language Development Report for the Principal.

The policy is formally reviewed **once each academic year**.

16. Indicators of Success

The successful implementation of this policy will be evident when:

- children communicate confidently in meaningful contexts;
- home languages are visible, valued and actively used within the learning community;
- multilingualism is celebrated across classrooms;
- children demonstrate increasing confidence in English while maintaining their linguistic identity;
- reading is embedded within everyday classroom practice;
- families actively participate in children's language development;
- EAL learners receive timely, responsive support;
- language development informs planning and assessment;
- monitoring data demonstrates continuous growth in children's communication, literacy and multilingual competence.

Language Profile Form –

Skill Stork International School

IB Early Years Programme

Student Language Profile Form

Student Information

Field	Details
Student Name	
Admission Number	
Date of Birth	
Age	
Programme	☐ Toddlers ☐ Pre-Nursery ☐ Nursery ☐ PP1 ☐ PP2
Date of Admission	
Class Teacher	
Date of Profile Completion	

Section A: Family Language Background

1. Which language(s) does your child hear most often at home?

2. Which language does your child speak most comfortably?

3. Which language(s) do parents/guardians usually speak with the child?

Mother:

Father:

Other family members:

4. Does your child regularly hear more than one language?

☐ Yes ☐ No

If yes, please specify:

Section B: Child's Communication

How does your child usually communicate?

- ☐ Single words ☐ Short phrases ☐ Full sentences ☐ Long conversations ☐ Gestures ☐ Signs
- ☐ Pictures ☐ Other:
-

Can your child:

Skill	Yes	Sometimes	Not Yet
Follow simple instructions	☐	☐	☐
Ask questions	☐	☐	☐
Tell simple stories	☐	☐	☐
Express needs clearly	☐	☐	☐
Join conversations	☐	☐	☐
Enjoy songs and rhymes	☐	☐	☐

Section C: English Language Experience

Has your child attended an English-medium school previously?

- ☐ Yes ☐ No

If yes, for how long?

How confident is your child using English?

- ☐ Very Confident ☐ Confident ☐ Developing ☐ Beginning ☐ No Previous Exposure

Your child uses English mainly for:

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Playing ☐ Very Limited Exposure

Section D: Home Language Development

Does your child enjoy using their home language?

- ☐ Yes ☐ Sometimes ☐ Rarely

Activities enjoyed in the home language

- ☐ Storybooks ☐ Songs ☐ Rhymes ☐ Conversations ☐ Religious or Cultural Activities ☐ Television ☐ Games
- ☐ Other

How often do you read to your child in your home language?

- ☐ Daily ☐ Several times a week ☐ Weekly ☐ Occasionally ☐ Rarely

Section E: Reading and Literacy

Does your child enjoy books?

☐ Yes ☐ Sometimes ☐ Not Yet

Your child likes:

☐ Picture Books ☐ Story Books ☐ Information Books ☐ Rhymes ☐ Digital Books ☐ Being Read To

Can your child:

Skill	Yes	Developing	Not Yet
Recognise own name	☐	☐	☐
Turn pages independently	☐	☐	☐
Talk about pictures	☐	☐	☐
Pretend read books	☐	☐	☐
Recognise some letters	☐	☐	☐

Section F: Interests

What topics does your child enjoy talking about?

☐ Animals ☐ Nature ☐ Vehicles ☐ Music ☐ Dance ☐ Art ☐ Family ☐ Food ☐ Outdoor Play ☐ Pretend Play
☐ Construction ☐ Other

Section G: Family Support

How can the school best support your child's language development?

Are there any words, phrases or cultural practices you would like us to know?

Section H: Teacher Language Observation

(To be completed after admission during the first 4–6 weeks of school)

Home Language

Observation	Emerging	Developing	Proficient
Understands familiar vocabulary	☐	☐	☐

Communicates confidently	☐	☐	☐
Participates in conversations	☐	☐	☐

English Language

Observation	Emerging	Developing	Proficient
Listens attentively	☐	☐	☐
Follows classroom instructions	☐	☐	☐
Uses familiar vocabulary	☐	☐	☐
Participates in discussions	☐	☐	☐
Asks questions	☐	☐	☐
Shares ideas confidently	☐	☐	☐

Teacher Comments

Strengths

Areas for Continued Development

Section I: Language Support Plan (If Required)

- ☐ No additional support currently required
- ☐ Classroom differentiation
- ☐ Small-group language support
- ☐ Visual communication supports
- ☐ Home-school language partnership
- ☐ Referral to Inclusion Team
- ☐ Further observations recommended

Strategies to be implemented:

Review Date: _____

Parent Declaration

I confirm that the information provided in this Language Profile Form is accurate to the best of my knowledge. I understand that this information will be used to support my child's language development and will be treated confidentially.

Parent/Guardian Name: _____

Signature: _____

Date: _____

School Use Only

Item	Details
Language Profile Reviewed By	
Date	
Language Support Required	☐ Yes ☐ No
Inclusion Team Consultation Required	☐ Yes ☐ No
Next Review Date	

Tracker

Student Name	Class	Home Language(s)	Additional Language(s)	Observation Period	Listening	Speaking	Viewing	Presenting	Early Reading Behaviours	Early Writing Behaviours	Vocabulary Development	Social Communication	Confidence in Communication	Teacher Comments	Support/Extension Strategies	Parent Communication Date	Review Date
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				

Rating Key

- **E – Emerging:** Beginning to demonstrate the skill with significant adult support.
- **D – Developing:** Demonstrates the skill with increasing confidence and occasional support.
- **P – Proficient:** Consistently demonstrates the skill independently across different learning contexts.

Language Indicators

Listening

- Listens attentively during stories, conversations and play.
- Follows age-appropriate instructions.
- Responds appropriately to questions and discussions.

Speaking

- Expresses ideas, needs and feelings.
- Participates in conversations.
- Uses increasingly rich vocabulary.

Viewing

- Interprets pictures, symbols, environmental print and visual information.
- Makes meaning from visual texts.

Representing

- Communicates ideas through drawing, mark-making, construction, dramatic play and other symbolic forms.

Early Reading Behaviours

- Shows interest in books.
- Understands book handling.
- Retells familiar stories.
- Recognises familiar words, symbols or letters appropriate to developmental stage.

Early Writing Behaviours

- Engages in mark-making.

- Uses symbols, drawings or emergent writing to communicate meaning.
- Demonstrates increasing control of writing tools.

Vocabulary Development

- Uses new vocabulary during play and inquiry.
- Applies language appropriately in different contexts.

Social Communication

- Takes turns in conversations.
- Listens to peers.
- Negotiates during collaborative play.
- Communicates respectfully with others.

Confidence in Communication

- Shares ideas willingly.
- Initiates conversations.
- Participates in group discussions and play experiences.

Recommended Review Cycle

- **Baseline:** Within the first 4–6 weeks of admission.
- **Ongoing Updates:** At least once every term.
- **Formal Review:** Twice annually alongside progress reporting.
- **Additional Reviews:** As needed for children receiving language support or EAL interventions.

POLICY REVIEW PROCESS

COLLABORATIVE • REFLECTIVE • IMPACTFUL

A structured process to ensure our policies remain relevant, effective, and aligned with our mission, values, and the needs of our community.



Aligned to
Vision & Mission



Inclusive
Stakeholder Input



Evidence Based
& Practical



Supports Student
Learning & Well-being



Continuous
Improvement

1

**INITIAL
REVIEW**



Evaluate the policy against key criteria.

- Purpose and alignment
- Clarity and language
- Implementation and procedures
- Monitoring and evidence
- Review and improvement cycle

ASK:



- Is the policy clear, relevant, and practical?
- Is it being implemented effectively?
- How do we know?

2

**STAKEHOLDER
REVIEW**



Different perspectives create stronger policies.

TEACHERS



Classroom
Perspective

Focus:
Practicality,
Implementation,
Classroom Impact

**ACADEMIC
COORDINATORS**



Programme
Perspective

Focus:
Programme Alignment,
Monitoring, Systems
& Accountability

PARENTS



Home-School
Perspective

Focus:
Communication,
Support, Partnership
& Child Development

PRINCIPAL



Whole School
Perspective

Focus:
Compliance, Resources,
Consistency & School
Improvement

**DEAN
(STUDENT AFFAIRS)**



Student Well-being
Perspective

Focus:
Student Impact, Equity,
Agency, Rights &
Well-being

DIRECTOR



Strategic
Perspective

Focus:
Strategic Alignment,
Future Readiness,
Governance & Growth

We listen, reflect and integrate diverse voices to strengthen our policies.

3

**POLICY
QUALITY
AUDIT**



Check for essential policy elements.

- ✓ Purpose Statement
- ✓ Scope
- ✓ Guiding Principles
- ✓ Roles & Responsibilities
- ✓ Procedures
- ✓ Timelines
- ✓ Communication Plan
- ✓ Monitoring Mechanisms
- ✓ Documentation Requirements
- ✓ Review Cycle
- ✓ References
- ✓ Version Control



Ensure the policy
is complete,
clear, and
actionable.

4

**GAP
ANALYSIS**



Identify what's missing and what needs improvement.



Identify Gaps

- What is missing?
- What is unclear?
- What is outdated?



Improve

- What can be strengthened?
- What new requirements should be included?

5

**ACTION
PLANNING**



Plan actions to strengthen and implement the policy.



Define
Actions



Assign
Responsibility



Set
Timeline



Determine
Success
Indicators

6

**FINAL
RECOMMENDATION**



Make an informed decision.



Approve
without
changes



Approve with
minor
revisions



Major
revisions
required



Rewrite
required



**TOGETHER, WE CREATE POLICIES
THAT INSPIRE LEARNING,
WELL-BEING AND EXCELLENCE.**



REVIEW CYCLE

Most policies are reviewed annually.
Some are reviewed every 2 years.



**REVIEW
REFLECT
IMPROVE**

Better Policies. Better Future.

References

- International Baccalaureate Organization. (2025). *Primary Years Programme: Principles into Practice*. International Baccalaureate Organization.
- International Baccalaureate Organization. (2025). *Learning and Teaching*. International Baccalaureate Organization.
- International Baccalaureate Organization. (2024). *Learning Diversity and Inclusion in IB Programmes*. International Baccalaureate Organization.
- International Baccalaureate Organization. (2020). *Language and Learning in IB Programmes*. International Baccalaureate Organization.
- International Baccalaureate Organization. (2018). *Guidelines for Developing a School Language Policy*. International Baccalaureate Organization.
- UNESCO. (2003). *Education in a Multilingual World*. UNESCO.
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Multilingual Matters.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Halliday, M. A. K. (1975). *Learning How to Mean: Explorations in the Development of Language*. Edward Arnold.
- Whitebread, D., Coltman, P., Jameson, H., & Lander, R. (2009). *Play, Cognition and Self-Regulation: What Exactly Are Children Learning When They Learn Through Play?* *Educational & Child Psychology*, 26(2), 40–52.