LANGUAGE

POLICY

Beijing Royal Experimental School
Primary Years Program

Updated in April 2025

BRES Mission Statement

The vision of Beijing Royal Experimental School is to cultivate global citizens who have both an international perspective and a great appreciation and love of Chinese culture.

The school strives to best utilize both local and international resources to include all students and staff in the learning community. We encourage teachers and students to explore global issues so that they will become lifelong learners who are eager to inquire and also eager to take proactive action.

Teaching and learning enable students to build diverse subject knowledge and holistic approaches to learning. Learners innovatively apply knowledge in practice and experience diverse cultures, thereby bringing the society closer to individuals, and the world closer to the school. It is believed and expected that empowered students will have the opportunity and capacity to serve their community and further contribute to the creation of a better and more peaceful world.

一、学校使命

北京市昌平区王府实验学校秉承对多元文化的理解和尊重，培养具有国际视野，深谙且热爱中国文化的全球公民。

学校利用优质的本地及国际教育资源，基于学习者社区，为师生创设参与国际文凭项目的机会。鼓励师生探索全球性话题，培养具有探究精神并积极展开行动的终身学习者。

师生在教与学中共同探索学科知识，构建高阶理解，勇于实践与创新，体验多元文化。从而缩小个体与社会、校园与世界的距离，使学生未来有机会且有实力肩负起为社会服务的使命，为开创更美好、更和平的世界贡献力量。

Beijing Royal Experimental School

IB Primary Years Programme

Language Policy

Introduction

The school offers a bilingual curriculum with two languages of instruction: English and Chinese. Most students come from a Chinese speaking background and have little or no English on entering the school. All classes have full-time two homeroom teachers, one foreign and one Chinese national.

BRES embraces the philosophy and ideals of the IB Organization. We acknowledge that the student is at the heart of the programs expressed through the IB Learner Profile. All IB PYP teachers are expected to teach and differentiate their classroom instruction when and where necessary to meet the language needs of every student.

Philosophy

Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012.)

At BRES:

1. We believe in supporting learners from different language backgrounds to become international-minded thinkers and communicators within a global society.

2. We believe our goal is to produce English language learners who are proficient in English and retain fluency in their native language.

3. We believe Chinese language and culture are integral to the curriculum in our school.

4. We recognise that language is vital for learning, communication and expression, and that all teachers are language teachers.

5. We believe homeroom teachers are integral to each student's language growth and the classroom should be a literature-rich environment for both English and Chinese languages.

6. We believe students from every language background should have opportunities to share their language with their peers and feel that their language and culture is valued.

7. We believe all students should be encouraged to listen and help others to express themselves.

8. We value and support the role of parents and the wider community in the maintenance and development of students' mother tongue and second language development.

9. We believe that through language, our students develop the ability to be inquirers, thinkers, and communicators.

10. Timetables reflect the importance of language by giving specified teaching times for English and Chinese language lessons.

Language of Instruction

As a bilingual school, the languages of instruction at BRES are English and Chinese. The school's class timetables reflect a percentage split between the two languages of 50% English and 50% Chinese. BRES does not implement an approach of 'English only' in the classroom. Precedence is given to the value of communication between peers and with teachers in the classroom. This enables the students to feel confident to communicate with adults at all times. Students are encouraged to learn and adopt English as their main mode of communication during non-Chinese lessons.

BRES communicates with students, teachers and parents on the two operating languages of the school; namely Chinese and English. Parent meetings are delivered in both English and Chinese. Every effort is made to ensure that there is a translator available whenever a non-Chinese speaker needs to communicate with parents. The parents and students at BRES are proactive about taking on this role when required.

第二语言辅导（中文）

教学语言：中文

在北京市王府实验学校小学融合部，为了培养具有国际情怀的学习者，我们为他们创造了双语的教学环境。在 PYP 培养目标指导下，使学生具有书面语言和口头语言的使用能力。

我们创造一个互相尊重，互相关怀的语言环境，使学生自信，独立，合作，宽容，正直。

我们把语言教学融入到探究主题之中。

在探究教学的过程中，确保专业性，真实性的语言与主题相融合。

在语言的教学过程中，我们采用探究的教学方式，让学习者具有发现和解决问题的能力。

我们根据学生的不同学习风格，做到因材施教。

在语言教学中不仅要发展学习者的听说读写能力，而且要培养他们的技能。

我们对学生采用多种方式的评估，比如口头表述，书面测试，实际操作等。

我们鼓励语言在教学和实践中得到综合发展，培养学习者的语言使用能力。

Second Language Support (Translation)

Language of instruction: Chinese

In order to develop international-mindedness, our students learn in a bilingual teaching environment. Using PYP approaches, written and oral language skills are developed so that students have the ability to use Chinese language by:

1. Creating an environment of mutual respect and care, leading the students to become self-confident, independent, cooperative, tolerant and honest.

2. Exploring themes of language teaching.

3. Teaching students using vocabulary to support their units of inquiry (UOIs).

4. Using an inquiry process to learn language.

5. Teaching according to the different learning styles and needs of students.

6. Increasing students' knowledge and skills in listening, speaking, reading and writing.

7. Assessing students using a variety of methods, such as oral presentation, written tests and practical tasks.

8. Encouraging students to use Chinese language in practical, integrated ways to further develop their abilities.

Additional Language Support

BRES PYP provides structured support for students learning English as additional languages:

1. **English as an Additional Language (EAL):** Students receive differentiated support through pull-out sessions tailored to their proficiency levels. EAL is phased out once students achieve grade-level proficiency levels.

2. **Language Support:** Identified students receive additional support in English or Mandarin through twice-weekly sessions during interest classes, with progress monitored through tools like STAR assessments.

3. **Mother Tongue Support:** Resources and practices promote the use and maintenance of students' native languages, including interest classes and library activities.

4. **Special Needs Learners support:** The Learning Support teamwork in collaboration with homeroom teachers to meet the needs of special needs students. (Refer to the Special Educational Needs Policy for further information)

Mother Tongue and Other Languages

Research has shown that development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with, and maintain esteem for, the language, literature and culture of their home country. It is a strong predictor of their long-term academic achievement, including acquisition of other languages. Respect for differences between languages and between dialects should be promoted.

Over 90% of our student population have Chinese as their mother tongue, and Chinese language and culture are promoted as a special part of our school curriculum. We also recognise that we teach some students who come from other language groups.

For students whose mother tongue is a language other than Chinese or English homeroom teachers are required to recognise the student's mother tongue language and culture. This may be done in a range of ways, for example, by incorporating the student's mother tongue language in classroom displays, inviting the student to share his/her experiences from their culture, encouraging the student's parents to support new vocabulary by sharing translations and students bringing books to school in their mother tongue to support units of inquiry.

Teachers are challenged to think carefully about how best to support the needs of their students. Students should be encouraged to plan ideas in their mother tongue if they cannot communicate through English or Chinese and should then be encouraged and supported to find

appropriate translations. Limitations in current language skill need not limit a students' ability to think and participate in lessons.

Language Development Goals

The PYP language program aims to:

1. Develop students' abilities in listening, speaking, reading, writing, and media literacy.

2. Foster bilingual communication skills in Chinese and English, respecting diverse cultural perspectives.

3. Promote critical thinking and analytical abilities through engagement with various texts.

4. Encourage inquiry-based learning and self-expression across all subjects.

5. Build confidence in students as communicators and risk-takers in language learning.

6. Emphasize the importance of learning through language, about language, and with language.

Assessment

Assessment is an integral part of the teaching/learning cycle. Assessments inform teachers to better plan learning experiences for all their students. Refer to the BRES Assessment Policy for detailed information about assessment.

1. **Formative Assessments:** Ongoing observations, oral presentations, and peer feedback.

2. **Summative Assessments:** Tools like running records, writing rubrics, and listening and speaking assessments.

3. **Reflective Practices:** Students reflect on their language strengths, challenges, and growth.

4. **Progress Monitoring:** Regular evaluations align with IB and national standards, with a focus on continuous improvement.

Roles and Responsibilities

To promote inquiry-based language learning within the context of the PYP, it is understood that language instruction takes place all day, both at school and at home. It is the joint responsibility of teachers, parents and students to facilitate collaboratively each student's education and share the accountability. We involve teachers, students and parents together in our learning community since families have a major role to play in supporting our efforts to implement our bilingual program.

Teachers are expected to:

1. Plan effective, relevant and significant lessons to improve proficiency in both English and Chinese,

2. Plan to be consistent and age appropriate when developing lesson plans,

3. Support the development of skills and understanding in the languages of instruction,

4. Differentiate to meet the learning styles of all students, including but not limited to those needing learning support,

5. Reflect on the programme of inquiry, transdisciplinary planners and individual lesson plans for ongoing improvement

6. Work with all students so they may achieve mastery of the essential language skills – reading, writing, listening, speaking and viewing,

7. Utilize a variety of materials to enhance the development of language skills.

Students are expected to:

1. Strive to work to their full potential,

2. Endeavour to become a well rounded student in all areas, namely, reading, writing, listening, speaking and viewing,

3. Collaborate with classmates and engage in collaborative learning,

4. Be a respectful citizen in the school and classroom

5. Encourage their peers to use English as much as they are capable, including during play times,

6. Support their peers in learning Chinese.

Parents and families are expected to:

1. Actively support the bilingual curriculum of BRES,

2. Encourage lifelong-learning of their child and promote being a well-rounded student and citizen,

3. Be actively engaged in their child's education, both at home and at school,

4. Support the school's policies and classroom agreements.

Resources

BRES PYP offers a language-rich environment to support literacy and inquiry:

1. Bilingual books, leveled readers, and digital resources (e.g.,MyOn).

2. UOI-related texts that integrate language learning with transdisciplinary themes.

3. Access to libraries, technology tools, and high-quality children's literature to support meaningful language connections.

See *Appendix A* for a list of resources used by teachers at BRES.

Language Curriculum – PYP, Ontario & Chinese National Curriculum

Students receive daily Chinese language instruction following the Chinese National Curriculum, as mandated by the Changping Education Board. English language lessons also play a significant role in the school timetable. Specific times are allocated for English Language Arts and UOI Writing, emphasizing the strong connection between language development and inquiry-based learning.

To provide structured English Language Arts instruction and community reading time, students across grade levels are grouped into two main streams three times a week. During these sessions, EAL students receive differentiated support through pull-out sessions tailored to their proficiency levels.

For UOI Writing, which takes place twice a week, all students return to their homerooms for genre-specific lessons linked to their Unit of Inquiry. Additionally, dedicated UOI lessons focus primarily on inquiry rather than language development. Teachers create learning opportunities that support students' inquiries and encourage them to share their learning through oral, visual, and written communication. Lessons are designed to be flexible and responsive to students' evolving needs.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ◄——————► Speaking	
Visual language	Viewing ◄——————► Presenting	
Written language	Reading	Writing

Receptive and expressive aspects of language strands

At BRES, the *Ontario Curriculum Grades 1-8 Language* is used for our Language Arts Curriculum. The Ontario curriculum is used for planning, teaching, assessment and reporting in all areas of Language Arts which includes the strands: oral communication, reading, writing, and media literacy. For detailed information see Appendices B, C, D and E.

Admissions

In the admissions procedures, the application forms require information about the applicant's language profile and the parents' language profile. Information is gathered about the applicant's prior language learning in English and Chinese. There is currently no English language proficiency level requirement for entrance to BRES.

As part of the admissions process each applicant is required for an interview conducted by an admissions officer and a senior leadership member. The admissions officer supervises a reading/writing and math task in Chinese (if the student has the Chinese language proficiency to complete this). The tasks are arranged according to grade level. Measures of Academic (MAP) Growth Assessment designed for Grade 2 students onwards to ascertain the applicant's English level in reading and language usage is administered. MAP Growth Assessment acts as an indicator and school also refers to its own MAP Growth Assessment mean benchmarks for comparison. This approach helps determine whether new students should be placed in regular courses or EAL programs, considering that most students are non-native speakers. The admission team member also notes information about social interaction and school readiness behaviours during the interview. This interview usually takes about 40-60 minutes. A recommendation for the need of EAL support is indicated at this time.

The application is reviewed by the senior leadership, which looks at the application form and the interview report, then decides regarding admission.

On enrolment, the assigned homeroom teacher receives a copy of relevant documents and the grade level's EAL teacher is informed of the new student in the class; assessment and monitoring of the new student is then done within the student's first week to determine whether

the student should enter the EAL programme or not.

Professional Development

Teachers receive ongoing training to:

1. Develop strategies for inquiry-based language instruction.

2. Collaborate on curriculum development and differentiated practices.

3. Engage in reflective practices for continuous improvement.

Curriculum Integration

1. **English Curriculum:** Guided by the PYP Onterio Scope and Sequence integrated with Units of Inquiry where possible.

2. **Mandarin Curriculum:** Mapped against both the Chinese National Curriculum and PYP Scope and Sequence, ensuring alignment with Units of Inquiry where possible.

3. **Holistic Approach:** Language skills are developed across listening, speaking, reading, writing, and media literacy, with integration into all subject areas.

4. **Inquiry Framework:** Lessons incorporate the Kath Murdoch model of inquiry, ensuring relevance and connection to students' lives.

Language Profiles

Language profiles are maintained for each student, documenting:

1. Language proficiency in listening and speaking, reading, writing and MAP Growth Assessment.

2. Data from admissions assessments, anecdotal teacher observations, and standardized tests (e.g., STAR).

3. Updates on progress throughout the year, shared with parents and faculty to ensure consistency and continuity.

Outline of Policy Development Process

This policy has been complied as a result of a review of existing BRES PYP department language arts policies, review of exemplary IB schools' language policies, consultation with previous BRES professional development work towards creating a language policy and an audit of current school practice. It is intended as a guide of what is expected of all staff in BRES regarding students' development of language skills. The policy will be reviewed and further refined based on the current academic year feedback.

The assessment policy was reviewed and finalized in April 2025 when Chinese and foreign teaching staff were invited to be involved in this process. They met and formed teams to target specific areas of the policy, drafting and reviewing in consultation with the school leadership team members and various departments including Learning Support, EAL and Library. :

Group Members:

1. Cheng Dan – Head of School / Principal
2. Reetika Jain – Head of Academics / PYP Coordinator
3. Zhang Yufang (Laura) - Homeroom Teacher Grade 1, ILT leader English Research Department
4. Van Niekerk Gerhard Roché (Roy)- Homeroom Teacher Grade 2
5.Xu Mingming (Tracy) - Homeroom Teacher Grade 2
6. Chen Lina - Homeroom Teacher Grade 2
7. Richards Angela Antonia - Homeroom Teacher Grade 3
8. PuYu Xun (Anderson) - Homeroom Teacher Grade 3

9. Mohamed Faysal Mohamud - Homeroom Teacher Grade 4

10. Zhang Han (Hannah) – Assistant PYP Coordinator, Grade Level Leader,

Homeroom Teacher Grade 4

11. Castle Odalis (Odie) - Homeroom Teacher Grade 5

12. Du Fang (Aily) - Homeroom Teacher Grade 5

13. Puyu (Sarah) Chinese language teacher and ILT leader Chinese Department

14.Zheng Jun Min (Amy) – Chinese language teacher.

15.Yu Jia (Nancy) – Librarian

16. Chen Xue (Shirley) – Student Support Office/ Learning Support HOD

This Language policy will be reviewed at the commencement of each academic year by the committee involving a team of returning and new teachers under the supervision of respective leadership members. This policy is reviewed annually to ensure it remains relevant and supportive of our PYP community's needs.

Appendices

Appendix A: Resources

General Resource Recommendations from BRES Teachers	
Lower Primary Resources	Teaching and Learning Techniques
MyOn digital library Our world IXL NatGeo textbooks CNC textbooks Phonics Songs: https://youtube.com/@bouncepatrol?feature=shared Numbers, Phonics, Shapes and etc: https://youtube.com/@jackhartmann?feature=shared Canva: Video, Photo, PPTs School.ai (formative assessment)	Sequencing words for sentence building Predicting Retelling Guided/ Shared Reading Reading for enjoyment Reading to children Phonics lessons Phonics games Reading buddy groups Chunking Reading comprehension

Phonics (Letters and Sounds)	Color and Describe
Progressive Phonics	Real-life connection
PM Guided Readers	Little teacher system
Reading Eggs	TPR-approaches
Oxford Reading Tree texts	Buddy System
Sight words – Magic 100/ Dolch word sets	Multisensory games
UOI related books	Flashcards
Quizizz.com	Singing and Dancing
Wordwall.com	Labelled Classroom Objects
Qupeiyin (Dubbing app)	Culture-related storytelling
Jolly Phonics	Scavanger hunt
Alphablocks videos	Frame for sentences
BRES sight word cards	Ask-Think-Discuss
English books	Role-Play
Bilingual books	Puppet-Shows
Epic.com	Mini-Graphs and Charts
PM Writing Resources	

General Resource Recommendations from BRES Teachers	
Upper Primary Resources	Teaching and Learning Techniques
MyOn digital library PM Guided Readers Oxford Reading Tree texts Raz Kids Epic.com UOI related books BRES sight word cards English books Bilingual books PM Writing Resources Harvard Project Zero Brittanica Twinkle Quizizz	Sequencing words for sentence building Predicting Retelling Guided/ Shared Reading Reading for enjoyment Reading to children Phonics lessons Phonics games Reading buddy groups Chunking Reading comprehension Modeling Graphic organisers

Appendix B: Oral Communication

It is worth noting here that we do not stipulate an '*English only*' attitude or culture in our classrooms. We recognize that mother tongue is an invaluable asset to our students' learning and development as English language learners. Of course, students should be encouraged to practice English in order to develop their English skills but this must be balanced with each student's needs.

Excerpts from the Ontario Curriculum Grades 1-8 are provided here to guide understanding of the importance of Oral Communication in the language curriculum.

This strand focuses on the identification and development of skills and strategies used by effective listeners and speakers to understand and interact with others. Oral communication skills are fundamental to the development of literacy and are essential for thinking and learning, as well as for social interaction at home, at school, and in the community.

According to the Ontario Curriculum Oral Communication strand, students will:

1. Listen to understand and respond appropriately in a variety of situations for a variety of purposes.

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

   It should be our aim to develop students with effective oral communication skills who are able to:

   ➢ listen and speak for different purposes and audiences

- ➢ communicate information

- ➢ explore and understand ideas and concepts

- ➢ identify and solve problems

- ➢ organize their experience and knowledge

- ➢ express and clarify their thoughts, feelings, and opinions

- ➢ talk about themselves as learners.

Oral communication provides a bridge to the interconnected knowledge, skills, and strategies that students use to read, write, view, and represent. Real, purposeful talk is not only an essential part of the language curriculum; it needs to be threaded throughout every day and across the curriculum.

Recommendations from BRES Teachers	
Speaking and Listening Resources	Speaking and Listening Strategies
PM Writing Resources (oral strategies for each text type are included in each teacher resource book) Speaking and Listening Continuum Literacy Week	Reading to students using big books Storytelling Show and tell Class presentations Partner talk →listener explains what speaker shared 'Think, pair, share'

| iPad apps including Book Creator, Comic Life, Puppet Pals, Quizlet.

Fun dubbing APP | Puppet shows and plays

Readers' Theatre

Retelling

Paraphrasing

Media presentations including videos, commercials, short clips as part of Book Creator as evidence of learning, etc.

Summarizing

Class discussions

Drama

Debates

Following directions

Dictation

Brainstorming |

Appendix C: Reading

Excerpts from the Ontario Curriculum Grades 1-8 are provided here to guide understanding of the importance of Media Literacy in the language curriculum.

According to the Ontario Curriculum Grades 1-8 Reading strand, students will:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

3. Use knowledge of words and cueing systems to read fluently.

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

A balanced reading program provides a variety of purposes for reading including reading for pleasure, reading to learn new information and time to spent learning to read. By using materials that reflect the diversity of world cultures we can foster an attitude of open-mindedness and curiosity in our students.

It should be our aim to develop students with effective reading skills who are able to:

➢ understand what is being read and apply these understandings in new contexts

➢ use a variety of strategies

➢ read a variety of texts

➢ understand that writing can be used in many ways

➢ develop rich vocabularies

➢ become attuned to the conventions of writing

➢ use reading to learn about the world and develop their personal interests

Recommendations from BRES Teachers	
Reading Resources	Reading Strategies
MyOn digital library	Identifying sounds in sight words
Phonics (Letters and Sounds)	Sequencing
PM Guided Readers	Predicting
Oxford Reading Tree texts	Retelling
Raz Kids	Guided Reading
Sight words – Magic 100/ Dolch	Shared Reading
UOI related books	Reading for enjoyment
Jolly Phonics	Reading to children
Reading A-Z	Phonics lessons
Alpha blocks videos	Phonics games
BRES sight word cards	Reading buddy groups
English books	Chunking
Bilingual books	Reading comprehension

PM Benchmarking Kit	Sequencing words for sentence building
School library	Running records
Videos with subtitles	Read aloud
Literacy Week	Picture walks
Big books	Identifying main points in texts
First Steps Literacy resources (online)	Mathematics word problems
Cambridge Global English	UOI word lists
KET Core Vocabulary and Reading	Cloze exercises
PET Core Vocabulary and Reading	1:1 scaffolding
Youtube	using a variety of texts
IXL	reading journals (for reflection)
	Readers' Theatre
	Book reports

Appendix D: Writing

Excerpts from the Ontario Curriculum Grades 1-8 are provided here to guide understanding of the importance of Writing in the language curriculum.

> Writing…provides students with powerful opportunities to learn about themselves and their connections to the world…Writing also helps students to better understand their own thoughts and feelings and the events in their lives (Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004, 79).

According to the Ontario Curriculum Writing strand, students will:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

The overall expectations focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing).

It should be our aim to develop students with effective writing skills who are able to:

> ➢ organize their thoughts

- remember important information

- solve problems

- reflect on different perspectives

- communicate effectively for specific purposes and audiences

- find their own voice and explore other voices

- acquire knowledge and deepen their understandings

- understand their thoughts, feelings and events in their lives .

How can we develop our students' writing skills?

Writing competence develops hand in hand with skills in other areas of language, especially reading. In many ways, the development of writing and reading skills is reciprocal. As students read a variety of inclusive texts, they build and develop a command of their vocabulary, and learn to vary and adapt their sentence structure, organizational approach, and voice to suit their purpose for writing. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various tasks associated with the writing process. The more students read and write, the more likely they will be to develop an essential understanding of the power of the written word.

Recommendations from BRES Teachers	
Writing and Spelling Resources	Writing and Spelling Strategies
Ontario	Word walls / alphabet walls
Literacy Week	www.unesco.org
iPad apps including Book Creator, Comic Life, Jumbled Sentences, Phonics games, Puppet Pals.	Conferencing
	Story maps
www.twinkl.com	Story boards
iPad dictionaries and translators	Look, say, cover, write, check for spelling
Teaching Assistants	Have-a-go books for spelling
Picture dictionaries	Alphabetical order
Word wall	Personal dictionaries
Canva	Spelling bingo
Word Work & Spelling Graphic	Daily writing practice
Organizers & Mini-Lessons	Explicit teaching of all text types
The Teacher's Big Book of Graphic	Think, pair, share as pre-writing strategy
Organizers	Paraphrasing
NB. All English spellings are accepted at BRES. Staff are asked to spell	Summarizing

consistently within documents; however, all versions of English spelling are accepted including UK and US. Cambridge Global English KET Core Vocabulary and Reading PET Core Vocabulary and Reading	Dictation Brainstorming Graphic organisers Drafting Writing rubrics (including student-created) Daily writing journal Handwriting skills Typing Note taking Proofreading, re-crafting, editing Cloze passages Paraphrasing / summaries Blogs / wikis Using writing prompts / stimuli Comic life iPad app Puppet Pals iPad app

Appendix E: Media Literacy

Media literacy is about making meaning using combinations of words, sounds, images and graphics and exploring the influence of mass media on peoples' lives.

Excerpts from the Ontario Curriculum Grades 1-8 are provided here to guide understanding of the importance of Media Literacy in the language curriculum.

According to the Ontario Curriculum Media Literacy strand, students will:

1. Demonstrate an understanding of a variety of media texts.

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

4. Reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Forms of Media Texts may include, but are not limited to: advertisement, e-mail, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewelry, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television drama, nature program, interview, travelogue, television commercial, cartoon, web page, dictionary, interactive software, multimedia text, blog, database.

How can we develop our students' media literacy skills?

5. "View, analyse, and discuss a wide variety of media texts and relate them to (the students') experience"

6. "Use available technologies to create media texts of different types, e.g. computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, web pages," advertisements, iPad applications [apps], examples include Book Creator, Comic Life, dictionaries, translation apps.

北京市昌平区王府实验学校国际文凭小学项目

语言政策

一、引言

学校提供双语课程，以英语和中文作为教学语言。大多数学生语言背景是中文，他们在入学时英语水平较低或几乎没有英语基础。所有班级均配备两名全职班主任，一名外籍班主任和一名中国籍班主任。

北京市昌平区王府实验学校秉持国际文凭组织的教育理念与教育目标。学生是项目的核心，而且学校按照国际文凭组织学习者培养目标进行人才培养实践。所有国际文凭组织小学项目教师都应根据需要，调整课堂教学或进行差异化教学，以满足每位学生在语言方面的学习需求。

二、教育理念

读写能力不仅仅指的是阅读或写作——更是与我们如何在社会中进行沟通交流，进行社会实践，处理人际关系，学习知识、语言和文化息息相关。（联合国教科文组织，《联合国扫盲十年计划》，2003-2012 年。）

在北京市昌平区王府实验学校：

（一）我们相信应为来自不同语言背景的学习者提供支持，帮助他们成为适应全球社会发展，具备国际视野、勤于思考、善于交流的人才。

（二）我们的目标是培养既精通英语，又能流利使用母语的英语学习者。

（三）我们认为中国的语言和文化是学校课程不可或缺的组成部分。

（四）我们认识到，语言对于学习、交流和表达至关重要，并且所有教师都是语言教师。

（五）我们认为班主任对每位学生的语言发展起着关键作用，教室应创造浓厚的英语和中文阅读氛围。

（六）我们相信，来自不同语言背景的学生都应该有机会与同伴分享自己的语言，并感受到他们的语言和文化受到重视。

（七）我们相信，所有学生都应被鼓励倾听他人，并帮助他人表达自己。

（八）我们重视并支持家长及范围更广的社区成员在维持和深化学生母语及第二语言能力发展方面的作用。

（九）我们相信，借助语言技能的培养，我们的学生能够进一步发展探究能力、思考能力和沟通能力。

（十）课程安排反映了语言学习的重要性，学校专门为英语和中文课程安排了特定的教学时间。

三、教学语言

作为一所双语学校，学校使用英语和中文作为教学语言。学校的课程安排体现了这两种语言的在语言学习时间上的分配比例为 50%英语和 50%中文。北京市昌平区王府实验学校不要求学生和教师在课堂上"只使用英语"交流。在课堂中，师生之间的交流与学生之间的交流同样具有重要价值。这使得学生们能够随时自信地与成年人交流。我们鼓励学生在除了语文课之外的课堂上，学习和使用英语作为主要的沟通工具。

学校在日常活动中与学生、教师及家长进行沟通所使用的两种主要语言是中文和英语。家长会提供中英双语支持。学校会尽一切努力确保在非中文母语者与家长沟通时提供翻译服务，而学校的家长和学生也会在必要时积极承担翻译的角色。

四、第二语言辅导（中文）

教学语言：中文

在北京市王府实验学校小学融合部，为了培养具有国际情怀的学习者，我们为他们创造了双语的教学环境。在PYP培养目标指导下，使学生具有书面语言和口头语言的使用能力。

（一）我们创造一个互相尊重，互相关怀的语言环境，使学生自信，独立，合作，宽容，正直。

（二）我们把语言教学融入到探究主题之中。

（三）在探究教学的过程中，确保专业性，真实性的语言与主题相融合。

（四）在语言的教学过程中，我们采用探究的教学方式，让学习者具有发现和解决问题的能力。

（五）我们根据学生的不同学习风格，做到因材施教。

（六）在语言教学中不仅要发展学习者的听说读写能力，而且要培养他们的技能。

（七）我们对学生采用多种方式的评估，比如口头表述书面测试，实际操作等。

（八）我们鼓励语言在教学和实践中得到综合发展，培养学习者的语言使用能力。

五、额外语言学习支持

英语作为第二语言（EAL）：学生通过上根据其英语水平定制的小班个性化辅导课程获得差异化支持。一旦学生达到该年级的英语能力水平要求，他们就不用再参加英语作为第二语言的课程了。

语言学习支持：老师会通过每周两次兴趣课时间为确定需要额外英语或语文学习支持的学生进行辅导并通过如 STAR Reading 等评估工具监测其进步情况。

　　母语学习支持：学校通过利用相关资源和实施相关活动（例如兴趣课和图书馆活动）的方式，鼓励学生使用母语，来保持和提升自己的母语能力。

　　特殊需求学生学习支持：学习支持团队与班主任合作，共同为有特殊需求学生的提供充分的学习支持。（更多详情请参阅《特殊教育需求政策》）

六、母语及其他语言

　　研究表明，母语的发展对认知发展和文化认同的保持至关重要，还能增强学生的跨文化意识和理解能力，使学生能够与本国本民族的语言、文学和文化保持充分的链接，并对其保持尊重和自豪感。长期来看，学生在母语方面所取得的认知和学术成就越高，越有可能在学习其他语言时取得成功。同时，倡导学生对不同语言和方言之间差异保持尊重。

　　本校超过 90% 的学生母语是中文。中国的语言和文化是学校课程中有特殊意义的部分。当然，学校也有来自其他语言背景的学生。

如果学生的母语不是中文或英语，班主任需要了解学生的母语和相应的文化。班主任可能会通过以下方式帮助学生更好地融入：把与该学生母语相关的展示品加入教室布置；邀请学生分享介绍他们祖国的文化；鼓励学生家长把与探究单元相关词汇翻译成母语；请学生带与探究单元内容相关的母语书籍到学校补充探究学习等。

　　教师在教学过程中需要认真思考如何为这些母语不是中文或英语的学生提供最好地支持。对于那些无法用英语或中文进行有效沟通的学生，应该鼓励他们先用母语来组织他们的想法，然后再鼓励他们为自己的想法找到合适的翻译来进行互动交流。即使学生目前在语言技能上存在局限，但并不意味着他们的课堂参与度和思考会因此受限。

七、语言发展目标

　　小学语言项目旨在：

1. 培养学生的听、说、读、写以及媒体素养能力。
2. 促进中、英文交流技能的发展，尊重多元文化视角。
3. 通过阅读和分析不同类型的文本，提升批判性思维和分析能力。
4. 鼓励基于探究的学习方式，并在不同学科的学习过程中表达自我。
5. 在语言学习中，帮助学生建立作为沟通者和敢于挑战的自信心。

6.强调学生通过语言的实际应用进行学习；对语言本身进行研究和理解；在学习其他学科知识的时候，借助语言这一工具进行学习的重要性。

八、评估

评估是教与学循环中不可或缺的一部分。评估为教师更好地根据学生需求设计和调整教学活动提供参考数据。有关北京王府实验学校评估的详细信息，请参阅《北京市昌平区王府实验学校评估政策》。

形成性评估：持续的观察、口头展示以及同伴反馈。

总结性评估：使用诸如持续追踪记录、写作评分标准以及听说能力评估等工具。

反思实践：学生对自己的语言学习中的优势、挑战及成长进行反思。

进步监测：按照国际文凭组织和国家义务教育质量监测制度实施定期监测，关注监测持续改进功能。

九、角色与职责

在国际文凭组织小学项目中，我们推进基于探究的语言学习。语言教学是全天候的，不仅在学校进行，也在家中持续进行。教师、家长和学生共同参与，共同承担起实现学生个体教育目标的

责任。家庭在支持我们实施双语项目中起重要作用，因此我教师、学生和家长都是学习社区的重要成员。

（一）教师应做到：

1. 设计教学效果好、与学生语言背景、兴趣和需求相匹配、且对学生发展有意义的课程，以提高学生的英语和中文水平。

2. 制定符合学生学龄特点并具备连贯性的教学计划。

3. 为学生提升中文和英语技能，理解教学用语提供支持。

4. 根据包括但不限于需要额外学习支持的学生在内的所有学生的不同学习风格进行差异化教学。

5. 根据对探究课程、超学科教学计划及个人教学方案的反思，持续改进教学。

6. 帮助所有学生掌握必要的语言技能，包括阅读、写作、听力、口语和视读。

7. 利用多种资源来增强语言技能的发展。

（二）学生应做到：

1. 努力发挥自己的最大潜力。

2. 力求成为一名在阅读、写作、听力、口语和视读等方面全面发展的学生。

3. 与同学合作，积极参与协作学习。

4. 在学校和课堂中做一名尊重他人的公民。

5. 鼓励同伴在包括课余时间内的时间里尽可能多地使用英语。

6. 为同伴学习中文提供支持。

（三）家长和家庭应做到：

1.积极支持学校中文和英语课程。

2.鼓励孩子的终身学习精神，并助力其成为全面发展的学生和公民。

3. 无论是在家中还是在学校，积极参与孩子的教育。

4.支持学校政策和课堂公约。

十、资源

北京市昌平区王府实验学校，为支持学生提升读写能力和进行探究学习提供了一个丰富的语言环境：

1. 中文和英语书籍、分级读物和数字化资源（例如 MyOn）。

2. 将语言学习与超学科主题整合起来的与探究单元（UOI）相关的文本，。

3. 通过图书馆（人员、资源、服务）、技术工具的支持和高质量的儿童文学资源，帮助学生在阅读和互动中建立有意义的语言联系。

详见附录 A 中列出的北京市昌平区王府实验学校教师使用的资源清单。

十一、语言课程

学生日常上的语文课属于国家课程，是昌平区教委要求必修的课程。英语课程在学校的课程安排中也占据重要地位。学校特别安排了英语语言艺术课（English Language Arts）和 探究写作课，用以强调语言发展与基于探究的学习之间的紧密联系。

为了提供结构化的英语语言艺术教学和社区阅读时间，会把不同年级的学生分成两大组进行活动，每周进行三次分组。分组活动期间，英语作为第二语言的学生会通过小组辅导环节获得与其水平相匹配的差异化支持。

探究写作课每周进行两次，所有学生在各自的班级，接受与当前探究单元相关的特定写作类型指导。此外，专门的探究课还有主要更侧重于探究过程本身，而非单纯地提高语言技能。教师会创造各种学习机会支持学生进行探究，并鼓励学生通过口头、视觉和书面形式表达分享自己的学习成果。课程设计灵活且能及时响应学生不断变化的需求。

类型	接收性——接收到并构建意义	表达性——创造并分享意义
口语	听 ◄————————————	————————— 说
视觉语言	看 ◄————————————	————————— 演示
书面语	读	写

接收性语言和表达性语言

在北京市昌平区王府实验学校，语言艺术课程主要依据加拿大安大略省 1-8 年级语言课程实施，用于包括教学计划、教学实施、评估和报告等所有和语言艺术相关的方面，包括：口语交流、阅读、写作和媒体素养。详细信息请参阅附录 B、C、D 和 E。

十二、入学流程

在学生申请入学填写申请表时，需要填写关于学生及其父母的语言背景信息。我们会在学生正式开始在学校学习英语和语文之前收集学生已经掌握的语言和相关知识情况。目前，学校对学生没有设置英语语言水平准入要求。

作为入学流程的一部分，每位申请入学的学生都需要参加由招生老师和校级领导进行的面试。招生老师会监督申请人完成相应年级难度的中文阅读/写作和数学测试（如果学生具备相应的中文语言能力）。对于二年级及更高年级的插班生，需要参加学业成长评估（MAP），以了解其在英语阅读和语言运用方面的能力水平。学业成长评估（MAP）作为一种评估工具，被学校用来设定自己的比较基准。考虑到大多数学生是非英语母语者，评估有助于判断插班生应该上常规课程还是英语作为第二语言（EAL）课程。此外，在面试过程中，招生团队成员还会记录有关学生社交互动

和适应性行为的信息。面试通常持续 40 至 60 分钟。会在面试时确认学生是否需要英语作为第二语言的支持。

申请将由校级领导团队审核，他们会查看申请表和面试报告，然后做出是否录取的决定。

在入学时，班主任会收到学生相关信息文件的副本，同时该年级的英语教师也会被告知班级中新学生的加入。在新学生入学的第一周内，将对其进行评估和监测，以确定其是否需要进入英语作为第二语言项目。

十三、教师专业发展

教师会持续接受培训，以提升以下能力：

1.实施基于探究的语言教学策略。

2.在课程开发和差异化教学实践方面进行合作。

3.参与反思性实践，以实现持续改进。

十四、课程整合

英语课程：课程的设计和实施以加拿大安大略省的小学课程大纲为基础，并尽可能与探究单元相结合。

语文课程：同时参照中国国家课程标准和国际文凭组织小学项目课程标准，尽可能与探究单元内容相链接。

整体方法：在听力、口语、阅读、写作和媒体素养等各方面发展语言技能，并将其融入所有学科领域。

探究框架：课程设计采用凯瑟·墨菲（Kath Murdoch）的探究模式，以确保教学内容与学生的生活相关并能够与学生的生活体验建立联系。

十五、学生语言学习档案

为每位学生建立语言学习档案，记录以下内容：

1.听力、口语、阅读、写作及学业成长评估中体现的语言水平。

2.入学考试数据、教师对学生的日常观察记录以及标准化测试结果（例如 STAR Reading 测试）。

3.在整个学年中，与家长和教师分享学生的学习进展，以确保教育的一致性与连续性。

十六、政策制定过程概述

本政策的制定过程中，审查了学校小学项目现有的语言艺术政策文件，参考了其他优秀国际文凭组织学校的语言政策，借鉴了学校以前制定语言政策的专业发展工作，检查了学校当前教学实践。本政策是为学校所有教职工在学生语言技能发展方面需要做到的事情提供指导的文件。本政策将根据每学年的反馈进行审查和进一步完善。

每学年开学初，在相关领导成员的监督下，由包含委员会进行审议。该政策实行年度审查机制，以确保其持续符合PYP教育社区的发展需求，并为师生提供有效支持。

　　2024-2025学年本政策由PYP学部委员会审议通过，修订成员名单略。

附录

北京王府实验学校教师推荐的通用资源	
小学低年级资源	教与学方法、活动或策略
MyOn 线上图书馆	按正确的语序排列在句中排列单词预测
Our world 图书	
IXL 系统	复述
国家地理教材	指导性阅读
中国国家课程教材	趣味阅读
自然拼读歌曲：https://youtube.com/@bouncepatrol?feature=shared	为儿童阅读
	自然拼读课程
	自然拼读游戏
数字、自然拼读、形状等 :https://youtube.com/@jackhartmann?feature=shared	阅读伙伴小组
	划分句子成分阅读理解
	颜色与描述
可画：视频、图片、演示文稿	与现实生活链接
学校人工智能（形成性评估）	小老师
自然拼读（字母和发音）	全身反应教学法
渐进式自然拼读法	学习伙伴
PM 读本	多感官游戏
Reading Eggs 在线阅读教育平台	闪卡
牛津阅读树读本	唱歌和跳舞
高频词– Magic 100/ Dolch word sets	给教室物品贴标签
探究主题相关的书籍	讲与文化相关的故事
Quizizz.com 网站	寻宝
Wordwall.com 网站	句子框架
Qupeiyin (Dubbing app)小程序	提问–思考–讨论
Jolly Phonics 小程序	角色扮演

Alphablocks 视频 词卡 英文图书 双语图书 Epic.com 网站 PM 写作资源	木偶表演 迷你图表和统计图

学校教师推荐的通用资源	
高年级资源	教学方法和策略
MyOn 线上图书馆 PM 读本 Raz Kids Epic.com 网站 探究内容相关的书籍 高频词卡 英语书 双语书籍 PM 写作资源 哈佛大学零点计划 大英百科网站 Twinkl 网站 Quizizz 网站	按正确的语序排列在句中排列单词 预测 复述 指导性阅读 趣味阅读 为儿童阅读 自然拼读课程 自然拼读游戏 阅读伙伴小组 划分句子成分 阅读理解 建模 画图

附录 B：口语交流

需要特别指出的是，学校不要求学生和教师在课堂上"只使用英语"交流。作为英语学习者，母语是学生在学习和成长中非常宝贵的资源。当然，应该鼓励学生多练习英语来提高他们的英语技能，但这必须根据每个学生的需求来调整。

以下摘自《加拿大安大略省1-8 年级课程大纲》的片段，用来说明口语交流在语言课程中的重要性。

这一部分内容的重点在于说明有效倾听和表达所需的技能与策略和进一步提升的方法。口语交流技能是培养读写能力的基础，并且对于思考、学习以及在家庭、学校和社区中的社交互动都至关重要。

根据加拿大安大略省课程大纲中关于口语交流的描述，学生将能够：

1.在各种情境下为不同目的倾听并作出适当回应；

2.根据不同的受众和目的，恰当地使用口语表达技能与策略进行沟通；

3.反思并明确自己作为倾听者和表达者的优势和需要改进的地方，以及在口语交流情境中最有效的策略。

我们的目标是培养具备有效口语交流能力的学生，他们能够：
➢ 为不同目的和受众倾听和表达

➢ 传递信息

➢ 探讨并理解想法和概念

➢ 发现并解决问题

➢ 整理他们的经验和知识

➢ 表达并澄清自己的思考、感受和观点

➢ 谈论自己作为学习者的经历（9）

　　口头交流是串联起学生阅读、写作、观看和表达等知识、技能和策略的桥梁。真正有目的的对话不仅是语言课程的重要组成部分，而且需要渗透在每天的学习和整个课程体系中（32）。

续附录B:

学校教师推荐的通用资源	
听力口语学习资源	听力口语学习策略
PM写作资源（每本教师资源书中包含不同文本类型的口语沟通策略） 口语与倾听连续体 读写周 iPad 应用包括 Book Creator, Comic Life, Puppet Pals, Quizlet. 趣味配音应用	使用大开本书为学生阅读 讲故事 展示与讲述 班级展示 伙伴谈话（听者描述叙述者分享的内容） "思考–配对成组–分享" 木偶表演和戏剧 读者剧场 复述 释义 作为学习成果证据的媒体展示（包括视频、广告、短视频等，作为 Book Creator 的一部分） 概述

	班级讨论 戏剧 辩论 遵循指示 听写 头脑风暴

附录 C：阅读

以下摘自《加拿大安大略省 1-8 年级课程大纲》的片段，用以帮助理解语言课程中媒体素养的重要性。

根据加拿大安大略省 1-8 年级课程大纲的阅读的描述，学生将能够：

1.阅读并理解各种类型的文学作品、图表和信息性文本，使用多种策略来构建意义；

2.辨别出多种形式的文本、文本特征和风格元素，理解如何通过它们帮助传达意义；

3.运用词汇知识和提示系统流畅地阅读；

4.在阅读前后及过程中反思并明确自己作为读者的优势、需要改进的地方，以及最有效的策略。

一个平衡的阅读计划提供多种阅读目的，包括为乐趣而阅读、为学习新信息而阅读以及花时间学习如何阅读。通过使用反映世界多元文化的阅读材料，我们可以培养学生的开放心态和好奇心。

我们的目标是培养具备有效阅读技能的学生，他们能够：

➤ 理解所读内容，并将这些理解应用到新的情境中；

➤ 使用多种阅读策略；

➤ 阅读各种类型的文本；

➤ 理解写作可以有多种不同的用途；

➤ 扩展丰富的词汇量；

➤ 熟悉写作的规范；

➤ 通过阅读了解世界并发展个人兴趣。

续附录 C:

学校教师推荐的通用资源	
阅读资源	阅读策略
MyOn 数字图书馆	识别高频词中的音素
自然拼读（字母与发音）	排序
PM 读本	预测
牛津阅读树	复述
Raz Kids（在线分级阅读平台）	引导式阅读
高频词——神奇 100/多奇高频词	共享阅读
与 UOI 相关的书籍	为了乐趣而阅读
Jolly Phonics	为儿童阅读

Reading A-Z（在线阅读资源库）	自然拼读课程
Alphablocks 视频	自然拼读游戏
学校课程高频词卡片	阅读伙伴小组
英语书籍	划分句子成分阅读理解
双语书籍	按正确的语序排列在句中排列单
PM 评估工具包	词阅读追踪记录
学校图书馆	大声朗读
带字幕的视频	图片漫步
读写周	识别文本中的主要观点
大开本书	数学应用题
First Steps 读写资源（在线版）	探究课词汇表
剑桥全球英语	完形填空
KET 核心词汇与阅读	一对一支持式教学
PET 核心词汇与阅读	使用多种文本类型
YouTube	阅读日志（用于反思）
IXL	读者剧场
	读书报告

附录 D：写作

以下摘自《加拿大安大略省一至八年级课程大纲 》中关于写作的片段，用以帮助理解语言课程中写作的重要性。

写作……为学生了解自己以及与世界的联系提供了强有力的机会……写作还能帮助学生更好地理解自己的想法和感受，以及生活中的事件（《读写能力学习报告：安大略省 4 至 6 年级读写能力专家小组报告》，2004 年，第 79 页）。

根据安大略课程大纲中关于写作的描述，学生将能够：

1. 生成、收集并组织想法和信息，为特定的目的和受众写作；

2. 起草并修订作品，使用与目的和受众的相匹配的各种信息、文学和图形及风格元素；

3. 运用编辑、校对和出版技能及策略，结合语言规范知识，纠正错误，优化表达，并有效地展示作品；

4. 反思并明确自己作为写作者的优势、需要改进的地方，以及在写作过程的不同阶段中最有效的策略。

总体目标集中在有效写作的要素上（如主题/内容、结构、语气、词汇选择、句子流畅性、语言规范和呈现），以及递归写作过程的各个阶段（写作规划、起草、修订、编辑和校对、出版）。

我们的目标是培养具备有效写作技能的学生，他们能够：

➤ 组织自己的思路；

➢ 记住重要信息；

➢ 解决问题；

➢ 从不同的视角反思；

➢ 针对特定目的和受众进行有效沟通；

➢ 发现自己的声音并探索其他的声音；

➢ 获取知识并深化理解；

➢ 理解自己的想法、感受以及生活中的事件。

我们如何提升学生的写作技能。

写作能力的发展与其他语言技能之间密切相关，尤其是阅读技能。写作和阅读技能的发展是相辅相成的。当学生阅读各种包容性的文本时，他们会扩展词汇量，并学会根据写作目的调整句子结构、组织方式和语气。为了成为能够轻松清晰地传达思想的优秀写作者，学生需要频繁地练习针对不同目的和受众写作，并掌握写作过程中需要的各种技能。学生读和写得越多，就越有可能发展出对书面语言力量的深刻理解。

续附录 D:

学校教师推荐的资源	
写作与拼写资源	写作与拼写策略
安大略省课程资源 读写周 iPad 应用（Book Creator, Comic	单词墙 / 字母墙 联合国教科文组织网站

Life，Jumbled Sentences，自然拼读游戏，Puppet Pals，Puppet Pals）	开会
	故事地图
Twinkl	故事板
iPad 词典与翻译工具	
助教	看、说、盖住、写、检查拼写
图画词典	
	在写作过程中尝试自己拼写单词
Wordwall	按字母顺序排列
Canva	
词汇练习与拼写	个人词典
活动与微课	
关于图形组织工具的书籍	拼写练习
	每日写作练习
注意：学校接受所有英语拼写方式。学校要求教师在文件中保持拼写一致性，英式和美式拼写版本均可接受。。	不同文本类型教学
	"思考、配对成组、分享"作为写作前策略
剑桥环球英语系列教材：	改写
	概述
KET 核心词汇与阅读	听写
PET 核心词汇与阅读	
	头脑风暴
	图形组织器
	打草稿
	写作评分标准（包括学生创建的）
	写作日志
	书写技能

	打字
	记笔记
	校对、重构、编辑
	完形填空
	改写/概述
	博客 / 维基
	使用写作提示/素材
	iPad 应用 Comic LifeiPad 应用 Puppet Pals

附录 E：媒体素养

媒体素养是通过结合文字、声音、图像和图形来理解并构建意义的能力，并探索大众媒体对人们生活的影响。

以下摘自《安大略省1-8 年级课程大纲》，用以帮助理解语言课程中媒体素养的重要性。

根据安大略省课程大纲中的关于媒体素养的描述，学生将能够：

1.展示对各种媒体文本的理解；

2.识别一些媒体形式，并解释与这些形式相关的惯例和技术如何用来创造意义；

3.为不同的目的和受众创作多种媒体文本，使用适当的媒体形式、惯例和技术；

4.反思并识别自己在理解和创作媒体文本方面的优势、需要改进的地方以及最有效的策略。

媒体文本的形式包括但不限于：广告、电子邮件、电影、视频、DVD、服装、运动服、食品包装、玩具、首饰、报纸、杂志、宣传册、预告片、评论、雕塑、歌曲、舞蹈、新闻报道、体育节目、纪录片、情景喜剧、电视连续剧、自然节目、访谈、旅行记录、电视广告、卡通、网页、词典、互动软件、多媒体文本、博客、数据库等。

我们如何发展学生的媒体素养技能？

5.观看、分析和讨论各种媒体文本，并将其与学生的实际经验联系起来；

6.利用现有技术手段，创作不同类型的媒体文本，例如电脑图形、卡通、平面设计与排版、广播剧、短片、网页、广告、iPad 应用程序等，包括：Book Creator、Comic Life、词典、翻译应用程序等。