

# LANGUAGE POLICY

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**Review of Language Policy - Nov - 2025**

**Review Committee**

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### School Mission Statement:

To integrate into teaching and learning, the goals for conservation and social justice; To develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



### 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.

### Introduction:

our policies are deeply rooted in the vision, mission, and philosophy of our school and the International Baccalaureate (IB) framework.

Language is central to learning, thinking, and personal growth. It shapes identity, fosters intercultural understanding, and connects our learners to local and global communities.

This policy articulates our school's beliefs and practices related to language learning, teaching, and use across the school community.





### Philosophy:

At Silver Oaks, language is the essence of communication—an expression of thought, emotion, and identity. We view language not merely as a skill but as a **reflection of character, attitude, and culture**. Our school culture encourages everyone to **“Speak softly and pleasantly, smile always, be positive and progressive, feel good, look good, and do good.”**

### We believe:

- Every teacher is a language teacher.
- Language learning is lifelong and transcends subjects.
- Multilingualism promotes intercultural understanding and global-mindedness.
- Home languages strengthen identity, confidence, and cultural belonging.


### Objectives of the Language Policy:

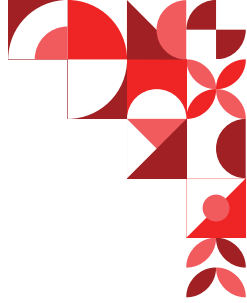
- This policy aims to:
- Establish shared beliefs about language and its role in learning.
- Support the development of English as the medium of instruction.
- Promote and preserve Telugu, Hindi, and Sanskrit as part of national and regional identity.
- Introduce students to foreign languages (French) to foster international-mindedness.
- Encourage the maintenance and celebration of home languages.
- Provide inclusive and differentiated support for language learners.

### Language Profile of the School Community

Our learners come from linguistically diverse backgrounds, with Telugu being the predominant home language. Students and families represent multiple Indian states and languages, contributing to a culturally rich environment.

The school recognizes multilingualism as a right, a fact, and a resource for learning. A self-audit tool helps monitor the depth of multilingualism and informs classroom practices.





### Language Learning at Silver Oaks:

English is the medium of instruction and the main language of communication across all school platforms—academic, administrative, and social.

- **Primary and Additional Languages**
  - English – Language of instruction and primary communication.
  - Telugu and Hindi – Regional and national languages offered to all students.
  - Sanskrit – Taught as a classical language.
  - French – Introduced from Grade 5 as an optional 3rd language.
  - Home Languages – Encouraged and celebrated through classroom and cultural activities.
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- **Progression**
  - PP1–PP2: English as a tool for learning; introduction to Hindi or Telugu through listening and speaking.
  - Grades 1–6: English as the primary language; Hindi and Telugu as additional languages.
  - Grades 5 onwards: French introduced as third-language options.

### Implementation and Curriculum Alignment

Language development is embedded within all areas of learning. All teachers plan collaboratively to integrate **language learning, learning through language, and learning about language** within the IB PYP transdisciplinary framework.

Curriculum planning ensures:

- Vertical and horizontal alignment between PYP and national board classes.
- Use of learning progressions to develop language skills.
- Balanced emphasis on the four communication skills—reading, writing, listening, and speaking.
- Continuous and varied assessment to track progress.





## Support and Differentiation:

Silver Oaks provides targeted support to ensure all students can access and express learning effectively in English.

### Support Strategies Include:

- Baseline assessment of prior language knowledge during admission.
- Induction programs and scaffolding for English Language Learners (ELLs).
- Differentiated instructional plans for varying proficiency levels.
- Peer support and buddy systems for new or non-English speakers.
- Translanguaging practices, enabling students to use multiple languages for deeper understanding.
- Professional development for teachers in inclusive and multilingual strategies.

## Language-Enrichment Initiatives:

Language learning is celebrated and strengthened through authentic experiences:

- Wordcraft: Fortnightly creative writing initiative encouraging self, peer, and teacher assessment.
- Speakers @ Silver Oaks: A public-speaking platform for confidence and fluency.
- Celebration of Languages: Assemblies, theatre, songs, and art celebrating linguistic diversity.

## Communication Beyond the Classroom:

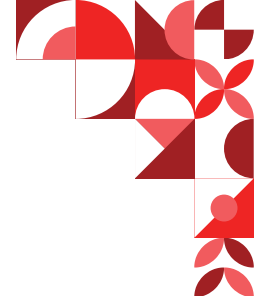
### Supporting Early Learners

- Visual labels, songs, and interactive activities for vocabulary building.
- Encouragement of gestures, expressions, and non-verbal communication.

### Encouraging Reluctant Speakers

- Positive reinforcement for effort over accuracy.
- Sentence starters, visual prompts, and peer conversations to build confidence.





## Language and the Learner Profile:

IB Learner Attribute	Language Connection
Communicator	Use multiple languages to express ideas clearly and respectfully.
Risk Taker	Take risks to speak and express ideas in new languages.
Thinker	Use language for reasoning, reflection, and problem-solving.
Reflective	Evaluate strengths and limitations in communication.
Open-minded	Appreciate linguistic and cultural diversity.

## Connections with Other Policies:

- **Language & Admission:** New students' language proficiency is assessed to place them in appropriate phases.
- **Language & Assessment:** Continuous assessment across the four skills using formative and summative tools.
- **Language & Library Policy:** Collaboration between teachers and librarians to nurture a love for reading and vocabulary enrichment.

## Review and Alignment:

As an IB Candidacy School, Silver Oaks International School ensures that its Language Policy:

- Is regularly reviewed with stakeholders.
- Aligns with IB expectations for multilingualism and intercultural understanding.
- Identifies physical and digital resources to support language development.
- Defines responsibilities and good practices for all members of the learning community.





## Conclusion:

At Silver Oaks, we believe that language is the bridge between learning and living.

Through our inclusive, multilingual, and inquiry-driven approach, we nurture **confident communicators, compassionate listeners, and lifelong learners**—individuals who can connect, reflect, and lead with empathy across cultures.

