



King Fahad  
Academy

**KING FAHAD ACADEMY**

**LANGUAGE POLICY**

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## **Introduction**

The intention of this document is to explain the philosophy and practice of language teaching and learning at the King Fahad Academy (The KFA). At The KFA, we believe that language is the medium of inquiry. We strive to help everyone appreciate the aesthetic and functional uses of language. We believe that language is a vehicle for transdisciplinary learning, and as such, we provide a learning environment that promotes, generates and supports effective communication and language development. We understand that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating effective communication. As communication in the world changes, we are committed to adapting language instruction to reflect the evolution of language in a modern world.

## **Language Philosophy**

The KFA believes that language is the key to all learning and that all teachers are language teachers. Our whole school philosophy states that we provide a holistic education where language is interdisciplinary and transdisciplinary through all subjects and learning opportunities. We aspire to provide an inclusive environment that respects each child's unique cultural and linguistic identity.

## **Language of Instruction (English)**

The *language of instruction* used to deliver the curriculum at the KFA is English. Students admitted to the school are taught the skills needed to become proficient readers, writers and communicators in the English language both for social interaction and academic success.

## **Mother Tongue**

The *mother tongue* is recognized as being the language most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used at home. The first language is the one that the individual is most proficient in. The KFA encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is

also recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. To this end, the KFA organizes events and activities that celebrate the language diversity of our students.

### **English as an Additional Language programme at the King Fahad Academy**

As the language of instruction at the King Fahad Academy is English, and a large number of our pupils joining the Academy during the given academic year have limited or no proficiency, they are in need of English language support. As such, EAL pupils from Key stage 1-4 are offered a 12 week immersion programme within the Academy's timetable, where they attend EAL lessons to ensure access to our challenging mainstream curriculum. Completion of the immersion course allows them to access the wider curriculum alongside their peers. Subject to review by the relevant teacher, the EAL Coordinator and the relevant Deputy Head Academic, the immersion course can be extended up to a maximum of a further 12 weeks.

The primary aim of the immersion programme is to encourage students to gain competence in the English language with the long-term goal of balanced bilingualism. It aims to encourage in students a respect for and understanding of the English language and host culture. The programme provides a skills base of speaking, listening, reading and writing, with a focus on developing basic vocabulary, phonics, grammar and functional language skills.

In order to accommodate the English Language Immersion Programme, pupils receive intensive language development teaching instead of some mainstream subjects. In order to ensure some continuing development and learning in these subjects, EAL teachers regularly address and teach concepts and vocabulary from mainstream subjects from which EAL pupils are currently withdrawn. This enables pupils to practise content based language in a risk-reduced, supportive environment. This also helps consolidate and develop EAL pupils' English language skills even further, in order to access our challenging mainstream curriculum.

After successfully completing the immersion programme, EAL pupils enter all mainstream subjects. They do not produce separate work in mainstream subjects; instead differentiated

tasks are tailored to suit their needs during this transitional process. The needs of EAL pupils in accessing the curriculum require careful planning. Therefore, all subject teachers consider language demands alongside the content of the curriculum and plan how they can support EAL pupils to develop oracy and literacy appropriate to their subject. Also, EAL in-class support is provided by specialist EAL teachers during this transition when possible (depending on timetable and staffing). Collaboration between the class teacher and the EAL teacher is necessary for planning, delivery and feedback so that EAL pupils are appropriately supported during this time of transition.

For further information regarding the EAL provision, please refer to the English as an Additional Language Policy.

## **Implementation of Language in Early Years**

In the Early Years children are taught Phase 1 of Letters and Sounds. This will aid the children's transition as they start primary school and will provide teachers the time to assess children's speaking and listening abilities. Teachers will also teach phonics 'Letters and Sounds' up to phase 5 to prepare children for reading and writing at the ential year one standards.

In the Early Years a range of methods will be used to ensure that children are meeting the seven areas of development including their fine and gross motor skills as well as their cognitive and emotional development.

Children are taught phonics in two stages; phase 1 (initial sounds) phase 2-5 (grapheme phoneme correspondences)

The main aim of Phase 1 is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Phase 1 is separated into seven aspects:

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion

- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Teachers plan a mix of activities across provision on a daily basis, according to the developing abilities and interests of the children. The activities are designed to help children:

1. Listen attentively.
2. Enlarge their vocabulary.
3. Speak confidently to adults and other children.
4. Distinguish different phonemes.
5. Copy the phonemes they hear, in order, all through the word.
6. Use sound-talk to segment words into phonemes.

By Reception, teachers will begin developing speaking and listening skills further by reinforcing phase 1 in their 'settling in period' then begin the formal teaching of phonics using the 'Letters and Sounds' programme. The teachers follow a systematic teaching sequence to ensure mastery and depth of phonics learning across the Early Years and Key Stage One.

For literacy, teachers follow the 'Power of Reading' programme to provide opportunities for children to further develop their creativity, imaginative and thinking skills and introduce them to a wide range of genres including fiction, non-fiction and poetry. These sequences proved successful in the 'KFA' as they provide children with content to expand their thinking and comprehension skills and express their ideas, feelings and thoughts based on role play, shared reading and writing activities.

By the end of Early Years, children should be able to recognise the 44 phoneme grapheme correspondences in the 'letters and Sounds' phase 2-5. Children should also be able to blend and segment these sounds and read at their grade level. Children are also encouraged to write words and simple captions.

## Implementation of Language in Key Stage 1

In 'Key Stage One' our aim is to have independent and fluent readers and writers by explicit teaching of phonics, spellings, grammar and handwriting. Teachers ensure that children meet their targets from the National Curriculum 2014 Objectives. Teachers also promote reading and writing extensively to support language development. Teachers also aim to set self-explanatory activities to support English Language learning and development at home.

In 'Key Stage One' teachers continue to teach Phonics following the 'Letters and Sounds' structure. Literacy is taught via the 'Power of Reading' teaching programme to enhance creativity, independence and critical thinking. Teachers teach the English Language Objectives from the National Curriculum 2014, whereby we set the objectives for the year and teach them explicitly and implicitly to reinforce application of objectives taught. We use a 'Decimal Point System' to track and assess progress and ensure that all children meet the taught objectives. Children are made aware of their targets to promote independence and take ownership of their learning.

Teachers use a range of methods to deliver the curriculum including;

**Shared reading activities;** to model reading fluency and ensure that targets are met.

**Shared writing activities;** to model writing and ensure that children are sharing their ideas and discussing their thoughts.

**Writing in role;** to build empathy and begin to understand how to make inferences.

**Role play;** to develop communication, speaking and listening skills

**Drawing illustrations;** to understand settings, emotions and express thoughts.

**Note making;** to begin to retrieve information from texts, to prepare them for more complex objectives in 'Key Stage 2'.

**Role on wall;** to provide opportunities for children to begin to understand character development and make inferences in addition to applying their knowledge of adjectives and expanded nouns. This also prepares them for descriptive writing in 'Key Stage 2'.

Teachers create opportunities for children to apply their knowledge by writing for various purposes including short narratives, simple poems and information texts.

By the end of 'Key Stage One' children should have mastered their phonics including alternative spellings and alternative pronunciations. Children should meet the end of Key Stage 1 National Curriculum Objectives 2014.

## **Implementation of Language in Key Stage 2**

In 'Key Stage Two' our aim is to have independent and fluent readers and writers by explicit teaching of spellings, grammar and writing for various purposes. Teachers ensure that children meet their targets from the National Curriculum 2014 Objectives. In 'Key Stage 2' teachers continue to teach English through the 'Power of Reading' programme and select a range of books with clear cross curricular links to enhance reading and writing in all subjects, especially humanities and science. The programme also helps develop creativity, independence and critical thinking, crucial skills to help children transit into secondary school smoothly.

Throughout the English programme teachers use a range of methods to deliver the curriculum including;

**Shared writing activities;** to model writing and provide opportunities for children to learn from one another and reflect on their learning.

**Writing in role;** via writing diary entries, letters, lists and persuasive writing as characters in their books. This gives the children good content to work on, build empathy and enhances understanding of annotation and inferencing.

**Role play;** children write play scripts, then act them out, to prepare them for transition into KS3 where there's greater emphasis on plays.

**Drawing illustrations;** to enhance understanding of the use of emotive language, notion and details in writing.

**Note making;** this helps children understand how to retrieve information from text. This skill is further developed in cross curricular activities. This also prepares them to apply their writing skills in more in depth teaching of subjects in ‘Key Stage 3’.

**Role on wall;** provides opportunities for children to make inferences and analyse character development in extended texts, also preparing them for transition into KS3 where they read more about complex characters and are required to become more critical.

**Debates;** to encourage persuasive writing skills, communication and critical thinking to enhance their speaking and listening skills to prepare them for ‘Key Stage 3’

These skills are implemented through providing opportunities to practice various writing styles that promote the use of formal and informal English. They are also exposed to different writing styles to prepare them for writing for various audiences and purposes including; letters, diary entries, information text, reports, debates and play scripts.

By the end of primary children should meet the end of Key Stage 2 National Curriculum Objectives 2014. In order to provide them with a solid foundation for Key Stage 3 English.

### **Implementation of Language and Literature in Key Stage 3**

The aim of the Key Stage 3 English Language and Literature programme at the King Fahad Academy is to encourage pupils to use language creatively, critically and reflectively to communicate effectively and with confidence. As English is not the first language or mother tongue for a significant majority of our pupils, KS3 English is divided into two pathways: English A is suited to proficient learners, and English B caters for intermediate and upper intermediate users of the English language. However, both pathways focus on developing reading, writing, speaking and listening skills through the study and exploration of nonfiction, fiction, prose, drama and poetry.

Pupils focus on how writers use their craft to engage readers and create impact and meaning. The programme also aims to enhance pupils’ writing skills by developing their abilities to make appropriate stylistic choices in terms of linguistic, literary and structural devices to produce thoughtful and imaginative creative texts that demonstrate awareness of different

audiences and purposes. Within the course, there is an opportunity to develop higher thinking skills through exposure to literature of different cultures and seminal world texts.

Additionally, the programme explores the many facets of the language through the use of media and information technology. This is a high-standard and rigorous programme that increases in scope and sophistication as pupils grow older, and it thoroughly prepares pupils to cope with the demands of the GCSE English Language and Literature programmes, A Level English Literature and beyond.

#### **Implementation of Language and Literature in Key Stage 4**

English is divided into two pathways in Key Stage 4. GCSE English Language and GCSE English Literature offer proficient English language users the ability to develop and explore all four language skills (reading, writing, speaking and listening). This programme focuses on developing critical reading and analytical skills through the study of language and literature through a range of nonfiction, prose fiction, drama and poetry. Pupils explore all literary genres and study full-length texts, including those written by the most prominent figures in English literary history. The programme encourages the use of standard English in spoken and written forms to appreciate and engage with literary works produced by canonical writers and contemporary authors. Pupils are encouraged to develop critical and creative thinking skills by interacting with texts critically and forming knowledgeable and evaluative judgements. Additionally, the programme focuses on developing writing skills to communicate effectively, coherently and imaginatively through language, form and structure, enabling pupils to demonstrate their ability to produce effective and creative texts.

For intermediate users of the English language, the IGCSE English as a Second Language programme is offered. The aim of this programme is to develop language proficiency across the four key skills of reading, writing, speaking and listening. It enables pupils to learn to communicate and comment effectively on everyday activities with ease. It also enables pupils to develop mastery of language skills. There is a focus on developing skills for communicating clearly and effectively using an appropriate tone and a register that suits the audience, both in written and verbal communication. A range of reading skills are practised and developed

so that pupils can engage with a range of nonfiction and fiction texts on a variety of topics and purposes. There is a focus on augmenting writing skills by developing a range of vocabulary, grammatical structures and syntax and punctuation so that pupils are able to communicate confidently and effectively in a range of familiar and unfamiliar situations.

## **Implementation of Literature in Key Stage 5**

A Level English Literature is for students most competent in the English language. The programme involves the study of literary texts spanning different time periods and genres, and refines analytical skills. It enables students to acquire independent and critical understanding and interpretation of literary works. The programme aims to develop skills for reading and analysing drama by studying one Shakespeare play and one other work of drama, which further develops understanding of the literary genres of dramatic tragedies and dramatic comedies. The programme also develops depth of knowledge about different poetic styles, as pupils conduct literary studies in both contemporary poetry and a selection of work from a different literary movement. Knowledge and understanding of literary prose and literary criticism is also developed by the study of two works of prose fiction linked to a particular sociocultural theme. The programme aims to develop pupils' skills for research, referencing and analysing as they conduct their own study of two literary texts which are chosen by pupils based on their own interests and preferences. This is enhanced by the study of the links and connections between the texts, different interpretations of the texts, and understanding of the contexts in which they were written and received.

Research and referencing skills are further developed as pupils are encouraged to read extensively around the texts in order to support their understanding of the literary texts with contextual knowledge and readings of literary criticism. This is a challenging but rewarding programme which develops critical and creative thinking, as well as building a breadth of knowledge on a range of topics and issues due to its interdisciplinary nature. Ultimately, the programme produces pupils who can communicate and transfer knowledge and ideas in verbal and written communication extensively. Thus, our pupils leave the KFA prepared for the challenging demands needed to succeed in higher education.

## **Implementation of English as an additional language in Key Stage 5**

EAL pupils are offered an English language course that prepares them to work towards a Cambridge English Language qualification. Cambridge English qualifications are internationally recognised by schools, colleges, universities and employers. Such accredited qualifications show learners' language levels in accordance with the Common European Framework of Reference for Languages (CEFR). Cambridge English exams have an international standard in measuring language ability; therefore, their exams are reliable and valid world-wide. All Cambridge English Qualifications are lifelong certificates.

Cambridge English qualifications can open doors to higher education by helping our EAL pupils gain entry into a foundation programme or an undergraduate degree in the UK. Depending on the learner's English language level, we offer a range of Cambridge English courses: A2 Key for Schools (KET for Schools), B1 Preliminary for Schools (PET for Schools) or B2 First for Schools (FCE for schools).

Our language courses aim to enable our students to improve both their ability to communicate and their linguistic competence. A balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study. All English courses will give an insight into the country's culture and society in a global context. How to study a language and various transferable skills are also part of the course.

### **Special Educational Needs (SEND)**

As a school we promote inclusive education for all students whatever their needs. Students who require additional support, in terms of language, are usually referred to the SENDCO by teachers. Students can also be referred through parents, outside professionals and other staff members who may recognize a need for a student to receive additional support. The role of the SEN department is to review the student information available, request additional paperwork from the family, and recommend an Individual Education Plan (IEP) to meet the student's needs. The plan is implemented for a period of time and evaluated for its effectiveness.

The KFA also recognizes that all children are individuals with their own unique talents. Within this range of individuality there are students who are more able intellectually than other

students, and students who are particularly talented in certain specific areas of ability. To this aim, we have a range of ways to support our students through implementation of inclusivity through enrichment of lessons and extension of opportunities.

### **Reading, Writing, Listening and Speaking Development and Intervention in the School:**

The King Fahad Academy understands the importance of building a solid foundation for language, so that pupils are able to both access and excel in the wider school curriculum. We realise that success is synonymous with reading. Thus, to aid pupils in engaging with reading for pleasure and reading for academic purposes, we use programmes within Renaissance Learning (Accelerated Reader and MyOn) for reading development, reading assessment, and to promote positive, independent reading habits. For pupils who are not making expected progress, the following interventions are provided:

- 1: 1 reading with teachers and mentors.
- Small group intervention for reading and comprehension.
- Reading interventions that combine phonics and comprehension development through the use of Accelerated Reader, Get Epic and MyON.

Reading intervention provided involves a specific set of steps which are implemented to help pupils improve their skills in reading and are designed so that parents and the school can track individual children's progress that may include:

- Reading record books – shared between class teachers and parents.
- Individual reading record.
- Renaissance Home Connect – where parents can view and track their child's reading progress online.

Additionally, the KFA provides pupils with the opportunity to participate in extracurricular clubs which have the aim to develop reading, writing, speaking and listening skills through a range of activities, including participating in international writing competitions, and adapting literary texts into multimedia texts and debating.

## **Learning Resource Centre**

The Learning Resource Centre is the heart and soul of our school; it plays an integral part of our student's experience of school life. The purpose of the Library is to provide a vibrant and stimulating learning environment in which all staff and students can access a huge range of resources which reflect the aims and objectives of the IB Continuum. The school policy emphasizes on the needs of our diverse learning community and the materials/resources are selected to enhance the concepts of international mindedness. The KFA has many languages and cultures; the Library does its best to acquire materials in a range that supports mother tongue and aspires to develop it in the future. The Librarians work in close collaboration with teachers, coordinators and Heads in order to develop literacy levels and a passion for reading.

## **Information Communication Technology (ICT)**

The KFA, to enrich learning experiences, makes ICT an integral part of language teaching. The interactive nature of new technologies can transcend linguistic, cultural and geographic boundaries involving the local and global environment.

The audio and visual components of these tools can help further reinforce an understanding of language and text. Technology motivates and empowers language learners. It provides them with rich, authentic and relevant contexts for language development at all levels of instruction.

Across all schools, the KFA promotes opportunities for students to use computer systems operating in English and Arabic. This provides opportunities for EAL and AAL students to learn in both languages. E-safety is a priority and embedded in all ICT activities.

## **Assessment**

Assessment of progression and achievement in Language A, Language B and EAL across the key stages is outlined in the Assessment Recording Reporting Policy. Through formative and summative assessments, students are assessed regularly and the assessment data is uploaded on Bromcom to monitor pupil performance and progress by teachers, Heads of Departments and Senior Leadership Team members.

### **Professional development**

Attendance to professional development training is incumbent on all teachers. Moreover, as all teachers are recognized as language teachers, it is even more crucial that opportunities are provided for school-based professional development in the language of instruction and language acquisition. This is demonstrated and supported by the school in terms of time allocation and active participation of language coordinators and heads of language departments in support of colleagues to enrich teaching and learning at the Academy.