



The Primary Years Programme

A curriculum framework for international primary education.

The Curriculum Corner

IB Learner Profile Language Perspective

Language in the PYP

This week we witnessed the Learner Profile in action during the P3/4 and P5/6 assembly .

Students clearly portrayed through the panel what Communicators, Thinkers, Risk takers and being Balanced means from a Language perspective.

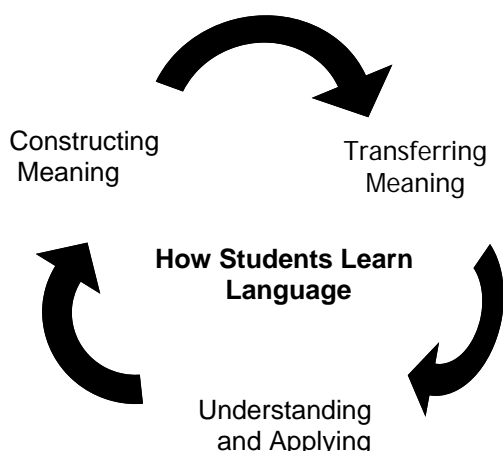
What Do We Want Students To Learn?

- The reading process
- The writing process
- The effective use of language as a valuable life skill
- Internal structures of languages
- The complexity of languages
- That communicative competence comes before emphasis on accuracy

How Best Will Students Learn?

This is what a PYP Language classroom looks like:

- Inquiry-based, where everyone appreciates both the aesthetic and functional uses of language.
- Language is clearly in evidence in all its forms.
- There is a busy hum of discussion.



Inquirers: They use language as the primary medium of inquiry to learn about language and through language
Thinkers: They use language precisely and skillfully in the context of higher-level thinking.
Communicators: They are confident users of oral and written language forms, in a variety of situations.
Risk Takers: They are willing to attempt to read, write or speak in situations where they may not feel totally competent.
Knowledgeable: They understand the internal structure of language and the various influences on its development. They have experienced a wide range of literature.
Principled: They are aware that language is powerful, that it can have a profound effect, and that it must therefore be used responsibly
Caring: They show responsible, caring attitudes toward the use of language and they value literature for the insight it gives into the feelings of others.
Open minded: They respect differences and similarities between language and dialects. They are aware of the use of language as an expression of bias and strive to maintain an objective stance.
Balanced: They are aware of the need for an educated person to be an effective communicator. They use literature of learning and leisure
Reflective: They reflect on their own levels of language development in their mother tongue and other language. They consciously work at improving their language proficiency.

Focus on Reading and Writing

This year we would like to focus on consolidating basic reading, writing and oral skills in the lower primary classes. In P4-6 we have used the results from the ACER tests to reflect on our programmes. The results showed that our reading and writing programmes are developing the skills outlined in the class competency variables but we would like to ensure that reading and writing skills are taught in context so that students are able to effectively apply their skills in a variety of contexts .