

## 1. Language Philosophy

Languages play an important role in constructing meaning. They enable us to express ourselves, as well as our identities and culture. It is a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). Our first language is English and second language is Chinese.

BRMCK believes that:

- Students need to acquire and maintain a strong foundation in what they consider to be their first language.
- In the modern world, command of English is the primary key to accessing information and communicating internationally.
- Listening and speaking skills that children acquire in the pre-school years lead to the way for their reading and writing skills. Together, these help to build a strong foundation for language learning and reading and writing development in the later years.
- The importance of learning a second language (The Ministry of Education policy steers students towards competency in the English language and their respective mother tongue languages (Malay, Chinese or Tamil).
- Students are learning language in class every day and the teachers are to model the use of good language skills.

Therefore:

- The main language of instruction at BRMCK is English;
- Students at BRMCK will learn at least two languages; i.e. English and Chinese;
- The ability to use more than one language has practical, educational and social benefits.

## 2. School English Language Profile

The School

- The main language of instruction used in school is English. English is also the language used in school publications, on its website, on signages, in communication between school and parents, and between members of staff.
- The Chinese language teachers must also be able to understand and communicate in basic English.
- The non-teaching office staff are usually bilingual in English and Chinese.

## 3. School English Practices

Language Teaching / Assessment

- All language teachers are suitably qualified and experienced.
- Phonics, phonemic awareness and writing will be integrated into the reading and reading and writing readiness instruction at each level of competency.
- Jolly Phonics series is used to teach Phonics, phonemic awareness and writing.
- Tablets are used to enhance the learning of phonics by playing phonics games.
- Provide ample opportunities to learn nursery rhymes, poems, songs, story-telling, listening stations, etc.
- Borrowing of books from the school library once a week to encourage family reading togetherness.

- Borrowing of books from the National Library Board that relate to the Units of Inquiry and placing them in the classrooms.
- Using the reading pen to enable the children to read independently.
- Receive instruction in English for every domain.
- Teaching English at every grade.
- Formative assessment is employed to ensure student progress is assessed appropriately.
- Individual e-portfolio is submitted every month-end on the portal of Little Lives and individual portfolio documentation is submitted and the end of each term (4 times a year).
- The FLAIR Program is implemented to help the emergent readers (K2s) to increase their self-esteem and oral language skills. It is collaboration with the Ministry of Education engaging para-educational professionals to provide focused language assistance to kindergarten children. The aim is to lay a strong oral-aural foundation in the English language for these children so that they will be ready to develop early reading skills.

#### Language Writing

- The N1/N2 students will be encouraged to develop their writing skills according to their level of competence; scribbling, tracing, finger painting, letter-formations etc.
- For the K1/K2 students, teachers will provide instruction and model the correct usage of language conventions; including spelling, grammar, rules of punctuation and handwriting.

### 4. School Chinese Language Profile

#### The School

- The second language of instruction used in school is Mandarin.
- Mandarin is taught at every grade on a daily basis
- All language teachers are suitably qualified and experienced.
- Receive instruction in Chinese for every domain.
- Teaching Chinese at every grade.

### 5. School Chinese Practices

#### Language Teaching / Assessment

- Actively participate in Chinese Language activities.
- Enjoy Chinese Language activities.
- Listen with understanding.
- Speak to convey meaning.
- Recognise words and read with assistance.
- Be aware of customs and traditions.
- Formative assessment is employed to ensure student progress is assessed appropriately.
- Individual e-portfolio is submitted every month-end on the portal of Little Lives and individual portfolio documentation is submitted and the end of each term (4 times a year).

#### Language Writing

- For the N1/N2 students make marks, draw symbols
- For the K1/K2 students write letters/characters to represent ideas

## **6. School-wide Practices**

- Student use of English and Chinese is encouraged at all times within school.
- Collaboration between the English and Chinese language teachers in every classroom.
- Units of Inquiry are reinforced in both languages using the inquiry cycle.
- Library includes books in both English and Chinese.
- Students have regular Library classes.
- Student work is frequently displayed in classes and in corridors in both English and Chinese.
- Annual concert and other events are staged which give students the opportunity to perform before an audience in English and Chinese.
- When necessary, translation services are provided for parents who cannot speak English.
- Key documents (e.g. Registration of new student) are in English.

The assessment policy was collaboratively created by Sharon Ngoi (Principal of BRMCK) and Linda Tay (PYP Coordinator). There will be a review of the policy at the end of each year.

## **Bibliography**

Nurturing Early Learners – A Curriculum for Kindergartens in Singapore  
<https://www.nel.sg/>