

AGREED

decision of the management company

Quantum Management Company

No. __ dated _____ 2023

APPROVED

by order of the Principal

**of Riviera International School by
Quantum dated**

No. __ dated _____ 2023

**Language Policy of
Riviera International school**

Astana, 2023

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1. GENERAL PROVISIONS

This Policy defines and regulates the use of languages, primarily Kazakh, Russian, and English, as well as other foreign languages in the educational, upbringing, and operational activities of RIS.

This Policy is developed in accordance with:

1. The Constitution of the Republic of Kazakhstan;
2. The Law of the Republic of Kazakhstan of July 27, 2007, "On Education";
3. The Law of the Republic of Kazakhstan of July 11, 1997, No. 151 "On Languages in the Republic of Kazakhstan";
4. The Charter of the organization
5. PYP and DP Programmes standards and practices (Published January 2014; Updated March 2016) ; MYP Programme standards and practices (Published May 2014 Updated September 2014, September 2017, April 2021
6. Guidelines for developing a school language policy (Published April 2008)
7. Guidelines for school self-reflection on its language policy (Published 2012)
8. Learning in a language other than mother tongue in IB programmes (Published April 2008)
9. Approaches to learning and approaches to teaching in the Middle Years Programme (Published September 2022, Updated March 2023)
10. Language scope and sequence (Primary Years Programme, Published February 2009, Updated December 2018)

Regarding organization, in matters not regulated by education legislation and this Policy, other local acts of Riviera International School (hereinafter referred to as RIS) and/or the management company may be established, with which the school is obliged to acquaint the candidate and their parents (legal representatives) in due course.

At RIS documents are circulated in Kazakh, English, and Russian languages. When dealing with foreign individuals and legal entities, documentation is processed in English, with translations provided into Kazakh and/or Russian languages if necessary.

2. IB MISSION STATEMENT AND IB LEARNER PROFILE

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.

IB Learner profile

Riviera International school promotes IB learner profile attributes in all aspects of school life, including learning languages and communicating language

Inquirers- They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning.

Knowledgeable- They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad range of disciplines and projects.

Thinkers- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions in a variety of forms.

Communicators- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Principled- They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Open-minded- They understand and appreciate their own cultures and personal

histories, and are open to the perspectives, values and traditions of other individuals and communities.

Caring-They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

Balanced-They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective- They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3. MISSION, BELIEFS AND AIMS

MISSION

Nurture happy, creative and competitive children by providing a supportive and safe environment, innovative teaching approaches, and values based on Kazakhstan's heritage, integrated with intercultural competencies for a successful life in a rapidly changing world.

The foundation of our language policy at the Riviera International School is built upon the mission statement. Recognising that language is the cornerstone of all learning, this policy plays a crucial role in enabling the school to accomplish its mission.

PURPOSE OF THIS DOCUMENT

1. to deepen understanding of language learning in an IB framework by all parties;
2. to clarify the placement and paths of transition procedures in the school and demonstrate the transparency of the process;
3. to assist learners master linguistic and cultural competencies to communicate effectively and engage in a diverse world;
4. to clarify the programme specification and language of instruction;
5. to help learners develop their cognitive abilities through comprehensive language exposure, exploration, and engaging content;
6. to cultivate learners' appreciation for global perspectives and intercultural

- understanding through meaningful language learning experiences;
7. to equip learners with the skills to bridge cultural gaps, fostering cooperation and empathy on a global scale;
 8. to empower learners to become lifelong learners, adept at navigating various linguistic and cultural contexts with confidence and respect;
 9. to exhibit open communication with the school community regarding suggestions for improving the regulations.

Aligned with the principles of the International Baccalaureate (IB),

The International Baccalaureate (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to access and multilingualism are reflected in the organization's activities.

RIS embraces a language philosophy that mirrors the IB's commitment to fostering intercultural understanding, international-mindedness, and equitable access to education. Central to our philosophy is the recognition that multilingualism is an invaluable tool for nurturing global citizens who can navigate an interconnected world with empathy and competence. Our language policy is rooted in the belief that every student's cultural and linguistic background enriches the fabric of our community, and we are dedicated to providing a framework that aligns with the IB's values. Through our approach to language education, we ensure that our students not only develop linguistic proficiency but also cultivate a deep appreciation for diverse perspectives.

RIS supports teachers in the development of their language profile and identifies all teachers as language teachers.

4. LANGUAGE PLACEMENT PROCEDURES

Entry requirements for new students include a Kazakh or Russian language diagnostic test established in accordance with national standards based on the language of instruction of the class in which the student desires to enroll beginning in grade 2. Starting in Grade 2, applicants take an English proficiency placement test. Newcome applicants enrolling to DP must also provide grades from previous school for the subjects that the applicant has acquired. For more details see Admission Policy of the school. Preschool and first graders are not assessed for language competency and are enrolled only on interview results. For further information, see the Admission policy of the school.

One of the entry requirements for the applicant is ensuring that they are placed in the appropriate phases of language learning. The results of the English

proficiency test are correlated with the IB Programmes phases of equivalent levels, as shown in the phase descriptions and table 1.

The procedure of taking placement tests equally applies to all newcomers. This practice guarantees fair placement in suitable language classes according to their skills and knowledge, enabling personalized instruction to effectively address individual learning needs. The results of the placement test are announced to the parents and are kept private and secure at the school until the end of the academic year. Teachers differentiate curriculum based on students' knowledge and background.

PYP

In primary school classes (grades 0-4), students primarily use either Kazakh or Russian as their first language in all activities. Kazakh is taught as a second language to students with Russian as the language of instruction from grade 0 to grade 4. Similarly, Russian is taught as a second language to students with Kazakh as the language of instruction from 2nd grade to 4th grade. Additionally, English is taught as a second language to all primary school students from grade 0 to grade 4.

PYP English (as a second language)

The initial assessment for preschool and Grade 1 includes an oral test conducted within the first two weeks using additional materials like flashcards containing letters and various vocabulary items. This assessment aims to help children become familiar with their new environment and demonstrate their abilities. It also assists teachers in grouping students according to their language proficiency. Following the language proficiency identification, students will be grouped according to the IB PYP phase division, where Phase 1 and 2 students study together, while Phase 3 and 4 students study together. The group for Phase 5 students can be opened if necessary.

The oral test comprises two types of questions: personal inquiries (e.g., "What's your name?" "What's your favorite color?") and recognition of phonics sounds along with reading.

Successful students may move to the next phase at the end of the academic year based on both their overall performance and teachers' recommendations. The transition is also possible if students demonstrate proficiency by reading all groups of sounds required in their phase and answering questions on topics relevant to the phase, indicating a good/excellent understanding of the material.

Guidelines for Initial Assessment and Progression in Grades 2 to 4

Grades 2 to 4 entail students undergoing a paper-based test developed by school teachers within the first two weeks to assess their proficiency levels. Additionally, teachers will observe and evaluate students' language abilities in the classroom during this time. Following the initial assessment, students will be grouped according to the IB PYP phase division, where Phase 1 and 2 students study together, Phase 3 and 4 students study together. The group for Phase 5 students can be opened if necessary.

Transition from one phase to another is feasible at the end of the academic year, contingent upon students' successful performance throughout the term and teachers' recommendations. This includes considerations such as academic performance, language proficiency, assessment scores, completion of required tasks, demonstrated understanding, as well as attendance and participation.

IB PYP Kazakh (as a second language)

All new students undergo placement tests to determine their language proficiency level. These tests are designed by school teachers, taking into consideration the students' age characteristics. All four skills (listening, speaking, writing, and reading) are assessed. Following the release of the results, students' language proficiency levels are determined according to the Common European Framework of Reference for Languages (CEFR).

The school offers three phases, which are divided as follows:

Phase	Level
Phase 1	pre-A1, lower A1
Phase 2	A1, lower A2
Phase 3	A2, A2+

Transitioning from one phase to another is possible at the end of the academic year, based on students' successful performance throughout the academic year and teachers' recommendations. This evaluation includes factors such as academic performance, language proficiency, assessment scores, completion of required tasks, demonstrated understanding, as well as attendance and participation. Successful students must also pass an IB PYP criteria-based summative test to complete the transition.

English Language Acquisition in MYP

Students who are not newcomers and who need to make a transition to the next phase or change program from e.g. English Language Acquisition to English Language and Literature, must undergo assessment based on criteria (A, B, C, D) to determine the phase they will continue in the current year.

All new students must undergo placement tests within the first two weeks of the academic year to assess their language proficiency level. Recognizing the necessity for learners to demonstrate English proficiency to international institutions, our school mandates the use of valid and reliable English language placement tests. These tests are widely recognized and accepted by many institutions. Ideally, the placement test results align with the Common European Framework of Reference for Languages (CEFR). Following the availability of placement test results, the committee determines the phases of MYP English Language Acquisition offered by the school. Students are then grouped according to their MYP Language Acquisition phases and levels.

Level	Phase	CEFR reference
Emergent (North)	Phase 1	pre A1, A1
Emergent (North)	Phase 2	A2
Capable (East)	Phase 3	B1
Capable (East)	Phase 4	B2
Proficient (West)	Phase 5	C1
Proficient (West)	Phase 6	C2

At RIS, IB MYP English Language Acquisition phases are named 'East', 'North', and 'West'. These cardinal directions serve as group names to mitigate distractions among students regarding their performance levels or comparisons between peers. Specifically, 'North' signifies the 'emergent' level, 'East' denotes the 'capable' level, and 'West' represents the 'proficient' level. This method of categorization aims to create a positive and supportive learning environment where students can focus on their individual growth and development without feeling pressured by perceived performance differences among their peers.

Transition from one phase to another in MYP English Language Acquisition is feasible at the end of the academic year, contingent upon students' successful performance throughout the year and their subject teachers' recommendations. For students in grades 5 to 9, this entails achieving a minimum score of band 6 for all four criteria throughout the year in Summative Assessments, alongside considerations such as academic performance, language proficiency, completion of required tasks, demonstrated understanding, attendance, and participation.

Transitioning from MYP English Language Acquisition phase 6 to MYP English Language and Literature is a significant milestone achievable at the end of the academic year. This transition is not solely determined by students' willingness but involves a structured process guided by a robust rationale. At its core lies a stringent criterion: a minimum score of band 6 across all four criteria in Summative Assessments throughout the year. This criterion underscores the importance of not just the desire to transition, but also the demonstration of consistent proficiency in reading, writing, speaking, and listening skills. Academic performance in MYP English Language Acquisition, alongside teacher recommendations and students' interest in language and literature, further inform the transition process. This comprehensive approach ensures that transitioning students are well-prepared to engage with the more advanced coursework, delve into complex literary texts, and cultivate analytical and critical thinking skills necessary for academic success.

PHASE DESCRIPTION IN MYP (BASED ON LANGUAGE ACQUISITION GUIDE)

Phase 1: Students understand and respond to simple phrases, statements and questions. They identify basic messages; facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language

appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

Phase 2: Students understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience

Phase 3: Students understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.

Phase 4: Students understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Phase 5: Students analyze specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.

Phase 6: Students evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyze the information, draw conclusions and make inferences about ideas,

opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Support mechanisms are in place to assist students who may require additional assistance to transition to the next phase. These may include interventions, tutoring programs, or targeted support from teachers. By providing personalized support, the school ensures that all students have the opportunity to succeed and thrive in their language studies.

Communication with stakeholders is paramount in the assessment and transition process. The school regularly communicates assessment results and transition decisions to students, parents, and teachers through pedagogical councils, ManageBac, student led conferences, teacher parent conferences. This communication ensures transparency throughout the process.

Continuous improvement is a key aspect of the language program. The school uses assessment data and feedback to continuously refine its instructional practices and curriculum. This may involve adjusting teaching strategies, incorporating new resources, or providing professional development opportunities for teachers.

Russian Language Acquisition in MYP

The majority of students in Kazakhstan are fluent Russian speakers. Despite this, there's recognition that they may still require development or enhancement in language skills, specifically communication skills, critical thinking abilities, and conceptual understanding. Therefore, when considering the need to foster these skills, it is imperative to provide language instruction that goes beyond mere fluency. Considering the necessity for honing comprehensive language abilities, specific phases are offered by default, as illustrated in the table below.

Grades	Phase
5 and 6	1 and 2
7 and 8	3 and 4

9	5 and 6
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It's important to note that in Russian language classes, students are taught together as a cohesive class due to the reasons mentioned above. At the beginning of the academic year, students undergo an assessment to gauge their skills competency level, based on IB MYP Language Acquisition criteria (A, B, C, D). Given the diverse phases of students grouped together, differentiation, scaffolding, and other pedagogical approaches are employed to cater to individual learning needs.

For foreign students who do not speak Russian, the school provides a required phase for that student's needs with additional support such as individual tutoring programs, or targeted support from teachers.

Throughout the transition process from one phase to another, the school aligns its practices with relevant curriculum standards and frameworks, such as the IB MYP Language Acquisition objectives. Transitions between phases occur at the end of the academic year. This process embraces a differentiated approach, recognizing that each student progresses at their own pace. By offering a supportive and inclusive learning environment, the school empowers students to achieve their full potential in MYP Russian Language Acquisition.

Kazakh Language Acquisition in MYP

All new students undergo placement tests crafted by school teachers to determine their language proficiency level, which are then utilized to allocate students to corresponding phases. These tests are meticulously designed, considering the students' age characteristics and expected language competency, and evaluate all four skills: listening, speaking, writing, and reading. After the release of the results, students' language proficiency levels are categorized according to the CEFR. Subsequently, teachers communicate phase placement information to parents through ManageBac, ensuring transparency and clarity. Additionally, teachers inform other faculty members and students of the students' phase placements, fostering a collaborative and supportive learning environment.

The school offers all six phases as follows:

Phase	CEFR	ManageBac
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Phase 1	A1	Еңбек
Phase 2	A2	Еңбек
Phase 3	B1	Талап
Phase 4	B2	Талап
Phase 5	C1	Терең ой
Phase 6	C2	Терең ой

Grade	Phases	ManageBac
Grade 5	1, 2, 3	“Еңбек”, “Талап”
Grade 6	1, 2, 3	“Еңбек”, “Талап”
Grade 7	1, 2, 3	“Еңбек”, “Талап”
Grade 8	1, 2, 3	“Еңбек”, “Талап”
Grade 9	2, 3, 4	“Еңбек”, “Талап”

After the initial assessment, each grade students are grouped into categories named 'Еңбек', 'Талап', and 'Терең ой'. Specifically, 'Еңбек' signifies the 'emergent' level, 'Талап' denotes the 'capable' level, and 'Терең ой' represents the 'proficient' level. This method of categorization aims to create a positive and supportive learning environment where students can focus on their individual growth and development without feeling pressured by perceived performance differences among their peers.

Transition from one phase to another in MYP Kazakh Language Acquisition is feasible at the end of the academic year, contingent upon students' successful performance throughout the year and their subject teachers' recommendations. For students in grades 5 to 9, this entails achieving a minimum score of band 6 for each of the four MYP Language Acquisition criteria throughout the year in Summative Assessments of the current phase, alongside considerations such as academic performance, language proficiency, completion of required tasks, demonstrated understanding, attendance, and participation.

Transitioning from MYP Kazakh Language Acquisition phase 6 to MYP Kazakh Language and Literature is possible at the end of the academic year. Transitioning from MYP Kazakh Language Acquisition phase 6 to MYP Kazakh

Language and Literature involves a structured process guided by a strong rationale. This transition begins with a comprehensive assessment of students' language proficiency, evaluating their reading, writing, speaking, and listening skills to ensure readiness for the more advanced coursework. Academic performance in MYP Kazakh Language Acquisition, including grades and assessment results (a minimum score of band 6 for all four criteria throughout the year in Summative Assessments), is carefully considered, along with teacher recommendations providing valuable insights into students' readiness for the transition. Additionally, students' interest and motivation in studying language and literature are taken into account, alongside alignment with their educational goals and aspirations. The rationale for this transition lies in providing students with the opportunity to deepen their understanding of language and literature, develop analytical and critical thinking skills, and engage with more complex literary texts and academic discourse.

Since most of the subjects in the RIS MYP programme are taught in Kazakh, for foreign students who do not speak Kazakh, the school requires that students attend a mandatory language enhancement course either outside of school or on school premises.

Language development – a shared responsibility

The IB principle states that every teacher shares equal responsibility for their students' language development. There is also an important link with the idea that

“Every teacher is a language teacher”,

(Approaches to teaching and learning in MYP, Published September 2022 Updated March 2023)

as teachers also need to consider each student's language profile when tailoring pedagogical approaches to meeting individual learning needs.

Each student must be afforded the opportunity to develop all language abilities continuously while also expanding their vocabulary and grammatical structure range. This imperative extends beyond foreign language programs. It is essential for every teacher to recognize their role in fostering students' language development, and design lessons that address both subject matter and language usage.

It is essential to note that language competency not only facilitates further academic study but also prepares students for international, multicultural communication in their future lives. This aligns with the school's mission to educate students for global citizenship.

8. SUPPORT FOR LANGUAGE DEVELOPMENT

Language learning in RIS is not a separate discipline isolated from all other learning. The exploration and preservation of cultural identity, intercultural comprehension, and personal growth all depend on language. In light of this, the school recognizes that students' mother tongues offer an extensive range of relevant context that serves as a foundation for further study. When it comes to helping students who struggle with the language of instruction, the school adheres to the IB guide. (Learning in a language other than mother tongue in IB programmes, 2008).

Four key components form the foundation of student language support: affirming identity, extending language, scaffolding meaning, and activating prior knowledge. (Cummin, 2007, as cited in IBO, 2008).

Teachers construct new learning and understanding based on students' previous experiences, conceptual understandings and zones of proximal development. Teachers use a range of multimodal techniques, incorporating visual aids such as maps, charts, images, graphic organizers, as well as videos and multimedia presentations, reading materials that are adapted to students' language proficiency level. This allows students to engage more in learning new languages and make informed choices with a growing degree of autonomy in creating learning strategies in acquiring new languages.

School celebrates and values diversity in learners' expressing their visions and choices, and utilizes them as strengths and means for enhancing learning. Not only the subjects' content is supported by examples from diverse cultural backgrounds but students' learning initiatives are welcomed.

The school ensures that the written and taught curriculum enable both language and subject teachers to contribute in creating comprehensive approaches in supporting language learners through vertical and horizontal planning. For more details refer to *RIS Teaching and Learning Policy*.

RIS strives to provide comprehensive assessment strategies that cater to the needs of students studying in a language different from their mother tongue, ensuring that they have the opportunity to demonstrate their academic abilities and achieve success in the program. Teachers:

- clearly communicate assessment expectations to all students: providing rubrics and verbal explanations of assessment criteria;
- provide accommodations to support students in expressing their knowledge and understanding effectively despite language challenges: allowing additional time for assessments, allowing students to respond in their native language;
- offer alternative assessment formats: oral presentations or multimedia projects in addition to written exams;
- provide personalized feedback after formative and summative assessments and additional support to address language-related challenges;
- distinguish between assessing students' content knowledge and their language proficiency, primarily focus on evaluating students' understanding of the

curriculum content;

-avoid including language or cultural references in assessment tasks that may be unfamiliar to students whose mother tongue differs from the language of instruction.

Support for mother tongues

At Riviera International School, we support families whose native language is not English, Kazakh, or Russian. We encourage parents and students to speak and develop their mother tongue at home, as this strengthens the child's language skills and instills a sense of cultural importance. Furthermore, we aim to support students and families in maintaining and developing their mother tongue language and literacy skills. This includes actively recognizing and celebrating various mother tongue languages throughout the school, assisting parents and students in accessing materials in their mother tongue, and providing extended resources in the Library for mother tongue development.

Support for Mother Tongue includes but is not limited to:

- Establish classroom expectations at the beginning of the school year, emphasizing the importance to respect each student's cultural background and language.
- School displays - Titles being displayed in all mother tongues.
- Books and resources – the school library supports mother tongue using books, digital resources and subscriptions. Books are of the languages represented by student nationalities. Digital resources enable access to literature.
- Reading time project - students read their books daily in school in different languages. Parents are invited to share this opportunity with students by reading books together. Parents may bring books in their mother tongue language for the classroom. Encourage the use of the mother tongue at home and in community activities to reinforce language skills.
- Teachers learn about the home cultures and languages of their students to understand student and family perspectives and strengths, and challenges they might face. Teachers and school assistants may differentiate subject resources and assessments for students who struggle with languages.
- School intercultural activities and events include learning about the variety of cultures and languages represented at school.
- Strategies for parents to support their children in their mother tongue at home

Learning of the host country or regional language and culture

The school provides school activities initiated by teachers to learn the culture and language of Kazakhstan. Additionally, the school promotes National cultures activities and celebrations for all students: National Fridays (Qazaqy Day), Field

trips with tutors, Thursday talks (R-talks) with famous Kazakhstani persons, Poetry evenings and Song contests in Kazakh language.

Support for Students who are not proficient in Language of Instruction in MYP

General education students are supported in language development by holistic approach through inquiry based instruction. Differentiated practices are noted in instructional units to meet diverse learning preferences. Language learners who are unable to fully access the academic curriculum delivered in English/Kazakh or Russian receive specialized instruction in English language acquisition from qualified staff on a regular basis after school activities. Students receive additional individualized or small group and academic support scheduled as appropriate. Heads of departments control the individual programme implementation and student's achievements.

Language and Literature support in MYP

Students of the MYP get an opportunity to learn Language and Literature and at least one foreign language. Language and literature is taught in Russian/Kazakh, which depends on the stream, English is offered as a second language. The IB Language Continuum MYP Language and Literature builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). MYP teachers collaborate with PYP staff to plan vertical articulation and align requirements by the end of the academic year in May. Knowledge, conceptual, contextual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry.

In developing the language curriculum, the teachers ensure that there is a balance of Language and literature in the MYP. There is a balance of genres in MYP Language and literature course as well as World Literature component in each year of the programme.

Language Acquisition support in MYP

The school offers English, Kazakh and Russian as Language Acquisition support according to students' needs, ensuring equal access to the curriculum and other aspects of school life. The program provides support in listening, speaking, reading and writing, depending on the needs of the individual student. Language acquisition curriculum is devised based on scope and sequence matrix drawn up by the teachers of the language and will expose students to a wide range of texts with a view to developing in them the skills of oral, written, and visual communication. However, the school implements that all teachers are language teachers, hence, the support includes:

- Additional hours in student's timetable with particular teacher;
- Vocabulary preparation for each lesson;

-Differentiation in assessment, instruction and presentation for each subject. Language needs are discussed in collaborative planning while curriculum revision or planning process.

Each teacher is responsible for language differentiation in the “Differentiation” column in the unit planner for resources and content parts.

Programmes specification (PYP, MYP, DP)

The language of instruction for various disciplines is shown in the tables below for particular IB programmes:

PYP

Language learning at school in PYP grades		
Kazakh Language of Instruction	Russian Language of Instruction	English Language of Instruction
Kazakh stream		
<ul style="list-style-type: none"> - Kazakh language and literature; - ABC; - Science; - Mathematics; - Music; - Theater; - Art; - PHE; - Dance. 	<ul style="list-style-type: none"> - Russian as a second language. 	<ul style="list-style-type: none"> - English as a second language - ICT - Science - Singapore math - Mindfulness.
Russian stream		
<ul style="list-style-type: none"> - Kazakh as a second language; - Music; - Theater; - Art; - PHE; - Dance. 	<ul style="list-style-type: none"> - Russian language and Literature - Science; - Mathematics; - ABC. 	<ul style="list-style-type: none"> - English as a second language; - ICT - Science; - Singapore math; - Mindfulness.

MYP

Language learning at school in MYP grades		
Kazakh Language of Instruction	Russian Language of Instruction	English Language of Instruction
Kazakh stream		
<ul style="list-style-type: none"> - Kazakh language and literature; - World history; - Law; - Geography; - History of Kazakhstan; - Music - Theater - Crafts - PHE 	<ul style="list-style-type: none"> - Russian language acquisition 	<ul style="list-style-type: none"> - English - Mathematics - Digital design - Science - Physics - Chemistry - Biology - Integrated Humanities
Russian stream		
<ul style="list-style-type: none"> - Kazakh language Acquisition - Geography - History of Kazakhstan - Music - Crafts and design - PHE - Extended reading - Creative writing 	<ul style="list-style-type: none"> - Russian language and Literature - World history - Law - Theatre 	<ul style="list-style-type: none"> - English language - Mathematics - Digital design - Science - Physics - Chemistry - Biology - Integrated Humanities

Pre-DP

Language learning at school in Pre-DP

Kazakh Language of Instruction	Russian Language of Instruction	English Language of Instruction
Kazakh stream		
<ul style="list-style-type: none"> - Kazakh language - Kazakh literature; - Law; - History of Kazakhstan; - PE 	<ul style="list-style-type: none"> - Russian language and literature 	<ul style="list-style-type: none"> - English - Intro to Calculus - ICT - Digital Design - Physics - Chemistry - Biology - Global Competencies - World history; - Geography; - Fundamentals of Entrepreneurship and business
Russian stream		
<ul style="list-style-type: none"> - Kazakh language and literature - History of Kazakhstan - PE - Law 	<ul style="list-style-type: none"> - Russian language - Russian Literature 	<ul style="list-style-type: none"> - English - Intro to Calculus - ICT - Digital Design - Physics - Chemistry - Biology - Global Competencies - World history; - Geography; - Fundamentals of Entrepreneurship and business - Geography

DP

DP language courses offered by the school

The decision of whether to study a language as a first or second language is based on the student's academic performance in that language as well as the recommendation of the student's teacher. If a student expresses interest in learning a language as a first language, he/she should provide documentation of his secondary education certificate as proof of his/her study of that language. If such is the case, the school may decide to provide additional classes in that language, depending on the availability of resources and an appropriately qualified teacher.

Group 1: Studies in language and literature – Language A

The school offers one Language A: Russian A Language and literature, Kazakh A Literature, English A Language and literature.

- Foreign students will be allowed to enroll in school-supported self-teaching (SSST) Language A at the Standard Level (in their mother tongue). In this situation, the school will assign the student a generic SSST supervisor who is a Language A teacher at the school. The supervisor will meet with the student on a regular basis to discuss and ensure that the student completely understands the evaluation components and criteria.
- If necessary, the school can help the student in finding the first and best language instructor.
- The SSST student should receive feedback on their assessment component practice as well as assistance on the language A works the student intends to study and how such works will be structured.
- The first and best language tutor can be any adult who is fluent in the language A studied by an SSST student, as long as they are adequately educated and supported by the SSST supervisor. Thus, close coordination between the supervisor and the supervisor is strongly advised.
- The supervisor might alternatively be a previous SSST student who completed a course in the same language or a student's relative.
- If the student and their parents are unable to find a tutor, the school may assist by contacting a variety of IB DP tutoring service providers or connecting the student with an IB DP instructor from another IB World School. If there are any fees associated with such tutoring services, the SSST student's parents are responsible for paying them.

- The SSST student will receive around 100 hours of help from both the general SSST supervisor and the first and best language tutor. The supervisor and tutor will determine how to distribute the hours.

Group 2: Language acquisition - Language B

The school offers one Language B: English B at both Standard Level (SL) and Higher Level (HL). The offer will be further expanded with other languages depending on the majority demand of the students.

- The options will be determined based on the availability of qualified teachers and resources. School will strive to offer a diverse selection to accommodate students' interests and needs.

Language Policy review

The policy is reviewed on an annual basis to ensure that it is consistent with the school language profile, other school rules related to the IB Programmes, and any applicable IB documents. The policy is evaluated during the faculty's annual general meeting, and any observations or ideas from staff are to be submitted to the IB Coordinators. IB Coordinators will address and discuss all suggestions during the meeting with school administration. The revision will also assess the efficacy of the language policy as a working document.

Communication of the school's language policy

The policy provisions will be given to teachers, students and their parents/legal guardians at a special meeting convened for this purpose. They will have the chance to read the policy, have it explained by the IB Coordinators, think on it, and ask questions if any ambiguities arise. Because the learner is key to the IB concept, any comments or requests from the school community are welcome, and the school will do everything it takes to address them.

5. PHYSICAL AND VIRTUAL RESOURCES IN LANGUAGE DEVELOPMENT

- Providing training and professional development opportunities for teachers to effectively teach in multilingual classrooms. This includes strategies for integrating the mother tongue into instruction and creating a supportive learning environment.
- Leverage technology to develop language learning resources and tools that support the development and maintenance of the mother tongue. This can include language learning apps, online platforms, and digital libraries.

Final provisions

For any issues not covered directly above, please refer to the appropriate IB publications.

PHASE DESCRIPTION IN PYP (BASED ON LANGUAGE SCOPE AND SEQUENCE)

Oral language—listening and speaking

Phase	Overall expectations	Conceptual understandings	Learning outcomes
1	<p>Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.</p>	<p>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • use gestures, actions, body language and/or words to communicate needs and to express ideas • listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings • tell their own stories using words, gestures, and objects/artifacts • repeat/echo single words • use single words and two word phrases in context • join in with poems, rhymes, songs and repeated phrases in shared books • understand simple questions and respond with actions or words • follow classroom directions and routines, using context cues • realize that people speak different languages • use the mother tongue (with translation, if necessary) to express needs and explain ideas • realize that word order can change from one language to another • use own grammar style as part of the process of developing grammatical awareness

<p>Phase 2</p>	<p>Overall expectations Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.</p>	<p>Conceptual understandings The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen and respond in small or large groups for increasing periods of time • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • memorize and join in with poems, rhymes and songs • follow classroom instructions, showing understanding • describe personal experiences • obtain simple information from accessible spoken texts • distinguish beginning, medial and ending sounds of words with increasing accuracy • follow two-step directions • predict likely outcomes when listening to texts read aloud • use language to address their needs, express feelings and opinions • ask questions to gain information and respond to inquiries directed to themselves or to the class • use oral language to communicate during classroom activities, conversations and imaginative play • talk about the stories, writing, pictures and models they have created • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may generalize at this stage).
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<p>Phase 3</p>	<p>Overall expectations Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p>	<p>Conceptual understandings Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • pick out main events and relevant points in oral texts • follow multi-step directions • retell familiar stories in sequence • anticipate and predict when listening to text read aloud • use language for a variety of personal purposes, for example, invitations • express thoughts, ideas and opinions and discuss them, respecting contributions from others • participate in a variety of dramatic activities, for example, role play, puppet theater, dramatization of familiar stories and poems • use language to explain, inquire and compare • recognize patterns in language(s) of instruction and use increasingly accurate grammar • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages
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<p>Phase 4</p>	<p>Overall expectations Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.</p>	<p>Conceptual understandings Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • listen appreciatively and responsively, presenting their own point of view and respecting the views of others • listen for a specific purpose in a variety of situations • identify and expand on main ideas in familiar oral texts • listen reflectively to stories read aloud in order to identify story structures and ideas • understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • argue persuasively and defend a point of view • explain and discuss their own writing with peers and adults • begin to paraphrase and summarize • organize thoughts and feelings before speaking • use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context • realize that grammatical structures can be irregular and begin to use them appropriately and consistently • use oral language appropriately, confidently and with increasing accuracy • verbalize their thinking and explain their reasoning • recognize that different forms of grammar are used in different contexts • appreciate that language is not always used literally; understand and use the figurative language of their own culture.
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<p>Phase 5</p>	<p>Overall expectations Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.</p>	<p>Conceptual understandings Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • generate, develop and modify ideas and opinions through discussion • listen and respond appropriately to instructions, questions and explanations • infer meanings, draw conclusions and make judgments about oral presentations • use an increasing vocabulary and more complex sentence structures with a high level of specificity • argue persuasively and justify a point of view • show open-minded attitudes when listening to other points of view • paraphrase and summarize when communicating orally • understand and use figurative language such as simile, personification and metaphor • use oral language to formulate and communicate possibilities and theories • use standard grammatical structures competently in appropriate situations • use register, tone, voice level and intonation to enhance meaning • appreciate that people speak and respond according to personal and cultural perspectives • use speech responsibly to inform, entertain and influence others • reflect on communication to monitor and assess their own learning.
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Visual language—viewing and presenting

Phase 1	Overall expectations	Conceptual understandings	Learning outcomes
	<p>Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.</p>	<p>Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • attend to visual information showing understanding through play, gestures, facial expression • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • observe visual cues that indicate context; show understanding by matching pictures with context • recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences • make personal connections to visual texts, for example, a picture book about children making friends in a new situation • use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions • select and incorporate colours, shapes, symbols and images into visual presentations • show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages • locate and use appropriate technology iconography to activate different devices, for example, computer games, CD player, television • listen to terminology associated with visual texts and understand terms such as colour, shape, size.

<p>Phase 2</p>	<p>Overall expectations Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p>	<p>Conceptual understandings People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • attend to visual information showing understanding through discussion, role play, illustrations • talk about their own feelings in response to visual messages; show empathy for the way others might feel • relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.” • locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products • show their understanding that visual messages influence our behaviour • connect visual information with their own experiences to construct their own meaning, for example, when taking a trip • use body language in mime and role play to communicate ideas and feelings visually • realize that shapes, symbols and colours have meaning and include them in presentations • use a variety of implements to practise and develop handwriting and presentation skills • observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed • recognize technology iconography and follow prompts to access programs or activate devices • through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame • view different versions of the same story and discuss the effectiveness of
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the different ways of telling the same story, for example, the picture book version and the film/movie version of a story

- become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story
- observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

<p>Phase 3</p>	<p>Overall expectations Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p>	<p>Conceptual understandings Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, technology iconography • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • discuss personal experiences that connect with visual images • use actions and body language to reinforce and add meaning to oral presentations • select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles • realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition
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| | | <ul style="list-style-type: none">• experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects• observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects• realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. |
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<p>Phase 4</p>	<p>Overall expectations Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.</p>	<p>Conceptual understandings Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards • interpret visual cues in order to analyse and make inferences about the intention of the message • explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response • identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters • design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved • discuss a newspaper report and tell how the words and pictures work together to convey a particular message • prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition
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| | | <ul style="list-style-type: none">• experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects• observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects• realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience. |
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<p>Phase 5</p>	<p>Overall expectations Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to</p>	<p>Conceptual understandings The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel • analyse and interpret the ways in which visual effects are used to establish context • identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols • realize that individuals interpret visual information according to their personal experiences and different perspectives • show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning • apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects • examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit • navigate the internet in response to verbal and visual prompts with confidence and familiarity; use technology to prepare their own
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<p>use visual imagery to support a position.</p>	<p>presentations</p> <ul style="list-style-type: none">• use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion• analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism• identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages• reflect on ways in which understanding the intention of a visual message can influence personal responses
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Written language—reading

<p>Phase 1</p>	<p>Overall expectations Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.</p>	<p>Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • enjoy listening to stories • choose and “read” picture books for pleasure • locate and respond to aspects of interest in selfselected texts (pointing, examining pictures closely, commenting) • show curiosity and ask questions about pictures or text • listen attentively and respond to stories read aloud • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • make connections to their own experience when listening to or “reading” texts • begin to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words • recognize their own first name • express opinions about the meaning of a story • show empathy for characters in a story • distinguish between pictures and written text, for example, can point to a picture when asked • indicate printed text where the teacher should start reading • handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end • realize that the organization of on-screen text is different from how text is organized in a book • join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.
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<p>Phase 2</p>	<p>Overall expectations Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p>	<p>Conceptual understandings The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • select and reread favorite texts for enjoyment • understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts • participate in shared reading, posing and responding to questions and joining in the refrains • participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes • read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) • read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, technology iconography • make connections between personal experience and storybook characters • understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community • instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols • have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.
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<p>Phase 3</p>	<p>Overall expectations Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p>	<p>Conceptual understandings Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • develop personal preferences, selecting books for pleasure and information • read texts at an appropriate level, independently, confidently and with good understanding • recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements • make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • recognize and use the different parts of a book, for example, title page, contents, index • understand sound–symbol relationships and apply reliable phonetic strategies when decoding print • use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another • discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways • discuss their own experiences and relate them to fiction and non-fiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is saying to the reader.
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<p>Phase 4</p>	<p>Overall expectations Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.</p>	<p>Conceptual understandings Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • distinguish between fiction and non-fiction and select books appropriate to specific purposes • understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters • recognize the author’s purpose, for example, to inform, entertain, persuade, instruct • understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • identify relevant, reliable and useful information and decide on appropriate ways to use it • access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • know when and how to use the internet and multimedia resources for research • understand that the internet must be used with the approval and
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			supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.
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<p>Phase 5</p>	<p>Overall expectations Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p>	<p>Conceptual understandings Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • read a wide range of texts confidently, independently and with understanding • work in cooperative groups to locate and select texts appropriate to purpose and audience • participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author • identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres • appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing • appreciate authors’ use of language and interpret meaning beyond the literal • understand that authors use words and literary devices to evoke mental images • recognize and understand figurative language, for example, similes, metaphors, idioms • make inferences and be able to justify them • identify and describe elements of a story— plot, setting, characters, theme—and explain how they contribute to its effectiveness • compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact • distinguish between fact and opinion, and reach their own conclusions about what represents valid information • use a range of strategies to solve comprehension problems and deepen
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			<p>their understanding of a text</p> <ul style="list-style-type: none"> • consistently and confidently use a range of resources to find information and support their inquiries • participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • use the internet responsibly and knowledgeably, appreciating its uses and limitations • locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.
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Written language—writing

Phase	Overall expectations	Conceptual understandings	Learning outcomes
1	<p>Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both</p>	<p>Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to</p>	<p>Learners:</p> <ul style="list-style-type: none"> • experiment with writing using different writing implements and media • choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • differentiate between illustrations and written text • use their own experience as a stimulus when drawing and “writing” • show curiosity and ask questions about written language • participate in shared writing, observing the teacher’s writing and making suggestions • listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction • begin to discriminate between letters/characters, numbers and symbols

	individual and collaborative aspects.	understand and enjoy them.	<ul style="list-style-type: none"> • show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded • write their own name independently.
Phase 2	<p>Overall expectations Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing</p>	<p>Conceptual understandings People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing. Written language works differently</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...” , “I went to ...”, “I am going to ...” • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions • write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • create illustrations to match their own written text • demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • form letters/characters conventionally and legibly, with an understanding

can describe the factual or the imagined world.

from spoken language.

as to why this is important within a language community

- discriminate between types of code, for example, letters, numbers, symbols, words/ characters
- write an increasing number of frequently used words or ideas independently
- illustrate their own writing and contribute to a class book or collection of published writing.

<p>Phase 3</p>	<p>Overall expectations Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p>	<p>Conceptual understandings We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • engage confidently with the process of writing • write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading • use graphic organizers to plan writing, for example, Mind Maps®, storyboards • organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • use appropriate writing conventions, for example, word order, as required by the language(s) of instruction • use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, highfrequency words, highinterest words • use increasingly accurate grammatical constructs • write legibly, and in a consistent style • proofread their own writing and make some corrections and improvements • use feedback from teachers and other students to improve their writing • use a dictionary, a thesaurus and word banks to extend their use of language • keep a log of ideas to write about • over time, create examples of different types of writing and store them in their own writing folder • participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • with teacher guidance, publish written work, in handwritten form or in
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			digital format	
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<p>Phase 4</p>	<p>Overall expectations Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.</p>	<p>Conceptual understandings Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • write independently and with confidence, demonstrating a personal voice as a writer • write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • show awareness of different audiences and adapt writing appropriately • select vocabulary and supporting details to achieve desired effects • organize ideas in a logical sequence • reread, edit and revise to improve their own writing, for example, content, language, organization • respond to the writing of others sensitively • use appropriate punctuation to support meaning • use knowledge of written code patterns to accurately spell high-frequency and familiar words • use a range of strategies to record words/ideas of increasing complexity • realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?” • check punctuation, variety of sentence starters, spelling, presentation • use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing • work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors • work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.
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<p>Phase 5</p>	<p>Overall expectations Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.</p>	<p>Conceptual understandings Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author’s intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • write independently and with confidence, showing the development of their own voice and style • write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive • adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • use appropriate paragraphing to organize ideas • use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood • use planning, drafting, editing and reviewing processes independently and with increasing competence • critique the writing of peers sensitively; offer constructive suggestions • vary sentence structure and length • demonstrate an increasing understanding of how grammar works • use standard spelling for most words and use appropriate resources to check spelling • use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing • choose to publish written work in handwritten form or in digital format independently • use written language as a means of reflecting on their own learning • recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • identify and describe elements of a story—setting, plot, character, theme • locate, organize, synthesize and present written information obtained from a variety of valid sources • use a range of tools and techniques to produce written work that is
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			attractively and effectively presented.
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Table 1

IB phases and placement tests alignment

CEFR	IB phase	Description
A1	Phase 1	They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.
A2	Phase 2	They identify some explicit and implicit information and can interpret and analyze some conventions and connections presented in these texts to draw conclusions.
B1	Phase 3	They identify explicit and implicit information and can interpret and analyze some conventions and connections presented in these texts to draw conclusions.
B2	Phase 4	They identify explicit and implicit information and can interpret and analyze conventions and connections in these texts to draw conclusions.
C1	Phase 5	They identify explicit and implicit information and can interpret and analyze conventions and connections effectively in these texts to draw conclusions.
C2	Phase 6	They identify explicit and implicit information and can analyze and evaluate conventions and connections in these texts to draw conclusions.

Table 2

Kazakh language acquisition

Grade	Phase
5 grade	,2,3
5 grade	,2,3
7 grade	,2,3
8 grade	,2,3
9 grade	2,3,4
Russian language acquisition	
5 grade	,2
5 grade	,2
7 grade	3,4

3 grade	3,4
4 grade	5,6
English language acquisition	
5 grade	,2,3,4,5,6
6 grade	,2,3,4,5,6
7 grade	,2,3,4,5,6
8 grade	,2,3,4,5,6
9 grade	,2,3,4,5,6