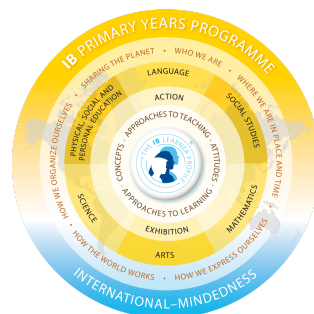
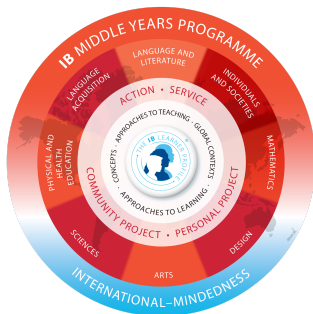




## Trondheim International School Language Policy



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*"A language policy is an action statement... It is concerned less where the students in a school are going, and more with how they are getting there."  
(Guidelines for Developing a School Language Policy, 1)*

## Vision

Building Global Citizens

## Mission Statements at This

This is an IB world school that creates independent, knowledgeable and caring individuals. This fosters life long learners in a safe and supportive environment.

This provides academic excellence through a high quality education.

This develops values and skills for the world of tomorrow.

This inspires action and contributes to the local, national and international communities

## Rationale/Purpose for the Policy

As an IBO World School, This's policies promoting languages closely follows the IB Publications, MYP: From Principles into Practice (2014), PYP: Learning and Teaching: Language (2018). According to the IB, "all teachers are language teachers as all learning takes place through language," (2018). At Trondheim International School, the curriculum is delivered with English as the main language of instruction. Norwegian language and culture is given significant status as the language of the host country and is a legally required subject for all students.

The IB Learner Profile is embedded in the mission of Trondheim International School and is the heart of our Programmes of Inquiry. The Learner Profile and the Approaches to Learning are the foundation of this policy.

We encourage our students and teachers to develop the following **Learner Profile** attributes :

**Inquirers** - who use language to gain new information or knowledge in order to make sense of the world.

**Thinkers** - who are able to express thoughts and ideas clearly, succinctly

**Communicators** - that use language to understand and express ideas confidently and creatively (reading, writing, speaking, listening, viewing and presenting); solve problems; use appropriate language to work collaboratively

**Risk Takers** - that are willing to attempt to read, write and speak in all situations

**Reflective** - students that reflect on their language usage and development and consciously work towards supporting the learning and personal development for all

**Open-minded** - people that respect the differences and similarities in languages, dialects and personal communication skills

We encourage our students to develop the following **Approaches to Learning (ATL) Skills**:

**Self-Management Skills** - use language to organize information and demonstrate flexibility in the selection of use depending on context and audience

**Social Skills**- use language to practise empathy, collaborate, problem solve and accept responsibility

**Communication Skills** - demonstrate competent use of oral and written language in a variety of situations; attentive listening to details, confident speaking, fluency with regard to reading/writing and comprehension of what is conveyed

**Thinking Skills**- use language to question issues and ideas; self-assess one's learning, abilities, progress and behavior; articulate and transfer new ideas and perspectives; self-correct own learning and behavior

**Research Skills**- use language to observe others; formulate questions; plan; collect, record, organise and interpret data; present findings

## Philosophy

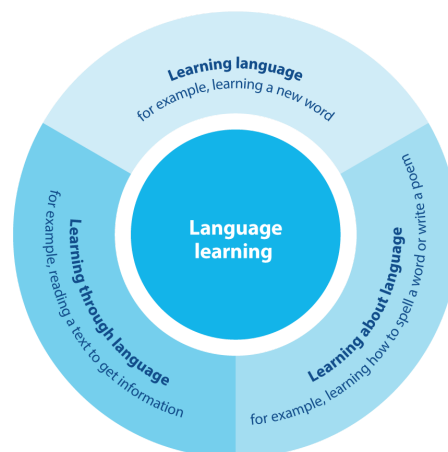
ThIS believes that language learning in a multilingual environment promotes international mindedness, intercultural understanding and language proficiency for global citizenship. We believe that strong competence in one language (mother tongue) supports acquisition of additional languages. Communication and language learning is natural and acquired through social interactions. In addition to conversational and social proficiency, students become proficient in academic language. ThIS recognises the diverse language backgrounds of our students, as identified in the school's Language Profile to inform teaching and learning.

*"Language learning includes the development of the home and family languages, the languages of the school, additional languages and the development of literacy. This is integral to exploring and sustaining cognitive and personal development and cultural identity. Language learning and teaching are social acts, dependent on relationships with the self and others, with context, with the environment, and with the world." PYP Learning and Teaching: Language (2018).*

**ThIS builds upon the language philosophy through the shared beliefs that:**

- All learners are language learners
- All teachers are language teachers
- Language learning includes home/family language, languages of the school, additional languages and literacy (reading, writing, viewing, presenting, listening and speaking)
- Language contributes to affirmation and expression of cultural identity
- Language learning contributes to developing international mindedness
- The learning community benefits from multilingualism
- Language is taught through inquiry as well as through discrete methods/instruction
- Language is key to connect with one's self, text and others
- Language is the means for inquiry, which allows students to make connections and develop understanding.

At ThIS, students learn language(s), learn through language(s) and learn about language(s). These three aspects are inseparable, however, they are used to demonstrate how language is learned and used to make meaning.



## Community Member Essential Agreements

<b>Responsibilities</b>	
<b>Admin</b>	<ul style="list-style-type: none"> <li>• Model the attributes of the IB Learner Profile</li> <li>• Read and understand the school's Language Policy</li> <li>• Be aware of the languages present in the school</li> <li>• Provide the resources to support effective implementation of the school's IB Language Policy</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Model the attributes of the IB Learner Profile</li> <li>• Read and understand the school's Language Policy</li> <li>• Be aware of the languages present in the school</li> <li>• Ensure easy access to the library in the school, which includes helping identify and suggest support resources in consultation with all teachers (for English, Norwegian, French, Spanish and Mother Tongue languages that are present in our school)</li> <li>• Provide support and access to print materials, websites, videos and other materials designed to support subject group aims and objectives linked to language support</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Understand and practice the framework that, "All teachers are language teachers"</li> <li>• Model the attributes of the IB Learner Profile</li> <li>• Read and understand the school's Language Policy and utilize the Essential Agreements for Teaching and Learning</li> <li>• Teach core academic vocabulary, unit vocabulary and command terms</li> <li>• Explicitly teach ATL skills</li> <li>• Teach APA referencing and bibliographic styles according to Academic Honesty policy</li> <li>• Explicitly state and reinforce the language of instruction</li> <li>• Provide clear guidance for learning tasks, ensuring that all students understand the task requirements and expectations and assessment criteria</li> <li>• Scaffold larger tasks, using formative assessments with feedback to support learning (as outlined in the assessment policy)</li> <li>• Differentiate planning, teaching and assessment to support language learner differences and inclusion needs</li> <li>• Develop writing samples to include in a student portfolio</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>• Reinforce the attributes and the language of the IB Learner Profile</li> <li>• Read and understand the school's Language Policy</li> <li>• Consistently support school learning activities e.g shared book reading, storytelling, teaching letters and numbers and visits to libraries that provide children with a foundation for early learning and language growth</li> <li>• Reinforce student ATL skills in the home to support the school's IB Programmes</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>• Practice the attributes of the IB Learner Profile</li> <li>• Express ideas in the language of instruction for that specific class and respect the communications of others</li> <li>• Support classmates in fluent use of the language of instruction</li> <li>• Speak English in all English instructional contexts</li> <li>• Speak Norwegian during Norwegian lessons</li> <li>• Use language of choice during personal time (breaks, before school, after school)</li> <li>• Language is an inclusive communication tool, and not used as a means to exclude (Code of Conduct)</li> </ul>

## Language Development Standards and Strands

As an IB World School, we refer to instructional content standards and benchmarks from both National and internationally accepted continuums. For example, we use First Steps Writing (*Annandale*), First Steps Reading (*Annandale*) from Australia, writing genre and element continuums developed in the United States, IB Curriculum Documents and the National Norwegian standards as guides for planning language development across the school. Our approach constitutes a balanced literacy approach to Language Acquisition and Language and Literature.

Forms of language and language instruction are broken into **four strands**:

Written Communication	Written Communication	Visual Communication	Oral Communication
reading	writing	viewing and presenting	listening and speaking

## Guidance for Language Learning

Language learning requires an appropriate approach for each learner. Our school recognises this and depending on the developmental level of the students, teachers will employ different types of strategies to suit language learning. Guidance is provided below to ensure there is a collective approach to how language instruction is implemented within the school's instructional program.

### Written Communication, Reading at This:

#### Interconnection of reading skills:

- Creates a connection between home and school through appropriate home reading that supports the learning at school
- Links to units of inquiry for skill development and/or a subject specific context
- All teachers are responsible for reading development
- Builds comprehension, knowledge, language development, academic language, fluency, intonation and drama
- Deepens understanding of key and related academic vocabulary
- Encourages students to analyse new words focusing on word meaning
- 

#### To implement reading in our school, teachers:

- Understand that reading occurs in 3 situations with balanced instruction and tasks: reading to students, guided reading in small groups or independent reading
- Use a variety of strategies when reading such as Connecting, Comparing, Synthesizing, Creating Images, Inferring, Paraphrasing/Summarizing, Using Analogy, Sounding Out, Chunking, Consulting a Reference, Skimming, Scanning, Reading On, Re-Reading, Adjusting Reading Rate, Determining Importance, Self-Questioning and Predicting (Refer to *First Steps Reading Resource Book*).
- Plan collaboratively to ensure a balance of strategies and situations occur across the curriculum
- Focus on the ATL skills that help students to understand, analyse and interact with texts for a wide variety of purposes
- Adapt activities to suit the needs of the students in their class as outlined in the inclusion policy
- Expose students to a balanced range of genres and literary mediums
- Monitor individual student progress to inform instruction

## Written Communication: Writing at This

### **Interconnection of writing skills:**

- Reflects knowledge, research, ideas and feelings
- Writing is expected and evaluated in all areas of our curriculum
- Provides and supports transfer of skills across all academic domains through ATL skills
- Is an essential form of communication in our curriculum and involves vocabulary (especially academic), spelling, grammar and understanding of appropriate literary devices.
- Includes handwritten and digital formats
- Develops a common language to communicate about writing and language across the school

### **To implement writing at school, teachers:**

- Teach the elements of a variety of genres
- Engage students in the writing process and emphasize process and product
- Writer's Workshop in the PYP - focuses on discrete writing skills taught through mini lessons enabling students to apply the skills to their individual writing process. Lesson focus is determined based on genre studies and student needs
- Plan instruction framed by gradual release, a sequence of modeled, shared, guided and independent writing tasks
- Ensure that students perceive both an audience and purpose for their writing
- Teach and assess appropriate strategies for punctuation, spelling and grammar in context
- Actively teach related vocabulary terms (front-loading), including academic related vocabulary and Command Terms
- Provide opportunities to develop handwriting and digital processing skills
- Provide differentiated learning opportunities as outlined in the Inclusion Policy
- Monitor individual student progress to inform instruction
- Include writing samples in student Portfolios

## Oral Communication: Listening and Speaking at This

### **Interconnection of Listening and Speaking Skills:**

- Emphasizes communication with others to connect and to learn as a central purpose of listening and speaking
- Provides and supports transfer of skills across all academic domains through ATL skills
- Reflects proximal levels of students' understanding and ability to express
- Connects knowledge, skills and understanding in speaking and listening with reading and writing

### **To implement listening and speaking at school, teachers:**

- Teach and assess appropriate strategies for active listening and development of spoken languages
- Facilitate individual, paired, group and whole class activities across the curriculum
- Encourage student participation in class presentations, whole school assemblies, class debates, discussions and the student council
- Model speaking clearly, confidently, fluently and appropriately
- Differentiate questions to challenge students to think at various levels and respond accordingly
- Model the use of academic language
- Promote and assess student use of academic language
- Monitor individual student progress to inform instruction

## Visual Communication: Viewing and Presenting at This

### **Interconnection of Viewing and Presenting Skills:**

- Teaches critical analysis of a wide variety of media works to establish learning
- Presents material appropriately for the audience / topic
- Provides and supports transfer of skills across all academic domains through ATL skills



- Develops an awareness and appreciation of the multiple perspectives (individual bias) in visual media design, and how they are viewed and valued
- Understands that the form and quality of the presentation of their work reflects their thinking and attitudes
- Uses strategies to identify and distinguish between degrees of reliable resources
- Uses strategies to identify the impact of visual media on understanding
- Connects knowledge, skills and understanding in viewing and presenting with reading, writing, listening and speaking

**To implement viewing and presenting at school, teachers:**

- Provide appropriate technology development
- Provide opportunities to visit relevant local community events
- Ensure that a variety of presentation methods are taught and modelled
- Preview and selectively use media for instruction
- Model appropriate nonverbal communication techniques
- Monitor individual student progress to inform instruction

## Language Placement and Pathways

The Standards and Practices of the IB require teachers to “*support language development with consideration for the language profiles of students,*” (*Standards and Practices: Approaches to Teaching, 0403-05-0400*).

While all students at Trondheim International School are expected to learn English and Norwegian in the Primary and Middle Years Programs, they join with a range of language backgrounds and experiences. For many, this may be the first time they experience English or Norwegian language instruction. This provides language support for all students according to individual needs and levels. Language needs are addressed within the classroom context through the implementation of inclusive strategies by the classroom teacher.

In the MYP (8-10), students are provided the opportunity to acquire an additional language. The language pathways are designed to provide appropriate instruction for identified student proficiency levels.

**Language and Literature:** An IB MYP subject group that is designed for mother tongue speakers. In our school these courses include Norwegian and/or English. It engages students in the study of many aspects of language and literature of a community and their respective cultures. A course offered in this subject group allows the study of a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices. (*MYP Language and Literature*)

**Language Acquisition:** An IB MYP subject group that is designed for additional language learning courses. In our school these courses include Norwegian, English, Spanish and French. It engages students in the ability to communicate in a variety of modes, in more than one language and is essential to the concept of an international education. A language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience. (*Language Learning in MYP*)



## Language Placement

**PYP and MYP:** After admission, students are assessed to determine language proficiency. If the assessments indicate a lack of proficiency in Norwegian or English, students are encouraged to select Norwegian or English as a selected Language Acquisition class.

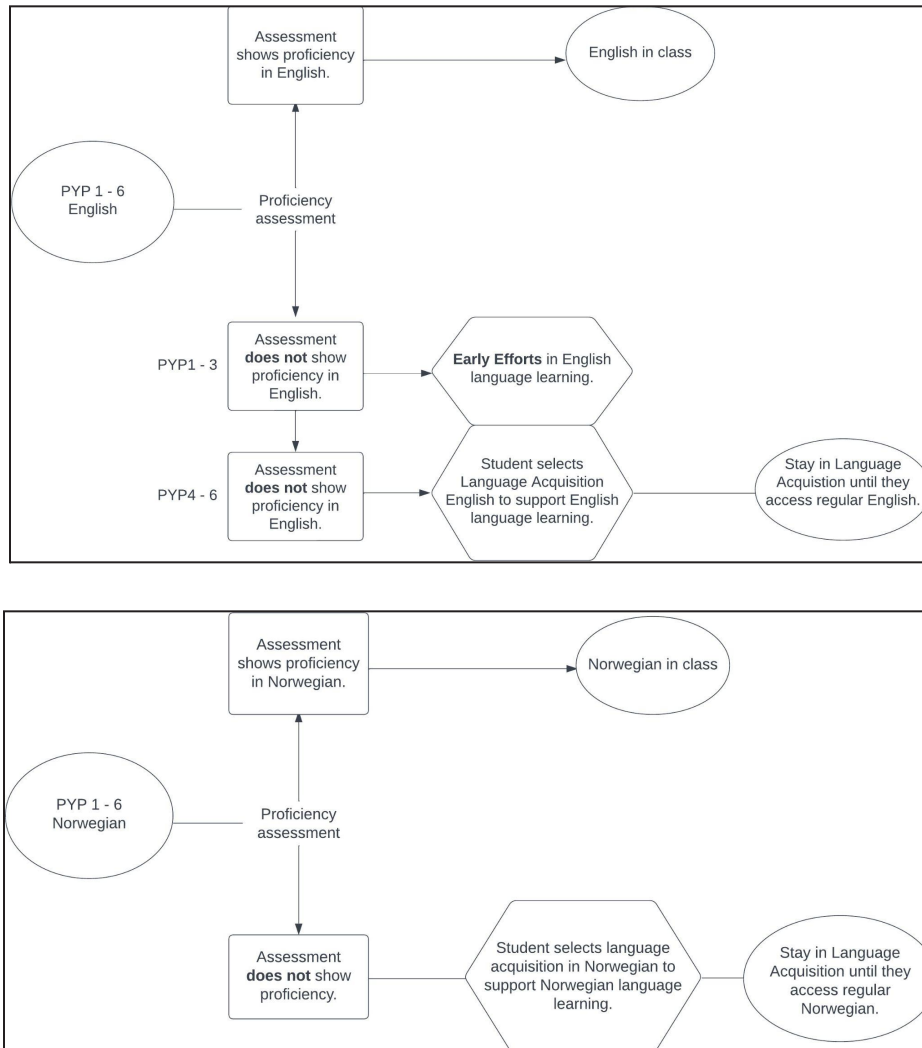
**PYP 5&6 Language Acquisition:** Students who select language acquisition for either Norwegian and/or English, will be placed in multi-aged, appropriate-leveled classes scheduled throughout the week.

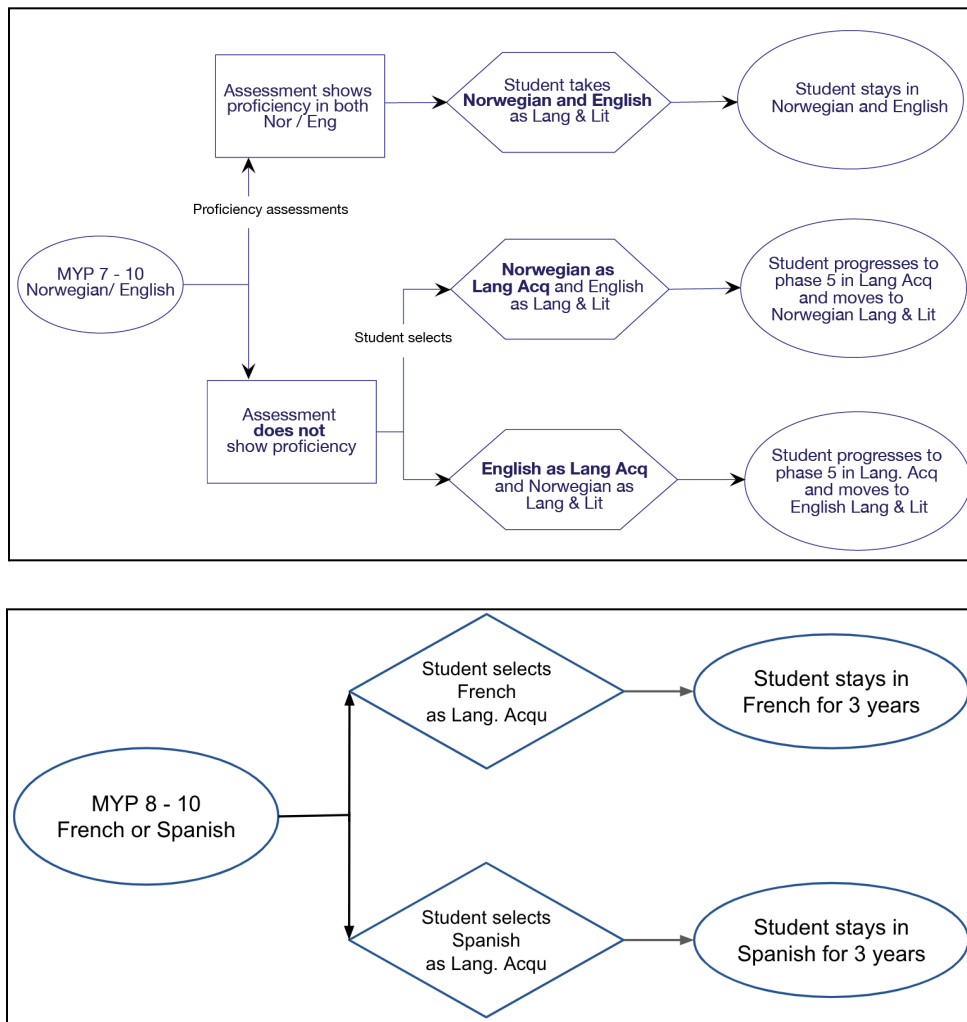
**MYP Language and Literature:** Students are placed in year level Language and Literature courses for Norwegian and/or English.

**MYP Language Acquisition:** In addition to Norwegian or English Language Acquisition, students must select French or Spanish as a Language Acquisition course beginning in MYP 8. Students may access a maximum of two Language Acquisition courses in a calendar year.

PYP Pathways	MYP Pathways
<ul style="list-style-type: none"> <li>English is the primary language of instruction.</li> <li>Norwegian and Norwegian Language Acquisition is taught in PYP1 - PYP6 for 20% of language instruction.</li> <li>English and Norwegian language classes are taught through the units of inquiry, or as independent lessons.</li> <li>Immersion of English language learning is practised in PYP1- PYP4.</li> <li>In PYP5 and PYP6 students may be placed in a Language Acquisition lesson in English</li> <li>Students may be placed in a short term program to support language development (pull out session led by teacher or assistant).</li> </ul>	<ul style="list-style-type: none"> <li>English is the primary language of instruction.</li> <li>We offer English and Norwegian as Language and Literature.</li> <li>We offer Norwegian, English, Spanish and French as Language Acquisition.</li> <li>Language Acquisition courses are offered in Norwegian and English from MYP7 to MYP10.</li> <li>Language Acquisition courses are offered in French or Spanish from MYP8 to MYP10. This is in compliance with regulations for the <i>Independent School Act §2-A6</i>.</li> <li>Students must remain in the chosen elective language course from MYP8 for the 3 year course of study. This is in compliance with regulations for the <i>Independent School Act §2-A6</i>.</li> <li>Students in Language Acquisition progress through phases when they reach set IB goals as outlined in the respective subject guide.</li> <li>Students electing English or Norwegian Language Acquisition subject study do not receive a grade for the respective Language and Literature subject until they can follow the content in Language and Literature lessons. This is in compliance with regulations for the <i>Independent School Act § 3-20</i>.</li> <li>Mother tongue students in French, English, Norwegian or Spanish will not be offered their respective languages as Language Acquisition. (See Appendix I)</li> </ul>

## Language Pathway Diagrams





## Mother Tongue

Mother tongue language is the language that is most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used at home. The first language is usually the language that an individual is most proficient at.

ThIS encourages the development of students' mother tongue languages, through an ethos of acceptance and celebration of linguistic diversity within the community. We acknowledge that mother-tongue languages are a beneficial resource for both students and teachers, as they provide varied perspectives and build awareness in our learning community.

The school's curriculum consists of English and Norwegian in all year levels. A choice of Spanish and French are offered as an elective from MYP 8. Our curriculum facilitates other mother tongue languages by including cultural perspectives, which encourage students to share their languages appropriately.

We strive to source books in many languages in our school library and suggest many appropriate IT resources both online and through software. Students are encouraged to research (both online or library resources) topics during guided or independent inquiry, as well as personal research projects in their mother tongue. Students new to Norwegian and English have access to online translation sites to help aid in instruction or directions to allow them to access the curriculum. We encourage students to express themselves in multiple languages, including mother tongue, during Student-Led Conferences, whole school assemblies or within units of inquiry.

It is known that learning additional languages / processing more than one language can be tiring for language learners. *"Many second-language students are using more than two languages outside the classroom arena," (Second-language Acquisition and Mother-tongue Development, p12).* This is concerned with the well-being of all students, including the varying needs of additional language learners. Therefore, we strive to engage with parents and students in supporting their language development areas.

## Norway, our host country

We offer Norwegian as a subject throughout the school and use the language pathways described above to ensure students have access and support in Norwegian at an appropriate level. As a school we expect Norwegian and English teachers are given time to collaboratively teach similar skills and processes in both languages to enhance language development through the use of common ATL skills. This allows teachers to consider aspects of Norway and the local culture when planning units of work. Collaboration allows us to recognize, explain and participate in important host country traditions, festivals and celebrations.

## Portfolios

Students at This are continuously assessed using the relevant IB curriculum documents in both MYP and PYP. Students create writing samples throughout the academic year. Portfolios (physical and digital) are in place to show individual student growth throughout the school year and allow students to take ownership of their development as a writer. Students are expected to write in a variety of genres throughout the school year. As explained in the assessment policy the portfolio documents growth in learning for students. Samples of student writing and assessments are expected for each MYP subject. All teachers in MYP and PYP can select work for student portfolios. In MYP, teachers are expected to keep at least 3 different samples of assessed work from each unit. Staff use writing samples to map developmental phases in line with First Steps Writing Map of Development (See Appendix II and III). This is used as a cross program resource to build a common understanding of writing development across programs and subjects.

## Terminology for Language Policy

**Academic Vocabulary:** words that appear across different subjects, disciplines and content areas. These words are required for language proficiency and future academic learning and life beyond.

**Command Terms:** a subject and IB specific list of verbs that are used in teaching, learning and assessing.

**Differentiation:** The adaptation of teaching strategies and content to allow second-language students at various levels of competence in the language of instruction to participate in the

mainstream academic programme.

**Host country language:** The host country language is the language spoken in the community in which the school is located.

**Immersion:** An approach to foreign language instruction in which the usual curricular activities are conducted in an additional language for the learners. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction.

**Inclusion:** meaningful and equitable access and engagement to the curriculum. Student diversity and individual learning styles are valued.

**Language and Literature:** One of the 8 MYP IB subject groups which can consist of 2 or more courses.

**Language Acquisition:** One of the 8 MYP IB subject groups which can consist of 2 or more courses.

**Language of instruction:** The language of instruction is the language in which the majority of the curriculum is delivered in the school

**Mother tongue:** For the purposes of the PYP and MYP, "mother tongue" (also known as first language, home language, preferred language, native language, heritage language, and best language), describes the language that students use at home, and/or outside the classroom environment.

**Multilingualism:** linguistic ability in more than one language, recognizing that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences.

**Scaffolding of learning:** Scaffolding of learning is the supply of practical supports and strategies, such as patterns, grids and outlines, to help second-language students participate in the learning of the mainstream classroom. (*Language Learning in MYP*)

**Second language:** "Second language" is standard linguistic terminology used to describe a language learnt subsequently to a first language, and implies that a student also has access to the language for communicative purposes outside the context of the language-classroom (for example, in other subject classrooms, outside the school or learning environment, in the community). For the purposes of the MYP, "second language" is also the term used for the language of instruction when this language is not a student's mother tongue.

## Acknowledgements

The following IBO publications were referenced in the creation of this policy:

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<<http://www.ibo.org/programmes/middle-years-programme/curriculum/language-and-literature/>>

PYP: The Learner (2018)

PYP: Learning and Teaching (2018)

PYP: The Learning Community (2018)

## Appendix I - Letter for Selecting Languages

Dear Parents and Caregivers

ThIS is operated under the Independent School Act, as an authorized English language IB World School.

- English is the authorized language of instruction.
- Norwegian is required to be taught in all year levels 1-10.

**i)** As part of our language choices at Trondheim International School, MYP8 students are given the opportunity to select an additional language course. We offer French or Spanish Language Acquisition and this is a commitment for 3 years at ThIS. The chosen language can not be adjusted once you have selected your language. This practice aligns with Norwegian law in the regulations for the Independent School Act § 2-A6 .

**ii)** In addition, students who are assessed as lacking proficiency in Norwegian or English may select Norwegian or English language acquisition instead of English or Norwegian language and literature. Students must be in a Language and Literature class for either Norwegian or English.

Pathway eligibility for Language Acquisition electives

**i)** MYP8 students must select either French or Spanish.

**ii)** MYP8 students may be new to Norwegian or English and are assessed as lacking proficiency. They are advised to select either Norwegian or English in line with their proficiency assessment.

---

**i)** My name is \_\_\_\_\_ and I select \_\_\_\_\_ as my Language Acquisition course in MYP 8, 9 and 10.

**ii)** My name is \_\_\_\_\_ and I select \_\_\_\_\_ as Language Acquisition to support my understanding of this language for one year. (Only if not proficient in Nor/Eng)

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_



## Appendix II - First Steps Stages of Writing Development

<b>Strategies use for Stages of Writing Development</b>	
<b>Role Play</b>	In this phase, writers emulate adult writing by experimenting with marks to represent written language. Role Play writers are beginning to understand that writing is used to convey meaning or messages; however, as understandings about sound-symbol relationships are yet to develop, their messages are not readable by others. Role Play writers rely heavily on topic knowledge to generate text.
<b>Experimental</b>	In this phase, writers are aware that speech can be written down. Experimental writers rely on familiar topics to generate a variety of texts such as greeting cards, lists and letters. They demonstrate an understanding of one-to-one correspondence by representing most spoken words in their written texts. These words may consist of one, two or three letters, and reflect their developing understanding of sound-symbol relationships.
<b>Early</b>	Early writers produce a small range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words that they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.
<b>Transitional</b>	Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organization. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.
<b>Conventional</b>	Conventional writers demonstrate control over the conventions of writing and most components of the writing process. While composing, they take responsibility for adjusting the language and content to suit specific audiences and purposes. Conventional writers craft a variety of literary and informational texts, such as biographies, web pages and documentary scripts. In this phase, writers use an increasing bank of known words and select from a wide vocabulary. They integrate a range of strategies to spell unknown words.
<b>Proficient</b>	Proficient writers demonstrate control over all components of the writing process. They understand how purpose and audience impact on writing and are able to craft and manipulate texts to suit. They compose texts such as research papers, newspaper articles, expositions and hypertexts. Proficient writers are able to convey detailed information and explore different perspectives. They have developed an extensive vocabulary, and use a multistrategy approach to spelling.
<b>Accomplished</b>	Accomplished writers are able to make critical choices about all components of writing -including style, vocabulary and content - as they craft a wide range of texts. They are able to develop complex ideas, sustain coherence and present information clearly. Writers in this phase reflect on, evaluate and critique their own writing to ensure that they have achieved their specific purpose for the intended audience.

## Appendix III- First Steps Stages of Reading Development

<b>Stages of Development</b>	
<b>Role Play</b>	Readers in this phase display reading-like behaviors when interacting with texts such as picture books, traditional tales and simple informational texts. They rely heavily on topic knowledge, pictures and memorisation when “reading” texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written sounds.
<b>Experimental</b>	In this phase, readers use memory of familiar, predictable texts and their developing sound-symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited and known vocabulary and supportive illustrations.
<b>Early</b>	Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on exactly what is on the page, using sounding out as a primary word-identification strategy.
<b>Transitional</b>	In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.
<b>Proficient</b>	Proficient readers have developed a multistrategy approach to identify unknown words and comprehend demanding texts such as subject-specific textbooks, novels and essays. They are able to select strategies appropriate to the purpose and complexity of the text. Readers have a greater ability to connect topic, grammatical, cultural/world and text-structure knowledge with what is new in the text. Proficient readers identify the target audience of a text. They draw on evidence from their own experience to challenge or question the text.
<b>Accomplished</b>	Accomplished readers use a flexible repertoire of strategies and cues to comprehend texts and to solve problems with unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts such as journal articles, novels and research reports. Accomplished readers access the layers of information and meaning in a text according to their reading purpose. They interrogate, synthesise and evaluate multiple texts to revise and refine their understanding.