



Where early years matter

Language Policy PIPS KLN

★ Supplemented by ‘Stages of language development’ document.

Our School Community

PIPS Kowloon has a diverse population with over 20 different nationalities in the school. We offer two different streams: bilingual and trilingual. In the bilingual stream both English and Putonghua are used as the medium of instruction. In the trilingual stream, the children will learn three languages; Cantonese and English with Putonghua as a supplement, taught by a specialist teacher. These options cater for the differing needs of our school community, some of whom will progress to an International School whilst other will go on to a Local Primary School.

Our Beliefs

All languages are valued at PIPS. We understand that all teachers are teachers of language and that there are many languages that children will encounter. We teach children about language, through language. All children at PIPS learn at least two languages and we believe that it is best learned through an immersion process where language is used authentically in a meaningful context.

We understand that children enter our school from diverse backgrounds with very different language experiences. Some may be learning their third or fourth language.

We differentiate our teaching to cater for each child’s individual and unique language needs. We seek to support and value the mother tongue of those children who may not speak English or Chinese. We do this by developing a close relationship with parents, learning some key words of the mother tongue and by using parents to support their child in the initial stages of their time at PIPS.

Our Aims

We want children to become confident in speaking, listening, reading and writing and to be able to communicate in more than one language. We aim to support and encourage children to express themselves through language with confidence and to respect the languages of other cultures. We want children to understand that language is a useful and vital part of everyday life. We want them to develop a love of language in its diverse forms such as story, drama, poetry, and in its use in technology and in the world around us.

We understand that children need many opportunities for experimentation with writing and will progress through stages of development, gradually becoming more skilled and competent. This process cannot be pushed or we may make a child reluctant to try to write. Writing must be taught, as far as possible, in a meaningful context.



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The Role of the Teacher/Adults in School

Speaking and Listening

All teachers at PIPS understand that they are role models for language.

They use language in an authentic way and are aware that children learn through listening to adults and to each other. The development of listening skills is of paramount importance. Teachers can model listening by engaging in conversations with children. The learning of language is a dynamic process. Active listening can be developed through many games, including music. Research has shown that passive listening to song CDs or watching DVDs does not encourage language development so these are only used selectively and for specific purposes at PIPS.

Teachers encourage children to delight in language through reading stories and poems every day, singing songs, exposing them to rhymes and playing word, sound and visual discrimination games regularly. Children will be able to browse in the class book corner too, where a variety of books will be available, which are changed from time to time. These will include fiction and non-fiction books.

Children will be encouraged to look after books, to value them and learn about how to handle them with respect.

Shared Reading and Writing

When children's listening skills are developed sufficiently and they are beginning to express themselves orally, teachers can begin to show them how to read and write through 'shared' writing and 'shared' reading. This involves the talking through of the process of writing or reading whilst it is being done (metalanguage).

Children should be exposed to seeing their names every day, initially with a photo attached, and later just as their name on its own. They can find their name from a selection for the teacher once work has been completed. Teachers can write the child's name on their work and scribe what they have to say about it, if appropriate. This familiarises the child with their name and teaches the child that our thoughts can be put down on paper, or in some written form. These 'verbatim' child's voice statements can be typed on the computer for display. They should be exactly what the child has said, not a corrected form.

At PIPS KLN we implement phonics using a wide range of resources to ensure our children receive the best start. We use 'Letters and Sounds' supplemented with 'Jolly Phonics' throughout the kindergarten.

Early Writing – English

Children's first efforts at writing will be through experimentation with a variety of mark making tools. Daily experiences with crayons, pencils, paints, chalks, pastels and pens will develop their fine motor skills, along with other activities, such as using play dough in a variety of ways and other sensory materials. Once using writing and mark making tools they should be encouraged to hold the implements correctly as and when their fine motor skills develop.



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These early attempts at 'scribble' are what will lead to writing if the teacher values them. This can be done by displaying their efforts carefully around the room.

Teachers scribe the child's thoughts at first. Then they can be encouraged to 'have a go' at writing their name and some letters if they know any. Any attempts at 'writing' must be highly praised, even if they bear no resemblance to conventional writing. This will encourage further attempts. Care is taken not to correct writing in the early stages.

PIPS uses the Sassoon font for the writing of English.

Early Writing - Chinese

早期中文書寫學習

小朋友在開始學習寫字的時候（約三歲），手部的小肌肉已逐漸發展成熟，可以運用粗蠟筆塗鴉及在一定範圍內畫出線條。約四歲的時候，才開始穩固地執筆寫字。因此，學習書寫中文字應按步就班；由簡單至複雜，教授小朋友正確的執筆和寫字技巧時，應根據小朋友的能力給予適當的指引。

中國的文字以點、橫、直、撇、捺等基本筆劃構成，因此小朋友學習書寫中文字時，應基本的規律開始。起初可沿線摹寫，及後可在空格上模仿寫出文字，或配以活潑的圖畫，吸引兒童書寫的興趣。中國的文字有一定的結構，例如：由上至下、由左至右、由內至外等，而文字中又分為部首和部件；老師可在教授小朋友寫字時，同時讓他們學習有關文字的結構。中文書寫的內容，可由單字開始，接著到配詞和句子。

在書寫的同時，小朋友應注意以下的事項：

1. 幼小的孩子小肌肉未完全發展，應使用筆桿較粗及顏色較深的筆，例如：三角鉛筆。
2. 把蠟筆或鉛筆放置在一個小朋友易取的地方，桌上要有充足的書寫空間，需保持桌面清潔，培養良好的書寫習慣。
3. 正確的握筆姿態是將筆握在拇指與食指中間，以中指相輔。
4. 書寫時，坐姿要正確，腰板挺直。
5. 光線要充足，並留意光線的方向會否在紙上造成陰影。
6. 為了讓幼兒開心和享受寫字的樂趣，我們可設計不同的書寫模式，例如：用沙、泥膠、麵粉…等。