

## Language & Literacy Policy 語言和讀寫能力政策

★ Supplemented by Stages of Language Development

★ 以語言發展階段為補充

(Updated 19 August 2022)

### Our Beliefs 我們的信念

We value all languages 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.

我們PIPS重視所有不同國家種族的語言。我們明白所有的老師亦是語言老師，孩子們有機會接觸到很多不同的語言。我們通過語言來教孩子們關於語言的知識。在PIPS 所有的孩子都至少學習兩種語言，我們相信通過沉浸式過程來學習語言是最好的方式，能夠真實地在有意義的環境中使用語言。

We understand and acknowledge that children enter our school from diverse backgrounds with very different language experiences. Some may be learning their third or fourth language. *In line with our inclusion policy*, we value and support the mother tongue of those children who may not speak English or Chinese. (Standards & Practice, 0301-04-0200)

我們理解並認為，進入我們學校的孩子來自不同的背景，有著截然不同的語言經驗。有些孩子可能正在學習第三種或第四種語言。根據我們的共融政策，我們重視並支持那些家中母語可能非英語或漢語的孩子。(標準與實踐, 0301-04-0200)

At PIPS, we believe that a strong literacy foundation is built from meaningful, purposeful, authentic, age-appropriate, and engaging opportunities. We respect the needs and abilities of all children and guide children at their own pace. We understand that parents and teachers modelling positive literacy habits will result in the first steps toward a love of learning.

在PIPS，我們相信堅固的文學基礎是建立在有意義的、有目的的、真實的、適合年齡的和吸引人的活動上。我們尊重所有孩子的需求和能力，並按照他們自己的節奏引導孩子。我們明白，父母和老師塑造積極的讀寫習慣將是邁向熱愛學習的第一步。



## **Our Aims** 我們的目標

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 and be communicators 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 aim to develop a love of language in its diverse forms such as story, drama, poetry, songs, and rhymes and its use in technology and the world around us.

我們希望孩子們在聽、說、讀、寫方面變得有自信，並能夠用一種以上的語言溝通交流。我們的目標是支持和鼓勵孩子們自信地利用語言表達自己，成為善於溝通的人，並尊重其他不同的文化和語言。我們希望孩子們明白，語言是日常生活中有用和重要的一部分。我們的目標是培養對各種形式語言的熱愛，如故事、戲劇、詩歌、歌曲和韻文，應用在科技方面以及我們身邊。

## **Our School Community** 我們的學校社區

Parkview International Pre-school has a diverse population with over 20 different nationalities in the school. Most of our students come from a dual or multilingual background, we offer bilingual and trilingual streams in our campuses for Pre-Nursery students and above. (Standard & Practice, 0301-04-0411)

栢基國際幼稚園擁有20多個不同國籍的多元化人口。我們學生大多數來自雙語或多語背景，我們在校園內為學前班及以上的學生提供雙語和三語課程。（標準與實踐，0301-04-0411）

## Kowloon Campus 九龍校區

At the Kowloon campus, we offer two different streams: bilingual and trilingual. In the bilingual stream, both English and Putonghua are being used as the medium of instruction.

在九龍校區，我們提供兩種不同的課程：雙語和三語。在雙語教學中，英語和普通話被用作教學語言。

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 to our school community's differing needs, some of whom will progress to an International School whilst others will go on to a Local Primary School.



在三語課程中，孩子們將學習粵語、英語，並以普通話為輔三種語言，由專業老師授課。這些方案滿足了我們學校社區的不同需求，其中一些學生將升讀國際學校，而另一些學生將進入當地小學。

## Hong Kong Campus 香港校區

At the Hong Kong campus, all our classes from Pre-Nursery and above are bilingual, with English and Putonghua as the medium of instruction.

在香港校區，我們學前班及以上的班級都實施雙語教學，以英語和普通話為教學語言。

At PIPS, we use traditional Chinese characters.

在PIPS，我們使用繁體漢字。

## **Rights & Responsibilities** 權利與責任

The teachers have overall responsibility for the teaching of reading and writing within their classrooms. This is supported by parents and the pedagogical team. A collaborative approach is essential in creating and establishing a listening, speaking, reading and writing culture.

教師應對課堂內的閱讀和寫作教學負全責，以及爭取家長和教學團隊的支持。協作方法對於創造和建立聽、說、寫文化至關重要。

## **Learning & Teaching** 學習與教學

We promote inquiry-based authentic language learning that incorporates our learning outcomes within our units of inquiry, develop language skills through listening, speaking, reading, writing (mark-making), viewing and presenting, and media literacy.

我們推崇以探究為基礎、真實的語言學習，將我們的學習成果納入我們探究的單元，通過聽、說、讀、寫（標記）、演看和展示以及媒體各方面培養語言技能。



## Speaking and Listening 口語和聽力

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 each other. The development of listening skills is of paramount importance. Teachers can model listening by engaging in conversations with children.

PIPS所有的教師都明白老師就是學習語言最好的榜樣。老師使用的語言盡量自然、貼近生活化，並且知道孩子們通過傾聽成人和彼此的聲音來學習。聽力技能的發展至關重要。教師可以通過與孩子對話來示範如何傾聽他人說話。

The learning of language is a dynamic process. Active listening can be developed through many games, including music. 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.

語言學習是一個活躍充滿活力的過程。積極傾聽可以通過許多遊戲包括音樂來培養。老師鼓勵孩子們通過每天閱讀故事和詩歌、唱歌、讓他們接觸押韻以及定期進行詞語、聲音和視覺辨別遊戲來享受語言的樂趣。

## Reading 讀

### Reading Area 閱讀區

A designated reading centre that is the heart of the classroom is provided for the children. The centre is well organised and inviting. The books in the class library are changed regularly and reflect the unit of inquiry and children's interests. These will include fiction and non-fiction books. Teachers spend time in the area modelling reading habits. Children will be encouraged to look after books, value them, and learn how to handle them with respect.

為孩子們提供一個特定的閱讀區域，這是教室佈置裡的核心。該區域應安排妥善，並能吸引幼兒注意力。班級圖書館的圖書定期更換，反映正在進行探究的單元和孩子的興趣所在。陳設書本資源包括故事和非故事類書籍。教師應花時間在該區域塑造閱讀習慣。教師應多鼓勵孩子們如何照顧看管書籍，珍視書籍，並學習如何認真對待圖書。

### Story Time 故事時間

The teacher engages in story time with the children for enjoyment. Stories can be shared through a book, story sack, or digital story.

老師與孩子們共同參與故事時間一起享受閱讀的樂趣。故事可以通過書籍、故事袋或數字故事來分享。



## **Environmental Print** 環境文字

Print in the classroom and around the school should be bilingual, and children are encouraged to note print around them. Teachers produce environmental print thoughtfully by considering the variety of instruction this type of print can evoke.

教室和學校周圍的印刷文字應以雙語為主，並鼓勵孩子們注意周圍環境的印刷文字。教師應考慮到這類型的環境文字可豐富及加強教學的多樣性，從而細心準備環境印刷文字。

## **Parental Involvement** 家長參與

### Library Books (weekly) 圖書館書籍(每週)

Library books are sent home each week for all levels for the parents to read to them for pure enjoyment.

圖書館的書籍每週可借閱回家，供各年級家長閱讀。

- PN, Nursery– Story Books are sent home each week  
PN, Nursery – 故事書每星期借閱回家一次
- LK/UK- children will take home a levelled reading book every week based on the reading level determined in class.

LK/UK-孩子們將根據課堂上的閱讀水平，每周帶回適合程度的閱讀小書回家。

### Mystery Readers 神秘閱讀嘉賓

We invite parents to volunteer to be Mystery Readers and read their child's favourite book(s) to the whole class.

我們邀請家長自願成為神秘閱讀嘉賓，為全班閱讀孩子在家裡最喜歡的圖書。

## **Writing** 寫



## Shared Writing 共享寫作

Shared writing is an instructional approach to teaching writing to children by writing with them. The idea is to teach writing through writing. The teacher demonstrates the process of writing through a 'write aloud' process while the pen is always in the teacher's hand.

共享寫作是一種通過與孩子一起寫字來教授他們寫字的教學方法。這個想法是通過寫來教寫作。教師通過“大聲書寫”來演示書寫過程，而筆始終在教師手中。

This can be done during circle time with a morning message while helping children write their names or while creating things such as mind-maps based on discussions.

此項活動可以通過早晨圍圈時間時，教師幫孩子們寫下他們的名字，或討論創建思維圖時來完成。

## Guided Writing (LK/UK) 引導寫作(LK/UK)

Guided writing is a small group approach involving the teacher meeting with students with similar writing abilities and needs. This approach to teaching can be thought of as a mini-lesson in which the teacher chooses a specific skill to develop with the children (capital letters, spaces between words, punctuation, Chinese characters etc.).

引導寫作是一種小組教學方法，教師與具有相同程度寫作能力和需求的學生一起進行活動。這種教學方法被認為是一種小型課程，教師選擇一項特定的技巧與孩子們一起發展練習（大寫字母、單詞之間的空格、標點符號、漢字等）。

## Chinese Writing (LK/UK/P) 中文寫作 (LK/UK/P)

Children will begin practising Chinese writing. They will learn the strokes of a character through shared writing and practice through guided writing.

孩子們將開始練習中文寫作。他們通過共同寫字來學習漢字的筆劃，並通過引導來進行書寫練習。

## Independent Writing 獨立寫作



Each classroom should provide children with the opportunity to explore writing/ mark-making and develop their fine motor skills independently daily.

每間教室都應每天都為孩子們提供獨立探索寫作/標記和發展精細動作技能的機會。

## **Writing areas in the classroom** 教室裡的寫字角

### Under 2's/Pre-Nursery 2歲以下/學前班

PN classrooms will provide opportunities for mark making. Areas should be well resourced and provide large writing implements (chunky markers, crayons, paintbrushes, chalk, etc.)

學前班教室應為標記製作提供機會。寫作區域應有充足的資源並提供大型書寫工具(粗馬克筆、蠟筆、畫筆、粉筆等)。

### Nursery 幼兒班

Nursery classrooms should have a mark-making/writing area. The area should be well resourced and include triangle pencils and other writing implements. Writing can also be incorporated into learning through play (clipboards in dramatic play areas, etc.)

幼兒班教室應該設置一個標記/書寫角。該區域應準備充足的資源，包括三角鉛筆和其他書寫工具。寫作也可以通過遊戲融入學習(例如扮演區的剪貼夾板等)。

### LK/UK 低班/高班

LK/UK classrooms should always have a designated writing area that is well resourced with a variety of paper, both triangle and small pencils, and a range of other writing implements. Visual aids such as number lines and the alphabet should be provided for children as a guide.

LK/UK 教室應有個固定的書寫區域，該區域應具備各種紙張、三角鉛筆和小鉛筆以及一系列的書寫工具。此外應為孩子提供數字表和字母表等視覺輔助工具作為指導。



## **Policy implementation and review** 政策實行和審查

The leadership team and teaching staff will ensure the implementation of the policy in classrooms and throughout the school. The inclusion policy is regularly reviewed by the leadership team, school board, teaching staff every two years, ensuring that the policy is suited for our community and meets IB language policy guidelines. (Standard & Practice, 0301-04-0100).

領導團隊和教學人員將確保該政策在課堂和整個學校裡有效施行。每兩年由領導團隊、學校董事會、教學人員定期審查共融政策，確保該政策適合我們的社區並符合IB 語言政策指南。(標準與實踐, 0301-04-0100)。

The following review is scheduled for September 2023.

以下審查定於2023 年9 月進行。

The policy is communicated with the school community through our website  
<https://www.pips.edu.hk>

該政策通過我們的網站<https://www.pips.edu.hk> 與學校社區進行溝通