



Language Policy

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School Mission and Vision

School Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, and happy learning environment in an evolving, diverse world by equipping students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

School Vision

At The Choice School, we envision a passionate learning community that fosters a growth mindset for every student in a happy, caring, and stimulating environment. We aim to provide equal opportunities for students to discover and develop aptitude and attitude for learning in an equitable environment that inspires curiosity, creativity, and confidence to transform lives and the world.

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1. Introduction

The Choice School is dedicated to fostering a comprehensive and inclusive educational experience. This language policy compiles the language philosophies and practices for the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and IB Diploma Programme (DP) to provide a seamless continuum for language education. The language policy is a ‘living document’, which is continuously evolving and informed by research, best practices, and changes in the language profile of The Choice School IB.

2. Language Philosophy

The Choice School places language at the core of communication, comprehension, and cultural development. Our language ideology emphasizes the significance of English as the primary medium of instruction while recognizing the important role of mother tongue languages and the value of multilingualism, and the opportunity for students to explore additional languages. Learning world languages is an integral part of becoming a global citizen. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners. The school therefore believes that:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.

- Language acquisition will be promoted as a partnership between all community members, including parents, students, faculty, and staff.
- Mother tongue languages help form cultural and personal identity and should be respected, valued and recognised as resources for learning.
- Translanguaging, the purposeful use of students' full linguistic repertoires to support communication, comprehension and learning, is encouraged as an inclusive approach to language development.
- The shared experience of learning a language creates cohesion among students from diverse backgrounds and promotes international-mindedness.

3. Languages taught at The Choice School

English is the operational language across all the curricula and is used as the language of instruction (LOI) for all subjects except other languages, where the target language will be used primarily in English. English is the operational language across the school and serves as the primary language of instruction for all subjects. In language learning classes, the target language is used as the primary language of instruction to maximise authentic language acquisition, while English may be used strategically to support understanding when appropriate. Students study English in PYP, English Language and Literature in MYP, and English A: Language and Literature in DP. In addition, the school offers Hindi and French as a choice, with the study of Malayalam as a state mandated guideline. Across all language programmes, appropriate phases, differentiation and support are provided to respond to students' varying levels of language proficiency and learning needs. In the context of English as the language of instruction, students

who cannot yet match the demands of English Language & Literature receive support within their classes as part of regular teaching and learning, enabling them to develop proficiency in the LOI.

4. Pathways of Language at The Choice School

Languages	PYP	MYP (6-8)	MYP (9-10)	DP
Language of Instruction	English (Pre-EYP to PYP5)	English Language and Literature	English Language and Literature	English A: Language and Literature
Language acquisition -Second Language	Hindi / French (EYP1to PYP5)	Hindi/ French	Hindi/ French	Hindi/ French
Mother Tongue (State Mandate)	Malayalam (compulsory)	Malayalam (compulsory)		

5. Mother Tongue Support

At The Choice School, we value the role of mother tongue in fostering linguistic diversity, cultural identity and academic success. Malayalam is taught as the state-mandated mother tongue, while the diverse linguistic backgrounds and home languages of students are recognised and respected within the school community. Mother Tongue Support at The Choice School aims to integrate and celebrate students' native languages through engaging classroom practices, parental involvement and cultural recognition. The curriculum incorporates various cultural explorations and celebrations that honour the mother tongue. By promoting mother tongue

languages, we aim to foster a rich, multicultural learning environment that respects and values the linguistic heritage of every student. These activities include:

5.1 Cultural Exhibitions: On Birth anniversaries and honorary commemoration days, the learners present the works of renowned authors and artists, traditional cuisines, authentic traditional medicines, customary farming practices, and traditional attire through innovative displays and performances.

5.2 Festivals and Celebrations: Hosting vibrant festivities featuring competitions and traditional games; organizing role plays and character parades to honour poets and writers; and conducting events to commemorate festivals from Kerala, across India and from different parts of the world. Such experiences expose learners to diverse cultural perspectives and contribute to the development of international-mindedness.

5.3 Arts and Literature: Inspiring students to engage with diverse traditional art forms, festivals, and crafts, including creating toys and instruments using locally sourced materials. The school also encourages students to explore and experience music, dance, literature and artistic traditions from different regions and cultures, both within India and around the world.

5.4 Classroom Integration: The school emphasizes the importance of incorporating mother tongues into the learning environment by including a variety of mother tongue reading materials and subscriptions in the school library, encouraging their active use by students. Storytelling sessions will be organized where students share traditional stories, proverbs, or folk tales in their mother tongue, fostering a rich cultural exchange through subsequent discussions in English. Additionally, cultural and linguistic elements are seamlessly integrated into teaching across various subjects, including creative arts like

drama, music, and art, to celebrate diversity and enhance students' learning experiences. Language-specific celebrations, such as Hindi Diwas, provide opportunities for students to engage with and appreciate the linguistic and cultural heritage associated with different languages.

5.5 Parent and Community Involvement: The school actively involves parents and community members in language-rich activities, such as storytelling sessions, cultural events and language clubs. Families are encouraged to contribute to and support students' language development at home.

5.6 Recognition and Celebration: The school celebrates International Mother Language Day with school-wide events showcasing linguistic diversity.

5.7 Peer and Teacher Support: Students are supported by peers and mentors who share or understand their language background, where appropriate, to provide guidance, encouragement and opportunities for meaningful communication.

6. Language acquisition learning across the school learning continuum

6.1 PYP

The language curriculum in the PYP is structured in the subject guide provided by the IB. The complex processes involved in language learning are represented in a series of developmental continuums in which all the strands oral, written (reading and writing) and visual language are covered. The systematic documentation of learners' progress through continuous assessment provides a means of monitoring language development

and determining the level of support or extension required for learners, including those who require additional assistance and those joining the programme at different stages. All four of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning.

6.2 MYP

Students of the MYP get an opportunity to learn Language and Literature and two other languages. As a second language the student also gets to choose between French and Hindi under the Language acquisition course until MYP 3. In MYP 4 & 5, the students have the option to choose one of the languages under Language acquisition i.e., Hindi/ French.

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. Teachers abide by the phase-specific language acquisition objectives provided by the IB, which establishes benchmarks of achievement at each level of the MYP programme. This ensures a systematic progression of language development that leads up to the prescribed IB objectives and learning outcomes in MYP.

Through summative assessments in reading, writing, speaking, viewing, and presenting, as well as through phase-wise descriptions, teachers determine if students are ready to transition between phases. Students can move between phases while in the same grade or as they progress through grades. To support this progression, teachers implement

differentiated unit plans to address the specific needs of each student. This ensures a systematic progression of language development aligned with IB objectives and learning outcomes across the MYP.

Language Phases in PYP

Visual Language – Viewing and Presenting Learning Continuum

Phase 1	Phase 2	Phase 3	Phase 4
The world around us is full of images, objects and symbols that communicate meaning.	People connect visual information to their own experiences and use it to build understanding.	Visual texts have the power to influence thinking and behaviour.	Synthesizing information from visual texts leads to new understanding and is influenced by personal interpretation.
People learn about the world through what they see, hear and feel.	Visual information and techniques support interpretation and engage audiences in different ways.	Images and persuasive language are used to attract audiences and promote particular viewpoints.	People critically evaluate visual texts by considering purpose, audience, perspective and cultural influences.
People express themselves using visual techniques, including drawings, symbols and static or moving images to tell stories.	Visual communication reflects different purposes and can represent ideas in meaningful ways.	Visual communication can reflect different cultural perspectives and contexts.	Effective communicators intentionally select and combine visual techniques to influence thinking and convey meaning.
Viewing and talking about images created by others helps us understand and create our own visual representations.	Understanding how visual texts are composed helps us communicate ideas more effectively.	Understanding how visual information is created and organized enables us to interpret, analyse	Learners create purposeful multimodal presentations that communicate ideas ethically and

		and communicate complex ideas.	effectively for different audiences.
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Written Language – Reading Learning Continuum

Phase 1	Phase 2	Phase 3	Phase 4
Texts help us learn about the real and imagined world.	Words have the power to engage the imagination and develop creativity.	Reading and thinking work together to construct meaning across different learning contexts.	Reading about significant issues helps make learning meaningful and leads to deeper understanding.
Reading is enjoyable and helps us understand ourselves and others.	People read to learn, inquire and better understand the world around them.	Applying a range of reading strategies, such as predicting, rereading and monitoring comprehension, helps us understand increasingly complex texts.	Synthesizing ideas and information from multiple texts generates new thinking and understanding.
Texts can include pictures, symbols and words that convey meaning.	Written language works differently from spoken language and follows agreed conventions.	The structure and organization of texts influence meaning and help readers identify important ideas.	Critical readers evaluate purpose, perspective and reliability when engaging with texts.
There are established ways of organizing and presenting written texts.	Different types of texts serve different purposes.	Reading supports multiple perspectives and deepens our understanding of how people think, feel and act.	Strategic readers select appropriate texts and sources to support inquiry, research and informed decision-making.

Oral Language – Listening and Speaking Learning Continuum

Phase 1	Phase 2	Phase 3	Phase 4
Language helps people communicate, build relationships and understand one another.	The sounds of language symbolically represent ideas and objects.	Spoken language varies according to purpose, audience and context.	Multiliteracies enable people to communicate responsibly and ethically across multiple modes and languages.
Ideas, feelings and needs can be shared through words, gestures, actions and body language.	People communicate using one or more languages, and multilingual learners use their language repertoire to make meaning.	People interpret spoken messages according to their experiences, perspectives and understanding.	Purposeful language choices, including figurative language and specific vocabulary, help inform, entertain, persuade and influence audiences.
Different languages may be spoken at home and in the community.	Everyone has the right to speak and be listened to, and people interpret messages in different ways.	Listening enables us to identify, interpret and synthesize key ideas to build understanding.	Effective communicators adapt language to audience, purpose and context while respecting diverse perspectives.
Play provides meaningful opportunities to develop communication skills.	The features and grammatical structures of language enable effective communication within a language community.	Creating and sharing spoken texts is a collaborative process that supports inquiry and learning.	Reflection on communication helps learners evaluate, improve and set goals for future learning.

Written Language – Writing Learning Continuum

Phase 1	Phase 2	Phase 3	Phase 4
Writing is a way of expressing meaning.	Written language is the visual representation of spoken language.	Different types of writing are organized and structured to achieve different purposes.	Effective writers plan, draft, edit and revise to improve their writing over time.
People write to share their experiences, ideas and feelings.	People write to record, remember and communicate ideas.	Writers use a range of strategies to communicate ideas effectively for different audiences.	Knowing the purpose and audience helps writers select appropriate forms, structures and language.
Everyone can communicate through writing.	Written language follows shared conventions that enable members of a language community to understand one another.	Reading, listening and viewing provide inspiration for writing and help writers develop their own voice.	Synthesizing ideas and considering different perspectives enables writers to develop new understanding and express original ideas.
Writing helps people make connections with themselves and others.	Writing and thinking work together to help us express ideas clearly and meaningfully.	Reflecting on and revising writing helps improve clarity and effectiveness.	The way writing is organized and crafted helps readers understand, engage with and appreciate the writer's message.

Language acquisition Phases in MYP:

In the MYP, students are placed in classes according to the IB's Continuum of Phase Specific

Language acquisition objectives.

Emergent Communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in predictable contexts.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in predictable contexts.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.

They identify some explicit information (messages, facts, opinions, feelings and ideas) , some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They	They	They	They	They	They

demonstrate their comprehension in simple oral and written phrases using some simple modes.	demonstrate their comprehension in simple short oral and written language using simple modes.	demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on	They communicate some required information, in recognizable formats,	They engage in some authentic and spontaneous conversations to communicate their	They engage in authentic and spontaneous conversation to communicate their understanding and opinions	They engage in authentic and spontaneous conversation to communicate their	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and

<p>everyday personal and social topics in a very limited range of familiar interpersonal situations.</p>	<p>with some sense of audience and purpose to suit the context.</p>	<p>understanding and opinions on everyday personal, social, and some topics of global significance in a range of familiar and unfamiliar situations in interpersonal and cultural contexts.</p>	<p>on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.</p>	<p>understanding , opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.</p>	<p>perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.</p>
<p>They communicate some required information, in recognizable</p>	<p>They communicate all required information,</p>	<p>They communicate some required information, organized into</p>	<p>They communicate all the required information organized in an</p>	<p>They communicate all required information, organized in</p>	<p>They communicate all required information organized</p>

formats, with some sense of audience and purpose to suit the context.	organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	a recognizable format, with some sense of audience and purpose to suit the context.	appropriate format with a clear sense of audience and purpose to suit the context.	an appropriate format with a sense of audience and purpose, to suit the context.	effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.
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6.2.1 Initial Phase Placement

- In MYP Language Acquisition, students are initially placed into phases based on diagnostic assessments that are designed and conducted at the beginning of the academic year by the teacher, together with teacher observations and available language-learning data.
- The diagnostic assessment helps determine the student's current proficiency level in relation to the IB Language Acquisition continuum and supports appropriate phase placement.

6.2.2 Monitoring Student Progress

- Student progress within a phase is monitored in a timely and continuous manner through formative and summative assessments.

- Language Acquisition teachers use evidence gathered from classroom participation, language tasks, projects, written work, oral communication, and assessment results to gain insight into student progress and monitor their growth.
- Assessment evidence is considered holistically, with equal weightage given to formative assessments and summative assessments when reviewing overall language development.

6.2.3 Review of Phase Placement

- Phase placement is reviewed on an ongoing basis throughout the academic year.
- Teachers regularly monitor student performance and language growth through continuous formative assessment.
- Formal reviews may take place during collaborative planning and assessment review meetings.

6.2.4 Decision-Making Process

- Decisions regarding student phase placement and progression are made collaboratively by:
 - Language Acquisition Teachers
 - Programme Coordinators
- Additional input may be sought from homeroom teachers, learning support teachers, and parents when appropriate.

6.2.5 Support for Students

- Students who experience challenges within a phase are supported through:
 - Differentiated and scaffolded learning experiences
 - Individual or small-group support sessions
 - Multimodal texts and learning resources
 - Peer-support and buddy systems
 - Targeted teacher feedback and intervention

6.2.6 Indicators for Phase Progression

- Students may be considered ready for progression when they consistently demonstrate the skills, knowledge, and understandings outlined in the relevant phase descriptors.
- Evidence for progression includes:
 - Performance in formative and summative assessments
 - Demonstrated growth across language domains
 - Ability to apply language skills independently in a variety of contexts
 - Teacher observations and professional judgement

6.2.7 Communication with Parents

- Parents are informed about student language development and phase progression through:
 - Parent-Teacher Meetings (PTMs)

- End-of-unit conferences and discussions
- School reports and progress updates
- The school values ongoing collaboration with families in supporting students' language-learning journeys.

7. Language in the Diploma Programme

7.1 Language and Literature Course

The Diploma Programme offers three curricula, namely, Language A: literature, Language A: Language and literature, Literature and performance. The Choice offers Language A: Language and Literature courses at Standard Level (SL) and Higher Level (HL).

7.2 Language A: Language and Literature

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by different concepts.

Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others.

7.3 Distinction between SL and HL

The model for Language A: Language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. SL students are

required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. Both SL and HL have to do an oral component but with different weights for SL and HL.

7.4 Language acquisition Course

Students may also study a Language in Group 2, amongst Hindi and French. These courses are designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken.

8. Additional Support Language

Additional Support Language development opportunities are provided to all students through participation in school assemblies and events, which enable them to write, speak, and present in English and other languages. Students whose best language is not English and who display a deficiency in the basic skills will receive remedial attention/enrichment. In case the student has been diagnosed with learning difficulty, he or she will receive specific support from the Learning Support Team as per guidelines laid down in the school's Inclusion Policy. All students are encouraged to make use of the school library as reading for pleasure is a high priority.

9. Policy Review

The language policy will be reviewed regularly by the School's Superintendent, Head, IB Programme Coordinators, and relevant staff to ensure its effectiveness and alignment with the educational context. Revisions will be made based on feedback, emerging research, and the evolving needs of the student body. This policy will be implemented in harmony with the policies and guidelines set forth by the International Baccalaureate Organization.

Last reviewed on:

October 30 , 2025

April 18, 2026

Updated on: 25th August, 2026 by the School's SLT and PLT, including teachers from all the programmes.

Next review date:

April 18, 2027