INFINIA
World School

IB PRIMARY YEARS PROGRAMME

Language Policy

Approved by the Language Policy Steering Committee · Academic Year 2026 – 27

Think Infinite

FOUNDATION

Vision and Mission

We prepare young minds not just for examinations, but for excellence in thinking.

Vision

Infinia World School envisions a transformative educational ecosystem where every learner discovers their unique intellectual strengths and infinite possibilities. Building on over two decades of educational excellence and pioneering spirit in Panipat since 2002, we continue our legacy of innovation as a premier institution for rigorous, inquiry-driven education. We see a future where our students emerge as skilled researchers, independent thinkers, and autonomous learners who ask probing questions, evaluate evidence critically, form their own conclusions, and possess the meta-learning skills to master any field they choose.

Mission

At Infinia World School, we develop independent, intellectually curious learners who think critically, reason effectively, and make informed decisions. Through the International Baccalaureate framework, we inspire students to master inquiry-based learning, cultivating the research skills, analytical thinking, and metacognitive abilities essential for lifelong success. We nurture each child's infinite potential, empowering them to learn how to learn, think for themselves, and navigate an ever-evolving world with confidence and competence.

SECTION ONE

Philosophy and Objective

Infinia World School believes that language is a vital medium for learning, communication and expression. Language is fundamental to all teaching and learning and permeates the entire curriculum. Through language we promote intercultural awareness, sharing and respecting different perspectives and accepting diversity.

The language policy endeavors to consolidate the philosophy and beliefs at Infinia World School with respect to imparting linguistic education to students. Our language philosophy grooms the students for an intercultural world and prepares them to adapt to the varied cultural environments of the world. It includes the interests of the entire community and takes into account the needs of the students.

THE PHILOSOPHY HIGHLIGHTS

- Language forms the basis of all information and learning.
- Language learning is a lifelong process and plays an integral role in intellectual development. Skills acquired in one language can be transferred to other languages.
- Proficiency in the language of instruction helps the students to acquire competence in other academic areas.
- Language is a part of the student's identity and expresses one's tradition, culture and values.
- Language skills foster international mindedness by viewing things from a multicultural perspective.
- The teaching learning process will take into account the language needs of the students.
- All teachers are language teachers.

The language policy document aims to outline systems and strategies to support the development of English language as the language of instruction, Hindi as the host country language, and French as an additional language in the community. The document will support any planning and implementation of language teaching, curriculum planning and professional development.

SECTION TWO

Introduction

Studying languages offers valuable insights into different cultures and equips learners with the ability to communicate effectively and think critically across languages.

At our school, English is the language of instruction. Since it is not the students' first language, they must learn English not only to engage with academic content but also to fully participate in the school's cultural and social environment.

Hindi serves as the host country language, connecting students to their local culture, heritage, and community. As the primary language spoken in the region, Hindi plays a vital role in fostering cultural identity and enabling meaningful engagement with the broader society.

French is offered as an additional language from PYP 1 to PYP 5, providing students with opportunities to develop multilingual competencies and global perspectives.

English also serves as the school's official operational language, used in all administrative, developmental, and academic functions. It is the medium through which leadership, management, and educational teams communicate.

The school values the active involvement of parents, students, staff, and the broader community in fostering a supportive language environment and developing confident, capable language learners. We believe that being multilingual benefits a child's character, cognitive development, and academic performance. It deepens cultural awareness and adds a global perspective to education.

SECTION THREE

Language Structure

STAGE	LANGUAGES	STRUCTURE
Early Years, EY 1 to EY 3	English, Hindi	EY 1 (Pre-Nursery, 3 years old) to EY 3 (KG, 5 years old). English is introduced as the language of instruction. Hindi is taught as the host country language to build foundational literacy and cultural connection.
Primary Years, PYP 1 to PYP 5	English, Hindi, French	Students study three languages. English continues as the language of instruction, Hindi continues as the host country language, and French is introduced as an additional language from PYP 1 onwards. This trilingual approach promotes multilingualism and intercultural understanding.

Language support for struggling learners

Infinia World School is committed to ensuring that all students can access the curriculum and achieve their full potential, regardless of their language proficiency level. Students who struggle with English receive specialized support.

Instruction and support in the regional language (Hindi)

Teachers provide explanations, clarifications, and scaffolding in Hindi to help students understand key concepts and build confidence in their learning.

Differentiated instruction

Teachers employ various strategies to meet individual learning needs:

- Modified assignments and assessments.
- Visual aids and graphic organizers.
- Peer support and collaborative learning opportunities.
- One-on-one or small group sessions during and after class.
- Simplified language and sentence structures.
- Additional time for task completion.

Bilingual bridging

Students are supported in making connections between Hindi and English, using their stronger language as a foundation to build English proficiency.

Regular monitoring and assessment

Language development is continuously assessed, and support strategies are adjusted based on individual progress. The decision to provide additional language support is made through collaborative consultation between teachers, parents, the programme coordinator and the head of school.

SECTION FOUR

Aims

I Enhance language proficiency

Enable students to learn and use language effectively, appropriately, accurately and confidently. To achieve this goal, the school employs a variety of language teaching strategies such as interactive sessions, conversations, role plays, dramatizations, group discussions, elocution, recitation, debates, speeches, and activities like Just a Minute. These are integrated into the regular teaching and learning process from the Pre-Primary level onwards. Such methods help students communicate effectively, expand their vocabulary, and build confidence in using the language.

Students are encouraged to use dictionaries at all stages, and vocabulary-building activities like spelling bees, word puzzles, and word games are regularly incorporated into the curriculum. To further support language development, students are motivated to converse exclusively in English. Positive reinforcement, through praise and commendation, is used to encourage this practice. Teachers lead by example, consistently using English as the primary mode of communication both inside and outside the classroom.

II Develop the student's power of oral and written communication

Language learning in the early years begins with a strong focus on phonetics to build a solid foundation. The school adopts Jolly Phonics, a multi-sensory, child-centered approach, to introduce phonics in an engaging and effective way. These early activities significantly enhance students' oral communication skills.

Written communication is introduced at the Pre-Primary level through alphabet recognition and gradually progresses to more complex tasks. As students advance, they engage in picture description, paragraph writing, and dialogue completion in Primary classes. In higher grades, they develop skills in article writing, essays, notices, letters, dialogues, emails, booklets, blogs, and more. These structured activities help students become confident and accurate in expressing their thoughts through writing.

In addition to academic writing, students are encouraged to read for pleasure and develop their own unique writing voice. Newspaper reading and exploring a wide range of magazines available in the school library help

SECTION FIVE

School Language Profile

At Infinia, 70% of the students come from families where their language spoken at home is English and Hindi. English is the medium of instruction and is commonly acceptable to all.

We encourage multi-lingual learning amongst students. English forms the medium of education and teaching and the school's official language. It is also the language used for governance, management and by the academic committees.

EY 1 to PYP 5

School recognizes language as a pivotal aid in the process of learning. In order to promote inquiry-based language learning within the Primary Years Programme all teachers are responsible for development of language skills.

Teaching and learning of language is incorporated throughout the trans-disciplinary programme of inquiry. The language curriculum is framed within the framework of IB PYP requirement and promotes the development of skills of listening, speaking, reading, writing and media literacy. PYP exhibitions and class shows are organized annually to provide exposure to students in English and Hindi language.

The school's policy along with the inclusion of second language teaching and mother tongue language support aims to meet the development needs of students and reflects the principles of the programme.

The language of instruction at school is English. It has precedence in the school's language curriculum. English is used in school publications, on the website, on signage, in communication between school and the parent community as well as among members of the staff.

The school promotes the development of Hindi as a host country language as it is a common language of communication in the family, community and society. The skills of listening, speaking, reading, writing and media literacy in the additional language are developed by teachers engaged specially in the teaching and learning of the additional language.

Language skills are integrated with Units of Inquiry. There are fixed times in the schedule to learn the host country language, and the second language, in this case Hindi.

Support of mother-tongue development is through activities based on phonics, symbols, reading, writing, reading books in mother tongue, sharing stories through translation and vocabulary building exercises. We promote enrichment of the mother tongue by encouraging families to continue speaking, reading and writing the language at home.

We celebrate International Mother Language Day. Parents are invited to share interesting facts, poetry, stories and much more about the language they speak, and students get the opportunity to perform or speak in their mother tongue in various events.

The teachers at Infinia World School meet the differentiated learning needs and use a structured and planned framework of instruction of language to all students. This approach is aimed at helping our students attain essential language skills: reading, writing, listening, speaking, viewing and presenting.

Students who are not proficient in the language of instruction are provided additional support through guided learning by the teacher during and after class. The decision to provide this support is taken only after due consultation with the teacher and the parent of the child.

III Develop testing skills in students

Most students not only speak and write correctly and accurately but are constantly enhancing their communication skills. Students are encouraged to evaluate their progress through regular assessments, assignments, tests and examinations. Participation in group learning activities is encouraged where students simultaneously assess their learning and at the same time improve their skills.

The school also records audio pieces of students that they may hear again and then work upon their pronunciation and grammar. Assessment of speaking and listening skills forms a core component of our school's language policy and passive students are given additional attention and counselled to open up.

IV Enable the development and utilization of language in different contexts and purposes

The school in itself is a microcosm of the larger community and social skills form an important part of language learning. The school believes in holistic grooming of all students and social etiquette and norms become a part of the student's life from a very young age.

The school also provides students with numerous platforms to develop and use their language skills including school assemblies, functions, sport meets and inter school events. Welcoming guests, thanking them, and expressing their views at school council meetings are all opportunities that come to students during their school life. Inter-school, state-level and regional-level competitions are given priority to expose students to the world of language as used and articulated by others.

V Promote the appreciation, understanding and analysis of literature

From the early stages of kindergarten, storytelling, story reading, text exploration, and reading for enjoyment are integral components of the curriculum. Children are encouraged to read for the pleasure it brings, while also developing their ability to understand, analyze, and make connections between the content and its context.

The school library serves as a valuable resource where students can borrow books for a week and read at their own pace. This fosters a love for reading and allows students to explore a wide range of genres and topics.

To further promote literacy, students are given opportunities to participate in diverse activities such as book clubs, reading challenges, and literary workshops. These activities not only engage students but also broaden their exposure to different forms of literature, from classic novels to contemporary writing. Additionally, students are awarded books as prizes to encourage reading habits and enhance their language skills.

The school also organizes various cultural and literary events, such as author visits, storytelling sessions, and creative writing contests, to inspire students and deepen their appreciation of language. These experiences provide students with a rich, varied approach to developing both their reading and writing abilities.

VI Understand the vocabulary and terms used in different subject areas

Each subject has its own vocabulary and technical terms which are explained to students depending on the level at which they are studying. Practicals are conducted where required to make this understanding life-long.

GOVERNANCE

Committee and Review

Steering Committee

The Infinia World School Language Policy steering committee comprises the Head of School, the PYP Coordinator, and two teachers. It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all the stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

As with other policies and processes, this policy has been drafted with inputs from various sections of the school community and shall be reviewed and shared with all the stakeholders of the school.

Language Policy Review

Support and development of language as part of the school curriculum will be reviewed by the Language Policy Steering Committee at the beginning of every academic year. The level of support can be increased or decreased according to the proficiency level of the students. The effectiveness of the language policy as a working document will be reviewed with the help of collaborative discussions and meetings.

Communicating the policy to stakeholders

- Provision of hard copies of the policy in the library.
- The official school website.
- Electronic mails.
- The school's official drive.

ESSENTIAL AGREEMENT

Essential Agreement for Language Instruction

The faculty at Infinia World School agrees:

- Language development is the responsibility of every teacher.
- To support the development of the language instruction (English) and additional language (Hindi).
- To use differentiated instruction to meet students' learning needs and styles.
- To work with all the students to develop and use language skills in a variety of contents and purposes.
- To help the students to express ideas spontaneously, fluently and precisely

REFERENCES

Guidelines for developing a School Language Policy, International Baccalaureate Organization 2009, published April 2008.

Programme Standards and Practices, International Baccalaureate Organization, published October 2018 and updated March 2019.

Language Subject Continuum, International Baccalaureate Organisation, published February 2009.

SECTION SIX

Assessment

Assessment of the language development is based on the objectives of teaching and learning. The assessment of language is conducted in the areas of:

AREA	SCOPE
Oral communication	Includes speaking and listening.
Visual communication	Includes processing and conveyance of ideas in forms that can be seen.
Written language	Entails reading and writing.

Identification of strengths and weaknesses in the different areas of knowledge is done through classroom observation, written assignments, projects, and tests. Assessment of language is a continuous process and the development of language skills is reported regularly to parents during Parent Teaching Meeting sessions. Written reports of progress are provided twice a year, once at the end of each semester.

SECTION SEVEN

Library Resources

Today a reader, tomorrow a leader.

Margaret Fuller

Infinia World School recognizes that the library is essential to our language programme. It serves as a space for learning, fostering a love for reading, and providing a valuable resource for academic research.

The library houses a collection of books, including picture books, fiction, non-fiction, world classics, autobiographies, encyclopaedias, dictionaries, multicultural books, reference materials, art books, activity books, puzzle books, and teacher resource books from various publishers. The collection is available in both English and Hindi. Additionally, the library subscribes to all major newspapers and magazines in English and Hindi. We view the library as a crucial resource in promoting international-mindedness, aligning with the goals of the IB programme.

The library is also a space where all languages are celebrated and supported. The school continues to expand its collection of Hindi and multicultural books to further enrich this environment.

Moreover, the library provides resources for collaborative planning, research, and teacher professional development. Our school board is committed to continually expanding these resources to meet the growing needs of our community.

From Grade 1 to Grade 5, students are encouraged to borrow books of their choice. Teachers also hold classes in the library with prior scheduling. Regular activities such as book discussions, read-aloud sessions, storytelling, and guided academic research take place in the library.

APPENDIX

Student Language Profile Form

Student information

Full Name: .....

Grade Applying For: .....

Date of Admission: .....

Language background

1. Mother Tongue (Home Language):
2. Other Languages Spoken at Home:
3. Language(s) the Student Can Understand:
4. Language(s) the Student Can Speak:
5. Language(s) the Student Can Read:
6. Language(s) the Student Can Write:
7. Language studied at Previous Schooling (if any):
8. Does the student require additional language support in English? ☐ Yes ☐ No
   If yes, please specify:

Parental input

1. What language(s) do parents or guardians use to communicate with the child?
2. Would you like support or resources to help your child with English or any other language at home? ☐ Yes ☐ No
   If yes, please specify:

Declaration

I hereby declare that the information provided above is true to the best of my knowledge.

Parent / Guardian Name: .....

Signature: .....

Date: .....