

Glenwood Elementary

Language Policy

Glenwood Elementary is committed to building a family community which celebrates diversity through mutual kindness and respect. We inspire balanced, global thinkers with a life-long passion for learning through inquiry, agency and real-life connections.



“The Ontario Language curriculum is designed to develop a range of essential skills in oral language, reading, writing and media literacy, including a solid foundation in the knowledge and use of standard English, and the use of analytical, critical and metacognitive thinking skills. These skills will enable students to understand, respond to and appreciate a range of literacy, informational and media texts.” -

-GECDSB Elementary Thumbnail Sketch

The Language Policy at Glenwood Elementary is developed and guided through the Ontario Ministry of Education’s Language document (2006) and the Greater Essex County District School Board’s “Elementary Thumbnail Sketch”, 2020-2021.

Language Philosophy:

At Glenwood Elementary we believe that language helps us to make meaning of and interpret the world around us. All educators at Glenwood Elementary are, foremost, language teachers, with the responsibility of promoting language development through their discipline. Educators use the inquiry process to provide students with opportunities to apply language in many different formats, building and encouraging students’ love for language.

Glenwood Elementary is a school of diverse cultural learners. We feel that language supports culture and helps our students to gain a greater understanding and development of global citizenship. Living in Canada our two official languages are French and English. Our primary language of instruction at Glenwood Elementary is English with daily engagement in the French language.



Language in the Classroom:

Literacy development lies at the heart of Glenwood's PYP candidacy programme. When students learn to use language, they do more than master the basic skills. They learn to value the power of language as the basis for thinking, communicating, and learning. Language skills enable students to comprehend ideas, process information and to fully participate in the inquiry process.

In classrooms at Glenwood Elementary, language is supported through various literacy activities such as guided reading, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read alouds, oral and visual presentations, collaboration, media literacy, digital literacy and responsibility, letter/sound correlations and library supported initiatives.

An effective language program expands students' critical literacy skills. It provides opportunities for students to question implicit attitudes, values and beliefs within information that is written, visual, spoken or multimedia. These critical thinking skills empower students to determine if information, whether it is written, visual, spoken or multimedia, is authentic, reliable and relevant.

Supports for Learning in the Classroom

Learning is differentiated in the classroom in a variety of ways. Students are individually assessed in their reading ability using reading assessments (e.g. DRA, CASI, OWA, PALS). Learning is then differentiated based on the results of these assessments.

Staff use the following early intervention supports to respond to students' needs: Empower (comprehensive literacy program), Lexia Reading, LLI (Levelled Literacy Intervention kit), Jolly Phonics, Raz Kids.

To support language acquisition, these differentiated strategies are used in the classrooms:

- Student differences are considered as the basis for planning
- Assessment is ongoing to ensure instruction is responsive to learner need(s)
- Success is defined in large measure by individual growth from a starting point
- Students are provided interest-based learning choices
- Multiple perspectives on ideas and events are routinely sought
- Students collaborate in establishing whole-class and individual goals



- The focus of the learning is for the experience to be relevant, engaging and challenging to each student

There is a range of language services provided within the school and the school board. At the school level the LST (learning support teacher) and special education teacher are available to assist with interventions. Our school is also assigned educational support staff who assist students who are at risk and those formally identified through the IPRC process. A Support Worker for the Deaf and Hard of Hearing (SWDHH) supports students who are deaf to access the curriculum and to work with the itinerant teacher- Deaf/Hard of Hearing. Speech and Language Services assist educators in understanding the communication needs of students and the interrelationships between listening, speaking, reading, and writing. Together with educators, Speech and Language Pathologists develop curriculum-based strategies to address the language-learning needs of students in the classroom.

The focus of the learning is for the experience to be relevant, engaging and challenging to each student

Library (The G.R.I.F.- Global Research Inquiry Facility)

- Emphasizes transdisciplinary literacy skills
- Promotes the value of reading for enjoyment
- Models reading literacy strategies (e.g. read-aloud, guided reading)
- Emphasizes before, during and after reading strategies
- Provides readers with a varied collection incorporating readers' choice, voice, diverse backgrounds, and reading levels
- Promotes a variety of text genres
- Equips students with the necessary skills to locate and evaluate information on the Internet and become discretionary information managers

French as a Second Language (FSL) at Glenwood:

As per the Ontario Ministry of Education, Glenwood Elementary students are required to learn French as a second language. Each student in grades 4-8 receives 200 minutes a week of French instruction. As an I.B. Candidate school, Glenwood Elementary students in K-3 have a weekly 50-minute multi-modality experience where French is combined with art, music, movement and cultural learning.



English Language Learners (ELL) at Glenwood:

English Language Learners may be Canadian-born or have recently arrived from other countries and whose first language is a language other than English. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

Children who are English Language Learners may require additional supports as they make the transition to Glenwood. Educators consider the instruction that might be necessary in their inquiry-based learning environments that will maximize English-language acquisition.

When students are identified as English Language Learners, learning expectations are modified and evaluations are based on these modified expectations. All modifications and any additional accommodations are communicated to parents. Glenwood Elementary has an English Language support teacher who is assigned to work with ELL students and collaborate with teachers on how to best meet the needs of our ELL students in the homeroom class.

Parent Support for Language:

At Glenwood Elementary we collaborate with parents to support language development at home through communication tools such as Edsby (Learning management system for teachers, parents and students). Parents can access information regarding assignments and classroom/school activities. We strongly encourage parents to read with students on a regular basis, discuss concepts to check for understanding/comprehension, assist with inquiry-guided research and encourage oral communication. We strengthen the home/school reading connection by providing access to our electronic library (G.R.I.F) database (Destiny Discover), where students and parents are invited to browse and choose materials which are then delivered to students.

Review date:

Glenwood Elementary will review this language policy in June of each school year, as to be prepared for September implementation. The review process will include teaching staff, I.B. Co-ordinator and Head of School.

