



Linguistic Policy

Table of contents

| | |
|--|------|
| I. Of the philosophy of Wenlock School | p. 4 |
| II. Ideology | p. 4 |
| III. Infant School | p. 5 |
| IV. Junior School | p. 9 |
| V. Senior School 18 | p. |
| VI. Of the English language 24 | p. |
| VII. The role of the librarian 32 | p. |
| VIII. The Diploma programme (IB) 36 | p. |
| IX. Links to other documents 37 | p. |
| X. References 39 | p. |

“A linguistic policy is a statement of action... It is less concerned with where students in a school are heading, but rather how to get there..”.

...” Language Policy in

Schools, Corson (1999)

I. From the Linguistic Philosophy of Wenlock

In its educational project, Wenlock School expresses that 'a school that implements a secular, co-educational PEI, with an emphasis on Spanish and English languages equally, in sports, social action, and national and international study programmes. Among the highlighted values is the non-arbitrary discrimination' ('PEI' Wenlock School, 2022, p.2).

II. Ideology

(a) Educational seals

- British School: we seek a quality education that reflects the best of Chilean and British education in methodological, curricular and disciplinary aspects, for which, among others, we are part of the Association of British Schools of Chile (ABSCH), we follow the traditions of British schools.

- Learning two languages at the same level: we optimize the teaching and mastery of Spanish and English, so that we effectively achieve the formation of a student who is highly skilled in both languages, as we believe that knowledge of two or more languages facilitates inclusion and offers development expectations. Indeed, we subscribe to the IB's position when it states that in its programmes 'language is considered central to the development of critical thinking, which is essential for the cultivation of intercultural awareness, international mindedness and global citizenship' (International Baccalaureate, 2014, p.3). Hence, the linguistic development of the whole community is essential.

- In terms of academic excellence, we work to stimulate in our students a positive attitude towards knowledge and culture that will enable them to achieve the highest levels of learning in knowledge, skills and attitudes required by the national curriculum and the international programmes, IGCSE (International Certificate of Secondary Education) and IB (International Baccalaureate).

- Wenlock School bases its curriculum on the Ministry of Education's Curricular Bases and Study Programmes and has its own plans and programmes approved by the Ministry of Education. On the other hand, it adheres to the international curricula of the International General Certificate of Secondary Education (IGCSE) programmes and International Baccalaureate (IB).
- This language policy has been developed taking into account the school's guidelines on the use of inclusive language, which consists of the use of the feminine and masculine when the Spanish language allows it..

(b) Institutional definitions and meanings

Wenlock is a British school, which means that we take British school culture as a reference point and integrate it into the national school culture, especially through the learning of the English language, traditions, good educational practices and constructive intention among students from the different British schools that are members of ABSCH.

III. Infant School

At Infant School we emphasize the levelling of the group in the initial skills and knowledge of Spanish and English. Teaching is adapted according to the entry behavior of each year group.

In the pre-school stage, work begins and focuses on both languages (Spanish and English), so that the children gradually establish relationships between the two languages and gradually assume differences in terms of phonetics and semantics.

In accordance with the pace and stages of development, this work begins mainly with instructions and everyday language, incorporating a wide range of vocabulary in both languages. We are guided by the curriculum for Kindergarten Education formulated by the Ministry of Education.

In order to maintain a linguistic development profile for each student, each child's development is constantly monitored through a formative assessment which is given twice during the academic year.

In Playgroup, the use of the mother tongue is levelled and a wide range of activities and games that promote English are taught on a daily basis.

In Pre-Kinder, 50% of the day is taught in English, in addition to using English for Maths.

In Kindergarten, Science is added in English, reaching 70% of the day in English. English is used transversally throughout the daily routine and in the different subjects, through songs, poems, games, instructions, etc.

In both Spanish and English, the rules for producing a language are incorporated through illustrations and auditory reception of literary texts (in different genres) and non-literary texts (of different typologies), while simultaneously working on writing. This work is complemented by hours of reading encouragement, in both languages, by the library team.

Thus, in Infant School we work on the Language core in three areas, as established in the curricular bases of Kindergarten Education (MINEDUC 2018):

- Oral Communication: This refers to the ability to relate to others, listening attentively, receiving comprehensively and communicating various types of oral messages, using appropriate vocabulary and progressively more complex linguistic structures.
- Beginning Reading: This refers to the ability to initiate phonological awareness and to enjoy, explore, become interested in and gradually understand that print and written texts represent meaning.
- Initiation to Writing: Refers to the ability to be interested in graphic representation and to experience different graphic signs, letters and words with the intention of communicating in writing.

With regard to the learning axes of Oral Communication, the following objectives are proposed, formulated on the basis of the curricular bases of Kindergarten Education (MINEDUC 2018):.

- Use, in different communicative situations, complete sentence structures and appropriate and precise verb conjugations with tenses and persons (Nº1).
- Express themselves orally, on topics of interest to them, using an appropriate and varied vocabulary and incorporating new and relevant words for different contexts and interlocutors. (Nº 2)
- Recognize the expressive possibilities of short and simple oral texts, through the reproduction and recreation of different stories, anecdotes, myths and legends, tales, fables, riddles, poems, rhymes, etc. (Nº3)
- Understand simple oral messages in different situations, involving a variety of information of interest to them, instructions, questions and some abstract concepts. (Nº4)
- Enjoy a variety of short and simple literary oral texts, through attentive and receptive listening to stories, anecdotes, myths and legends, fables, riddles, poems, rhymes and others, expressing the reasons for their impressions and preferences. (Nº5)
- With regard to the learning axes of Initiation to Reading, the following objectives are set out, formulated from the curricular bases of Kindergarten Education (MINEDUC 2018):
 - Recognize that words are made up of different or equal number of syllables and that some of them have the same initial syllables (Nº6).
 - Recognize words and logos at first sight (sight vocabulary).(Nº7)
 - Associate vowels (in their various graphic expressions) and some phonemes with their corresponding graphemes (No. 8).
 - Show interest in discovering the content and some purposes of various written texts in their environment (No. 9).
 - Understand explicit information evident in a variety of simple literary and non-literary texts, through attentive listening, descriptions and some simple inferences and predictions. (Nº10)

With regard to the learning axes of Initiation to Writing, the following objectives are proposed, formulated on the basis of the curricular bases of Pre-school Education (MINEDUC 2018):

Produce with precision and confidence, different strokes of different sizes, length and direction, trying to respect the basic conventional characteristics of writing. (Nº11)

Represent graphically simple messages with the intention of communicating something in writing, using freely some graphemes, and respecting the shape of some letters and words and certain aspects of the regularity of writing, such as: direction and sequence, organization and distance. (Nº12)

With regard to methodological strategies:

- Linguistic development is promoted at all times during the school day through descriptions of pictures, oral expositions, classroom library with varied texts, literate environments, text production, among others.

- Development of expressive language: stories, poems, songs, rhymes, tongue twisters, riddles, verbal games, picture descriptions, etc.

- Development of comprehension language: stories, following instructions, etc.

- Artistic language development: drawing, painting, modelling, musical and bodily expression.

- Development of written language: written room, beginning of intentional writing, copying of words.

- Individual, group and pair work is used as a methodology, using tools such as notebooks, sheets, textbooks, stories, blackboards and audiovisual resources.

As for students with special needs, these are adapted to each student with the support of specialists in the area of psychology and psycho-pedagogy, as well as external specialists.

The teachers refer students to the psychology department when they detect that a student may have difficulties in the socio-emotional area. Interviews are held with parents where guidelines are defined for subsequent follow-up by the psychologist, with their consent. The follow-up consists of observation of the child's behavior, dynamics and relational patterns, in the classroom and at recess; a personalized interview is also conducted with the student, all with the aim of understanding him/her in a comprehensive manner. Finally, a feedback is given to the parents, together with the educators -or the Infant team if necessary-, where the impact of the interventions is evaluated and, if necessary, a consultation with an external specialist (such as an occupational therapist, neurologist, speech therapist, psychiatrist, psychopedagogue, etc.) is suggested

Referrals to the Psychopedagogy area are made when their educators and our school team (Infant), through the learning process and observation of the work carried out in the classroom by the student, present difficulties that affect their learning. A psycho-pedagogical evaluation is carried out to detect possible difficulties.

The school constantly carries out the processes used to identify the linguistic needs of each student, through the level educator, then the DAAP team, following up the student and contacting external specialists if the student so requires.

The procedure is carried out by receiving the referral form from the team or parents. A follow-up folder is then drawn up with all the information and/or background information on the student (specialist certificates, reports and interview records). A psycho-pedagogical evaluation is carried out during the school day, which lasts approximately 3 sessions, as well as observation of the student's work in the classroom and observation of the playground.

A written report (Psycho-pedagogical Evaluation Report) and an interview with parents and educators is carried out.

The evolution of the child and the background information gathered throughout the process is then monitored; this includes permanent and direct contact with external specialists: occupational therapists, speech therapists, psychologists, neurologists, psychiatrists, among others. A re-evaluation is carried out at a period agreed in advance, to verify the evolution based on the treatment suggested according to the diagnosis

IV. Junior School

In Junior School, (1st to 6th Year of Basic Education) the emphasis is on the learning of the English language, teaching Mathematics, Natural Sciences, History, Geography and Social Sciences, among other subjects, in English. The focus in both languages is on the development of the four language skills: oral expression, listening comprehension, written production and reading comprehension. At the end of this stage, students take the Key English Test (A2) in English. The linguistic policy of Junior School (1st to 6th grade) is based on our school's hallmark of learning two languages at the same level. The development of the four language skills is promoted in the subjects of each language studied (Spanish and English) as well as in all subjects. In this way, the skills of reading comprehension, writing, oral expression and listening comprehension are permanently worked on during the school day.

All teaching materials and lesson plans consider that both languages are taught at the same level and are given the same amount of time.

Reading comprehension:

The priority is to train active and critical readers, who use reading as a means of information, learning and recreation in many areas of life, so that they are able to enjoy this activity, inform themselves and learn from it, and form their own opinions.

In this sense, the objectives in Reading Comprehension that are developed are:

- To read fluently a variety of texts appropriate to their age.
- To develop a taste for reading by reading a variety of texts on a regular basis.
- Regularly attend the library for a variety of purposes.
- Understand texts by applying reading comprehension strategies:
 - relate the information in the text to their experiences and knowledge.
 - formulate and answer questions about what they have read.
 - organize the information in diagrams or concept maps
 - summarize
 - verify and validate sources.
- independently read and analyze literary and non-literary texts to deepen their understanding:
 - identifying the main actions of the story and explaining how they influence the development of the story,
 - expressing opinions about characters' attitudes and actions, and supporting them with examples from the text,
 - interpreting figurative language in the text,
 - applying strategies to determine the meaning of new words,
 - drawing conclusions based on information in the text,
 - extracting explicit and implicit information,
 - making inferences from information in the text and from their experiences and knowledge,
 - relating information from pictures, graphs, charts, tables, maps or diagrams to the text in which they are embedded,
 - comparing information,
 - formulating an opinion about some aspect of the reading and basing their opinion on information from the text or their prior knowledge

- Synthesize, record and order the main ideas of texts read to satisfy purposes such as studying, research, recalling details, etc.

- Searching for and comparing information on a topic, using a variety of sources.

The development of reading comprehension strategies takes place in two ways. The first is through constant questioning of the texts being read in order to develop the different units under study, which are mainly based on text types. The second is through intentional weekly work, studying reading comprehension strategies one by one, so that students can identify and access them as needed.

In addition, in order to develop reading comprehension competence, work is done on the following dimensions

Phonological Awareness and Decoding

In 1st grade, children acquire knowledge of the written code and learn to read and understand texts independently through phonological awareness, phonetic segmentation and decoding. The students are placed in a literate environment and the approach to reading is stimulating and motivating.

Fluency

Students progress from 1st to 6th grade from reading in which they allow themselves to self-correct (accuracy), decode with pauses between each word (speed) and respect only full stops and question marks (prosody), to reading in which they accurately decode each term, automatically read all the words in the text (speed) and respect the prosody indicated by all punctuation marks.

Vocabulary

Vocabulary will be worked on in two ways: incidental learning and direct instruction. Through incidental learning, learners will be able to learn a large number of words by encountering them in various communicative situations. Direct instruction teaches strategies for inferring the meaning of unknown words and teaches words that have greater semantic complexity and are relevant to the comprehension of texts appropriate to the learners' level. In addition, work is done in the classroom on the correct use of dictionaries in both English and Spanish.

Prior Knowledge

Students are taught to activate their prior knowledge before reading independently, to relate what they read to aspects of their own reality and to reflect on what they understand (and do not understand) from the reading.

Motivation for reading

In order to acquire a taste for reading from an early age, we work through the appropriate selection of numerous texts, the implementation of a daily reading plan with access to classroom libraries, the frequent use of the library and the use of ICT resources.

Strategies for Reading comprehension

Explicit and systematic teaching of reading comprehension strategies is intended in three stages: teacher modelling, student-guided practice and independent practice.

Appropriate selection of texts:

In order to develop reading comprehension, it is essential to familiarize them with a wide repertoire of literary and non-literary texts appropriate for each level, considering the quality of the writing, a variety of topics, the children's interests and the level of lexical and grammatical complexity involved. The texts selected to develop the reading objectives should present a balance between being comprehensible and yet challenging enough to make learners progress and feel stimulated by them.

Writing:

It is essential that learners master the skills necessary to express themselves effectively through writing and use it as a tool for learning, since writing satisfies multiple needs: it allows for gathering, preserving and transmitting information of all kinds, expressing interiority and developing creativity, communicating and convincing. Writing also makes it possible to clarify and order ideas so that they can be expressed coherently. At the same time, it requires the writer to put him/herself in the place of the addressee, which is a great challenge for students in the early years.

In this sense, the objectives in Writing that are developed are:

- Write frequently to develop creativity and express ideas.
- Write literary and non-literary texts:
 - organizing the text according to the appropriate structure.
 - using paragraphs to organize ideas
 - using sentences that have coherence
 - using appropriate connectors
 - adapting the language to the communicative situation (formal-informal)

- Plan, write, revise and edit their texts to satisfy a purpose and convey their ideas clearly.
- Expand their expressive capacity, using the resources offered by language.
- Write correctly to facilitate the reader's understanding, applying all the rules of literal, accentual and punctuation spelling learnt in previous years.
- Add sources used where appropriate, following APA format. In order to start citing in a gradual way, the following is taught for book quotations:
 - In 1st. And 2nd. Junior School: Author, title and publisher.
 - In 3rd. And 4th. Junior School: Author, year, title and Publisher.
 - In 5th. And 6th. Junior School: Author, year, title, Publisher and location.

It is done in the library, but a formal protocol needs to be followed in the classroom.

- For citation of web pages, it is taught:
 - In 1st and 2nd grade: Title and Link.
 - In 3rd and 4th grades: Title, Year, Link.
 - In 5th and 6th grades: Author, Year, Title, Title, Platform, Link.

Learning to write involves a number of processes, situations and skills, which are described below:

Free writing and guided writing.

Writing will be approached from two approaches in order for learners to develop skills. Free writing promotes experimentation with different formats, structures, media and registers that students can choose and use according to their communicative purposes.

Guided writing helps learners to learn different ways of ordering and structuring their ideas according to their purposes and the type of text under study. Understanding for what and for whom one writes is a principle that guides the learner on how to carry out the task. Therefore, writing tasks related to projects, interpersonal communication, transmission of knowledge learned in other subjects, among others, are proposed.

To achieve this, the stages of modelling, guided practice and independent practice are incorporated so that students learn to use the resources to improve their writing.

To stimulate students' writing, spaces will be provided where they can share their writing, allowing them to make sense of their texts and experience the effect they have on others. These include participation in inter-school cultural events such as the Young Author's Event, Drama and Literature Event, Lyrical Encounter and Narrative Encounter of the Association of British Schools in Chile (ABSCH) and participation in external competitions such as those of the Children's and Young People's Book Fair (Feria del Libro Infantil y Juvenil).

Writing as a process

Writing is a process and as such students are taught to set purposes, deepen ideas, work with others and share their creations. In this way, they learn that there are multiple opportunities to modify a text before it is finished, including the possibility of getting feedback from others before a final version is achieved. The activities suggested to develop the writing process are geared towards the student acquiring the tools to become an increasingly independent writer, being able to achieve a variety of purposes and express their creativity, ideas and knowledge

Language skills

The learning of spelling rules and conventions is addressed as a necessary element to convey written messages clearly. In this way, students develop the notion that correct spelling is indispensable for communicating a message and that the habit of proofreading texts is intended to make them easier to read and understand.

Likewise, the study of grammar aims to put this knowledge at the service of communication, and to enable students to broaden the resources used in their written and oral productions.

Vocabulary is encouraged to be varied and appropriate to each communicative situation, in order to achieve their purposes through writing.

Oral Expression

Speaking enables learners to communicate knowledge, explore ideas, analyze the world around them and share opinions. During the early years of schooling, interaction with adults and among learners becomes particularly important as a means of acquiring vocabulary and knowledge, and developing the ability to express and understand in a variety of situations. Through oral presentation and class discussion, students learn to express and respond coherently and to adapt to a variety of communicative situations.

Students participate in a variety of formal and informal speaking situations, such as interactions during class, oral presentations for specific purposes, exchange of opinions on a variety of topics, etc.

The objectives in Oral Expression that are developed are:

- Express themselves clearly and effectively in oral presentations to communicate topics of interest to them.:
 - Presenting ideas clearly and coherently
 - Supporting arguments with examples and data.
 - Organizing ideas into an introduction, development, and conclusion.
 - Using varied and precise vocabulary and a formal register appropriate to the communicative situation.
 - Correctly using grammatical structures.
 - Pronouncing clearly and using an audible volume, appropriate intonation, pauses, and emphasis.
 - Using gestures and body language appropriate to the situation.
 - Effectively using supporting material.
 - Presenting without reading from a written text.
 - Citing sources (working with references).
- Producing spontaneous or planned oral texts of various types to develop expressive ability, such as poems, narratives, and dramatizations.
- Expressing oneself appropriately in everyday situations, greeting, respecting turns, using courtesy phrases when necessary, etc.

Oral expression is developed by taking the following dimensions into account:

Interaction

Interaction allows students to become communicators capable of clearly expressing what they wish to convey. To achieve this, they learn a series of strategies that enable them to participate appropriately in various conversations: who initiates the dialogue, how to maintain and change

topics, how much information to give, how turns in speaking are exchanged, and how courtesy is practiced.

The teacher models how to engage in a good conversation so that the communicators express clearly what they want to convey, achieve their goals, and feel valued and listened to by others. Furthermore, the teacher can help students enhance their oral interactions through actions such as providing space for them to share their opinions.

Another valuable space for interaction to practice their communication skills is peer-to-peer communication, where they can organize tasks, share learning strategies, explain, etc.

Oral Expression

For students to become effective communicators, it is necessary to stimulate them through enriching, diverse, and meaningful interactions, and to intentionally develop their expressive abilities through the explicit teaching of tools and good models of oral expression.

Teachers help students develop oral presentations by providing timely and constructive suggestions, in a respectful manner and in context, on aspects that need improvement as soon as they are identified.

Students plan their oral presentation activities, practicing the skill of presenting a topic to an audience. This not only builds their self-esteem but also contributes to creating the habit of questioning the world, reflecting on their opinions about their surroundings, and seeking explanations for everyday phenomena.

An important group opportunity for oral expression is the Civic Acts or "Assemblies," where each month a class presents a topic of general interest to the other classes in their section. Additionally, students participate in inter-school cultural events such as the Young Author's Event, Drama and Literature Event, Encuentro de Lírca, and Encuentro Narrativo of the Association of British Schools of Chile.

It is essential that students reference the sources consulted for their oral presentations (the analysis and use of sources must be taught across all criteria). Therefore, from Year 1, students are taught to mention at least one source with its title and author. If the oral presentation is accompanied by visual aids, such as a poster or an audiovisual presentation

like PowerPoint or Prezi, these must contain source citations, following the format outlined in this document under Writing.

Listening Comprehension

For students to effectively integrate into society, it is necessary for them to understand and evaluate what they hear. Comprehension involves understanding the subject being discussed and being able to engage with, expand on, and apply it in various situations, fostering reflection.

Students' listening comprehension is developed by exposing them daily to varied interactions, followed by opportunities for discussion. This practice demands attention and concentration, increases students' vocabulary, and broadens their knowledge of the world.

Students develop listening comprehension through actions such as:

- Establishing a purpose before listening to a text.
- Activating prior knowledge about what they are going to hear, then guiding students to relate it to new information.
- Asking open-ended questions and leading conversations about what was heard.
- Recapping or summarizing what they have listened to.
- Reflecting on how much they have understood and asking about anything they did not.
- Listening to well-crafted speeches as models of expression.

The listening comprehension objectives developed are:

- Understanding and enjoying stories narrated or read by an adult, and listening to oral texts to gain information and develop curiosity about the world:
 - Relating the ideas heard to personal experiences and prior knowledge.
 - Extracting and recording relevant information.
 - Asking questions to clarify or develop an idea.
 - Clarifying the meaning of a word.
 - Comparing information within the text or with other texts.
 - Formulating and justifying an opinion on what was heard.
 - Identifying different points of view.
- Appreciating plays, films, or performances by discussing relevant aspects of the story, describing the characters based on how they speak and behave, explaining

how the actors express different emotions, and identifying some techniques used to create an effect on the audience (such as sound effects, music, lighting effects, etc.).

- Interacting according to social conventions in different situations, being able to listen attentively to others and take turns in conversation

Promotion of the languages learned at Wenlock

The promotion of languages is a continuous process, and it is essential to encourage their use outside the classroom as well. Therefore, at Wenlock School, spaces are created to promote this, such as:

- Students attend theatre performances in both English and Spanish.
- Students participate in Civic Acts or “Assemblies” on topics of general interest.
- Bulletin boards where students display their work.
- Correct use of both English and Spanish, inside and outside the classroom.
- Encouragement of English usage in spaces outside the classroom, such as the library, dining hall, laboratory, and others.
- Award ceremonies where students deliver speeches.
- The school magazine, which showcases a selection of students’ work in both languages throughout the year.
- Presentations to parents during or at the end of the year (Open Day or End of the Year Show), both in English and Spanish.

Likewise, it is a priority that teachers and school staff become part of this linguistic policy, regardless of the subject they teach or the role they play. For this reason, the correct use of languages is encouraged in all areas of the school. Furthermore, cross-disciplinary training courses are provided so that all teachers promote the correct use of languages in their subjects and support the development of the four language skills.

v. Senior School

In Senior School (Years 7 to Year 12), linguistic skills in both languages are further developed and consolidated, and students are prepared to take national external exams (SIMCE, PAES, DÍA) as well as international exams such as B1 Preliminary, the International General Certificate of Secondary Education (IGCSE) from the University of Cambridge, and the exams of the International Baccalaureate Organization (IBO). These exams assess the students’ proficiency in both languages, aiming to equip them with better conditions for when they enter Higher Education and the workforce.

All teachers, across different subjects, facilitate and promote communication in their pedagogical work. This is reflected in their lesson planning and, consequently, in their classes, where they incorporate the fundamental areas of Spanish language teaching: reading, speaking, writing, and research.

These areas are not only considered in every class designed but also in the application of various assessment tools that teachers use to evaluate students. Such methods include oral presentations, essays, theatrical performances, declamations, articles, research papers, literary and non-literary text analysis, forums, debates, round tables, discussion panels, and more.

The assessment tools are created based on rubrics and specification tables, which are extremely useful when the Language and Literature teaching team conducts the analysis of the results. This analysis allows for timely interventions and pedagogical practices to be implemented, ensuring that students achieve the desired learning outcomes. Therefore, this process is crucial in language teaching.

Additionally, teachers facilitate the development of these skills, ensuring opportunities for students to apply and develop them across all subjects.

The goal is for students to strengthen their communication skills, working towards an increasingly autonomous level of reflection, expressive fluency, and clarity in argumentation and exposition. Teachers, deeply knowledgeable about the linguistic and literary content of the subject, act as guides and facilitators, effectively leading the step-by-step process of this development. In this way, students are encouraged to appreciate the extensive use of their mother tongue in their daily communication and to develop an analytical and critical perspective on the various discourses present in their sociocultural context, across subjects, and beyond.

First language: Spanish

- The teaching of the first language is centred around a series of cognitive skills that are progressively strengthened from Year 1, consolidating the level of complexity in the corresponding Senior School levels.
- Fundamental activities are developed for each year group, providing support for the aforementioned gradual progression.
- The processes are reviewed to identify the linguistic needs of each student through the Language Department.

- Additionally, the effectiveness of differentiation strategies for students with specific language learning needs is monitored through the DAPP (Psychological and Psychopedagogical Support Department) with the PACI (Individualized Curriculum Adjustment Plan) file, in coordination with the students' external specialists

7th. Grade:

- Development of research opportunities.
- Writing of literary and non-literary texts in various formats, such as letters to the editor, alongside a systematic effort to expand vocabulary.
- Oral expression through prepared or spontaneous dramatizations based on poems, stories, etc., all monitored using rubrics with clearly defined criteria, which are shared with students beforehand.
- Oral expression is also practiced through individual presentations of news, which each student must deliver twice per semester.
- Every week, one hour is dedicated to working on reading comprehension skills, with an emphasis on Competency 1: Identifying and locating information. Additionally, reading comprehension is reinforced through the monthly reading assignments and the lessons associated with them.

8th. Grade:

- Development of research opportunities.
- Writing of literary texts (for example, composing a detective story) and non-literary texts in various formats, recognizing basic grammatical forms, alongside systematic vocabulary expansion.
- Oral expression through prepared or spontaneous dramatizations based on poems, stories, etc., all monitored using rubrics with clearly defined criteria, shared with students beforehand. Additionally, students analyze advertising posters, which they must present and discuss orally in front of the class.
- Every week, one hour is dedicated to working on reading comprehension skills, with an emphasis on Competency 1: Identifying and locating information. Reading comprehension is further reinforced through monthly reading assignments and related

1° Medio:

- Development of research opportunities, such as studying authors from the Romantic period.
- Oral expression is practiced in every class, but there is a formal instance with the debate held during the year, where students form teams to defend or oppose a thesis they have chosen.
- Critical reading of texts on various themes and in different formats. For example, students read texts from the Romantic period, essays on Latin American identity, and stories by Manuel Rojas and Julio Cortázar, among others.
- Each week, one hour is dedicated to developing reading comprehension skills, with an emphasis on Competency 2: Interpretation. Additionally, reading comprehension is reinforced through monthly reading assignments and related lessons.

2° Medio:

- Development of research opportunities.
- Analysis of non-literary texts through oral presentations, such as when students present their short film project.
- Oral expression is practiced by reciting a poem from the Golden Age, having previously worked on oral expression and dramatization.
- Creation of a digital text: Students create a meme based on a given chapter from the first part of *Don Quixote of La Mancha*.
- Development of a creative project: Collective production of a short film based on the anthology of Latin American stories they have read.
- Each week, one hour is dedicated to developing reading comprehension skills, with an emphasis on Competency 2: Interpretation. Reading comprehension is also reinforced through monthly reading assignments and related lessons.

Years 11 and 12 (IB Diploma Programme):

- Development of research opportunities, both for oral assessments and essays.
- Application of reading comprehension strategies in both continuous and discontinuous texts of varying complexity.
- Development of oral assessments based on a global issue chosen and analyzed in two texts: one literary and one non-literary.
- Writing of a journal in which they complete tasks, respond to questions about the texts, and research topics of personal interest related to the readings.

- Production of essays based on one of the course concepts and some of the studied texts and corpus.
- Analysis and presentation of their reflections to the class, based on the analysis of advertising posters and photographs, such as those of Benetton and Diane Arbus.

Note: APA citation and referencing standards are applied in all written work

development and maintenance of all students' mother tongue" (International Baccalaureate Organization, 2008, p.1). At Wenlock, the development and maintenance of all students' mother tongue is supported through strategies that extend beyond the Language subject and can be integrated across other areas of learning:

- By reading various written sources in Spanish in subjects such as History.
- Through the systematic promotion of vocabulary acquisition and its use according to context.
- By writing a variety of literary and non-literary texts, such as laboratory reports and historical research papers.

Regarding the concepts of inclusion and equality, the IB Organization establishes that every institution must ensure "inclusion and equal access to IB programmes for all students, including those whose mother tongue is not the language of instruction" (International Baccalaureate Organization, 2008, p.1). In this regard, Wenlock School declares that:

- From Year 11, all students take the Spanish A: Language and Literature course at Higher Level, with the opportunity to pursue the Diploma and sit their exams in November.
- Students are also given the option to write their Extended Essay either in their mother tongue or in their second language, thus strengthening both languages.
- Students who have documented and certified differentiated assessments by the relevant specialists have the option to inform the IB coordinator, who will request the protocol for students with specific needs regarding access to assessments. For example, students with a slower pace than the standard average may be granted extra time for exams.
- Every year, both students and parents are introduced to the Diploma Programme.

In terms of promoting the host country's language, Wenlock achieves this through various activities:

- The daily development of a Reading Plan.
- Regarding the list of complementary readings for each year group, the selection will consider the readings previously chosen in Junior School and the suggestions from the

Library staff, in addition to the list recommended by the Ministry of Education (MINEDUC).

- From Year 7 to Year 12, an equitable number of literary works, both in Spanish and high-quality translations, are studied to encourage proper language use.
- During Language and Literature classes, teachers and students communicate orally and in writing in Spanish that is appropriate to the situation and the context of communication, using a variety of terms aimed at enriching students' vocabulary, while fostering constant reflections on the correct use of language depending on the context.
- Students are also encouraged to participate actively in literary competitions, such as the ABSCH competitions and the *Wenlock in 100 words* contest, organized by the English, Language, and Library departments.
- Finally, teachers accompany students to reflections on narrative creation and theatrical performances, not only of classical works but also contemporary collective creations

Regarding the resources and activities used "to engage parents in the planning of their children's linguistic profile and development" (International Baccalaureate Organisation, 2008, p.1), it is important to formally share the language policy with parents and publish it through the school's communication channels, ensuring that they are informed in a timely manner and understand their role in supporting the promotion of the mother tongue within the educational community.

Wenlock School is an institution that is open to the community and involves parents in its academic, ethical, and cultural activities. Therefore, the school will ensure the inclusion of various workshops during parent meetings or other events, helping families understand the importance of their role in the development of their children's basic linguistic competencies.

In line with this, the school will create opportunities for talks and participatory dialogues and reflections on various national and international issues (such as current events), where the correct use of both languages is encouraged. Parents will be invited to participate in these discussions as speakers, showcasing the proper use of the mother tongue or a second language. To promote parental responsibility in their children's linguistic development, they will be invited to attend theatre performances and other artistic expressions organized and ideally performed by the school's students, which involve extensive use of the Spanish language.

Additionally, in some years, the Senior School Language Department has sent parents a summary of each assigned reading, detailing the themes covered in the books and suggesting

questions they could ask their children at home. This allows families to stay informed about the monthly readings and facilitates discussions around these works.

VI. Regarding the English language

English teachers in Senior School facilitate and promote communication in their pedagogical work. This is reflected in their lesson plans and classes. The foreign language should be taught in the following areas:

| AREA | CLASSROOM ACTIVITIES |
|-------------------------|--|
| Reading comprehension | Literary texts - Novels - Poems - Theatre plays - Short stories Nonliterary texts - Articles - Emails |
| | - Article extracts - News (magazines and newspapers) - Blogs - Web pages - Scientific studies |
| Listening comprehension | Movies Videos Audios (B1 Preliminary/IGCSE/IB Language Literature and language B) TED talks Documentaries |

| | |
|--------------------|--|
| Oral Expression | Oral presentations Role-plays Interactive oral presentations Individual oral presentations Discussion Debates Forums |
| Writing Expression | Essays Articles Letters (formal and informal) Reviews (books and movies) Research Literary and nonliterary texts analysis Blogs Articles Proposals Instructions sets Triptych Reports |
| Research | On different topics related to the unit or reading books |

Assessment Instruments

The assessment instruments are crafted based on the specification tables of the international programmes taught (B1 Preliminary, IGCSE, and IB). In the case of literary components, the assessment instruments consider both the process and the outcome. The results are evaluated using the corresponding specification tables.

Teachers facilitate the teaching of the four skills to ensure that students develop and apply them in various areas of their lives, both academic and non-academic. Our aim is for students to strengthen their communicative and receptive skills to achieve a level of autonomy in oral and written expression, alongside clarity in argumentation and exposition.

We act as guides and facilitators in this process, encouraging students to appreciate the extensive use of the host language in everyday communication and to develop an analytical

and critical view of the various discourses that exist within both their sociocultural context and others.

The teaching of the host language is centred around a series of cognitive skills that are progressively strengthened from Infant School, consolidating the level of complexity from Seventh Grade to Fourth Year of Secondary Education.

Activities are based on a gradual approach depending on the students' level:

Seventh Grade:

- Review of basic grammatical structures, incorporating complex structures.
- Reading of literary and non-literary texts to enhance vocabulary, discussion, critical thinking, and viewpoints.
- Review of the elements of a novel, such as plot, characters, conflict, and themes.
- Audiovisual support (videos, interviews, talks, documentaries, and films) to reinforce the thematic content being addressed.
- Oral expression: spontaneous discussions based on thematic axes with formative assessment.
- Preparation for the international B1 Preliminary exam across its three components.
- Development of research work using primary sources.
- Writing of literary and non-literary texts.

All these activities will be monitored using rubrics and specification tables known in advance to the students.

Eighth Grade:

- All the aforementioned activities are carried out at the seventh-grade level.
- Consolidation of grammatical structures and vocabulary required for the B1 Preliminary international exam.
- Systematic practice with summative assessment of the four components of the B1 Preliminary exam.
- All these activities will be monitored using rubrics and specification tables known in advance to the students.
- Intensive and extensive reading of literary and non-literary texts evaluated through class discussions, analysis of quotes, projects, videos, written expressions such as letters, diary entries, and short stories, as well as personal opinions.
- Review of the elements of a novel, such as plot, characters, conflict, and themes.

Ninth Grade:

| |
|--|
| IGCSE First Language |
| All of the above is carried out at the eighth-grade level. |
| Intensive and extensive reading of literary and non-literary texts is conducted both in groups and individually. |
| Review of the elements of a novel, such as plot, characters, conflict, and themes. |
| Written production of different types of texts, using appropriate vocabulary and register according to the task. |
| Intensive and extensive oral production through the use and creation of various media, such as videos, short films, movies, projects, presentations, group discussions, forums, debates, among others. |
| Directed and explicit teaching of descriptive and narrative texts according to the gradual IGCSE 1st plan. |
| Focus on lexical units, literary devices, and their effect in different types of texts. |
| All of these activities will be monitored using rubrics and specification tables that are previously known to the students and based on the IGCSE 1st Language specifications |

Tenth Grade:

| |
|----------------------|
| IGCSE First Language |
|----------------------|

All of the above is carried out at the first-year level.

Intensive and extensive reading of literary and non-literary texts is conducted both in groups and individually.

Review of the elements of a novel, such as plot, characters, conflict, and themes.

Written production of different types of texts, using appropriate vocabulary and register according to the task.

Intensive and extensive oral production through the use and creation of various media, such as videos, short films, movies, projects, presentations, group discussions, forums, debates, among others.

Directed and explicit teaching of narrative and argumentative texts according to the gradual IGCSE 1st plan.

Focus on lexical units, literary devices, and their effect in different types of texts.

All of these activities will be monitored using rubrics and specification tables that are previously known to the students and based on the IGCSE 1st Language specifications

Eleventh Grade, Diploma programme (IB):

- All of the above is carried out at the second-year level.
- Application of reading comprehension strategies according to the components of the Language A and Language B exams.
- Comprehensive studies of literary works using reading comprehension strategies such as inferring, deducing, analyzing, applying, synthesizing, and evaluating, both orally and in writing. It is also important to mention the literary stylistic elements that are identified during reading.
- Review of the elements of a novel, such as plot, characters, conflict, and themes.
- Informative and Persuasive Texts: instruction sets, brochures, flyers, and advertisements.
- Professional texts: reports, proposals, formal letters/emails, among others.
- Development of a creative text based on one of the literary texts studied over the two years of the programme, according to the requirements and structure expected by the IB programme.
- Oral production based on class discussions, interactive work between two or more students, such as role-plays, discussions, oral reports, debates, and round tables.
- All of these activities will be monitored using rubrics and specification tables that are previously known to the students.
- Development of creative written texts:

- Expressing an opinion: argumentative essays and speeches.
 - Personal writing: diary entries, personal letters/emails, blogs, and personal opinions.
 - Journalistic articles: news, magazine articles, interviews, and reviews of films and/or books.
 - Informative and persuasive texts: instruction sets, brochures, flyers, and advertisements.
 - Professional texts: reports, proposals, formal letters/emails, among others.
 - Oral production based on class discussions, interactive work between two or more students, such as role-plays, discussions, oral reports, debates, and round tables.
 - All of these activities will be monitored using rubrics and specification tables that are previously known to the students.
- Responding to literary and non-literary passages, demonstrating knowledge and understanding of these.
 - Development of research instances, both for oral exams and essays.
 - Oral assessments based on a global question chosen and analyzed through two texts: one literary text and one non-literary text.
 - Production of essays based on one of the concepts of the course and some of the texts and corpus studied.
 - Students analyze and present their reflections based on the analysis of illustrators such as Liza Donnelly, Shamsia Hassani, Ann Telnaes, and Pawel Kuczinski; analyse the works of photographers Annie Leibovitz and Alfredo Jaar; and advertising campaigns such as those by Dove and The North Face.

Twelfth Grade, Diploma programme (IB):

- All of the above is carried out at the third-year level.
- Application of reading comprehension strategies according to the components of the Language A and Language B exams.
- Comprehensive studies of literary works using reading comprehension strategies such as inferring, deducing, analyzing, applying, synthesizing, and evaluating, both orally and in writing. It is also important to mention the literary stylistic elements that are identified during reading and to analyze the effect of these elements on the reader.
- Review of the elements of a novel, such as plot, characters, conflict, and themes.
- Writing of creative texts.

- Expressing an opinion: argumentative essays and speeches.
- Personal writing: diary entries, personal letters/emails, blogs, and personal opinions.
- Journalistic articles: news, magazine articles, interviews, and reviews of films and/or books.
- Analysis and evaluation of how the use of language creates meaning.
- The use and effect of literary, stylistic, rhetorical, and visual techniques.
- Exploration of the relationships between different texts.
- Interpretation of texts and their meanings and implications.
- Interpretation of the contexts in which the texts were written.

During the teaching and learning of English as a second language, consideration will be given to the mother tongue, as new learnings arise from that relationship, which are equally relevant when learning a second language. This process is framed within the context of activating prior knowledge to build upon that foundation.

To support the development and maintenance of the mother tongue, the following will be considered:

- The gradual linguistic progress and development of the mother tongue for its incorporation, systematization, and comparison, when relevant, with the second language.
- Activation of prior knowledge and linguistic strategies in the mother tongue for subsequent application in the second language, with particular emphasis on reading and lexical strategies.
- Particular attention will be paid to these difficulties of transfer from the mother tongue to the second language.

"Inclusion and equality of access to IB programmes for all students, including those whose mother tongue is not the language of instruction."

- The English B and English A: Language and Literature programmes are offered, both at a high level, with the possibility of developing the diploma programme and/or course in November of the second year of the programme.
- Students can also develop their extended essay in the second language, reinforcing and consolidating the learning process and the second language.
- The IB programme is presented annually to both parents and students.
- Since translations are not used, the learning of the second language never competes with that of the host country; it is complemented when there are vocabulary doubts

that prevent the student from expressing themselves in the second language. Furthermore, distinctions are made between the mother tongue and the second language that may cause conflict and interference between the two languages.

“Resources and activities will be utilized to involve parents in the planning of their children's linguistic profile and development”.

- Parents can familiarize themselves with their children's linguistic development in the second language through the bulletin board, which displays their work. Additionally, the school community is engaged through the annual school magazine, which presents activities and work completed throughout the school year.
- Signage and notices are written in the second language to promote its extensive use.

VII. Role of the Library and Learning Resource Centre (LRC)

Presentation

The library or LRC of the school directly supports the curricular processes of both students and teachers at the establishment and is dedicated to the learning of the mother tongue and English. To achieve this, it conducts systematic activities aimed at promoting reading across all classes from Kindergarten to Year 6, as well as indirect reading promotion actions with Senior students. Moreover, we focus on developing information and research skills with students from Kindergarten to Year 12. All activities organized to promote reading from a complementary perspective to the curricular role of teachers aim to broaden the world in which students live through books, authors, and information, preparing them to enter and be active participants in today's democratic society—a knowledge society that will require defined informational competencies and skills, understanding that learning is a lifelong process and that each individual is a protagonist in it.

In general terms, students use the library and its resources daily. We provide a space that includes various types of reference works, and upon request from teachers, we prepare sets of specific books by theme, globes, maps, posters, among others. The library is equipped with internet access via Wi-Fi and two PCs exclusively for research purposes. This number will increase over the years if necessary, as students have access to a technology room with 30 computers in another area of the school.

To support the work of both languages in each class, students have access to a collection of books in classrooms (Classroom Collections), which are managed from the library. The selection of titles that make up this collection, with a ratio of 1:2 (approximately 50 books per classroom), adheres to defined criteria, such as: books of fiction and non-fiction or informative texts, a balance between both languages, and fictional readings suitable for different reading levels to allow students to encounter challenges while also finding themes of interest to their age group and reading levels that offer security. The thematic variety aims to activate prior knowledge (from previous years and/or months) and also presents attractive covers that seem particularly motivating. These collections are rotated every two months to prevent students from becoming accustomed to viewing reading as something static, allowing them to perceive reading as a dynamic and living activity that is always in motion. Given the permanent presence of these collections in classrooms (from Kindergarten to Year 6), students have access to freely available reading materials from their early school years, becoming accustomed to exploring books as something close, entertaining, and a potential source of real study or leisure time in their lives

The Librarian's Collection

To facilitate access to the library collection, we maintain a thematic order, and in the case of the Infant and Junior sections, this thematic organization is associated with colours. For the Senior collection, the arrangement is also thematic, linked to the curricular subjects. Daily use during breaks or study periods is unrestricted, as we have an open shelf system that allows students direct access to the books they need to review, thereby fostering their autonomy in searching for reading materials for their research. The collection of information resources for children in the Infant and Junior sections is 70% in English, reinforcing our goal in the early levels of basic education to introduce English alongside their mother tongue, Spanish.

Reading Promotion and Engagement

Promoting reading is an essential tool as it paves the way for becoming a good reader; thus, we understand our role as a bridge between students, families, and teachers. Students work with us during story hours, engaging with literary and informative readings throughout the year in sessions held every two weeks for one hour. The read-aloud sessions are accompanied by the chosen book, which is often coordinated with their subject teachers and/or with the Curriculum Bases to align with topics being discussed in class at that time.

The interest in fostering readers is present in all the activities we conduct with them in the library. Throughout the year, we coordinate visits from authors and illustrators as part of their Annual Reading Plan, invite oral storytellers to showcase different techniques related to reading, organize cultural exhibitions, arrange Book Fairs, and coordinate with teachers for Theatre Units to present plays in the library. We also promote reading through the celebration of Book Month, during which library hours are replaced with theatrical games, inviting students to perform free adaptations of classic tales (which we have read in previous weeks) using props rather than costumes, allowing children to take on roles such as princess, prince, dragon, butterfly, cat, bear, duck, etc.

Research Space

The library reading rooms are used on a fixed schedule, and typically, classes from Year 4 to Year 12 have permanent access to them, registering for a weekly work slot. The coordination of books, tablets, and/or access to the internet necessary for research is organised in advance to ensure that students and teachers use their time efficiently. The progression of this process throughout the school years (from Year 1 to Year 12) will vary depending on the students' maturity and the autonomy we aim to develop in each individual. Currently, the years of Early Education (Infant) only involve keeping books accessible to them at all times, both in their classrooms and in common areas such as the multipurpose room. This collection should rotate systematically, adhere to a ratio of 2:1, maintain a balance between informational and literary books, and always consider books in both languages.

Research Projects in the Library / Development of Information Skills

The participants involved in this process are connected through a dual-character learning process; on one hand, it focuses on the content associated with the research itself, while on

the other, it offers students the opportunity to learn a working methodology for addressing research (both paper and digital) on a topic. This gradual method is to be developed from the early years of schooling with the aim of fostering an awareness of the importance of questioning the world around them, discovering their own answers to their queries as a means of engaging in serious, orderly research that allows them to integrate new knowledge throughout all their years of study, and later applicable to their lives in adulthood.

Objectives

Research guidelines will be established by the teacher, and they will be directly related to the school's curriculum for each subject. Ideally, we will start at the begin of a unit, so that the methodology is explained in class and the practice takes place on-site in the library.

Agreements for Conducting Research:

- **Focused on a Specific Topic:** The research that each group or child undertakes must be clear to everyone involved; this implies ongoing mediation with their teacher.
- **Preliminary Explanation:** The teacher should provide an overview of the topic and its relevance to the subject before bringing students to the research space, particularly for classes between Year 4 and Year 6 (Library Reading Room or Computer Room). This ensures that students understand the purpose of their visit and appreciate the time they will need to invest in it.
- **Understanding Work Modalities:** It is also important that students are aware of the working modality proposed by the teacher: group work (how many members?), individual work, or pair work to avoid wasting time and/or disrupting organization and workflow.
- **Written Work Guide:** This guide should be prepared by the teacher for all research projects that require the class to visit the library more than once. This aids in the students' ability to organize both personal and group time, as well as the librarians' preparation for their visit, ensuring that we are attentive to assisting with the delivery of necessary information to each individual. Facilitating the completion of their research is a key part of our daily mediation with students at all levels.

- Guided Discussion: Before assigning the research task to students, it is important for the teacher to discuss with us (especially if it involves different topics or the selection of different animals, etc.) to review the existing materials on the subject before assembling the task. This helps prevent the proposed content from being too broad or inadequately covered by the existing collection or overwhelming students with excessive sources of information. This should involve at least one prior visit from the teacher to the library. For example: A student work guide prepared by the teacher that directs the requested work. Often, this will also serve as the basis for creating the evaluation rubric that will later score the student's work.
- Integrity and Bibliographic Citations: The student must cite all sources reviewed to obtain information in their bibliography, thereby understanding from an early age the importance of recognizing where they have sourced the necessary information to develop their work. This will also enable them to revisit previously reviewed sources if they need to revisit a topic, and to recognize the chain of human knowledge of which we are all a part.
- Explicit Guidelines from the Teacher: The teacher should explicitly define whether students can search the internet simultaneously (library has 2 PCs—by turns); it is also important to coordinate whether this work will involve borrowing materials home, so as not to leave any class/group without books during their next visit.

Occasional Research Projects

Students from higher grades (Middle Education) come to work in the library during their free time, depending on the personal time they allocate to researching or reading a topic. To support this service, the library offers hours that extend beyond both school schedules (arrival and departure). In addition, we provide a comfortable, bright, and warm physical space for students to settle in and study. Often, these projects occur during class times or when students are not attending sports practice due to medical reasons.

Book Loans in Classrooms and at Home

The library provides a home loan service for all materials in the collection, with few exceptions. This service is primarily accessible to all teachers and students of the school autonomously from Kindergarten, and with the support of their guardians from Play Group and Pre-Kindergarten. Secondly, the school community, including guardians, alumni, and

staff, also have access to this benefit. The collection is extensive and varied, allowing students of all levels to borrow materials according to their personal interests or curriculum requirements, with no limit on the number of works borrowed. Students enrolled in the IB Diploma Programme can borrow books for as long as they need, renewing them as necessary. Additionally, during summer or holiday periods, the collection remains available, offering a continuous opportunity for reading.

VIII. IB Diploma Programme

Students in their third and fourth years of Secondary Education undertake the IB Diploma Programme over two years, guided by the Language Policy. The school offers the following subjects:

- **Spanish A: Language and Literature (Higher Level):** This is complementary to the compulsory content from the Ministry of Education.
- **English B: Language (Higher Level)**
- **English A: Language and Literature (Higher Level)**

In these subjects, students will be able to take courses and obtain the relevant certificate, or they may participate in the subjects of the Diploma Programme.

IX. Links to Other Documents

This policy is related to the school's Evaluation Policy and that of the International Baccalaureate, as it utilises and applies the assessment criteria assigned to student work in each subject.

Based on the school's Educational Project (PEI), it embodies the philosophy and principles of the school for the application of this policy.

The Special Needs Policy is closely related, as it dictates and applies differentiated methodologies and assessment for students with special needs. This process is managed in conjunction with the model from the Ministry of Education.

Additionally, the document "Access and Inclusion Policy" (2022b) has been a foundation for drafting this policy and for intertwining with the policies of the Chilean Ministry of Education (Mineduc) regarding the matter.

It also relates to the guides of each subject within the Diploma Programme, which have been involved and described previously.

Communication

The community will be informed through various channels, including faculty meetings, IB teacher meetings, parent meetings, student councils, and the school's website.

Review

The first version of this policy was created in 2013, followed by a revision in 2017, leading to this third edition (2023). We expect to maintain periodic reviews to modify or add aspects that change and those that address the needs of our students. This review and future ones will be carried out by a committee composed of:

- The Principal of the school
- Head of Infant School
- Head of Junior School
- Head of Senior School
- Director of Studies, Junior School
- Director of Studies, Senior School
- Spanish Department
- English Department
- IB Coordinator

References

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

“Learning Stories.” (n.d.). An IB educator’s story about the role of librarians in multilingual learning communities. In *IBO Resource Centre*. Retrieved from www.ibo.org.

Ministry of Education. (2006). *Carpetas BiblioCRA escolar: Lecciones para usar la biblioteca CRA módulos entre pre kinder y 7º básico*. Retrieved from <http://www.mineduc.cl>.

- - . (2018). “Programa Pedagógico Primer Nivel de Transición de La Educación Parvularia”. En Mineduc: Unidad de Currículo y Evaluación. Obtenido de <http://www.mineduc.cl>.
- - . (2011). *Estándares para Bibliotecas Escolares CRA*. Mineduc. Unidad de Currículum y Evaluación. Obtenido de <https://bibliotecas-cra.cl/sites/default/files/publicaciones/estandarescra.pdf> - -
- .(2012a). “Lenguaje y Comunicación”. En *Bases Curriculares Educación Básica* (pp.33-43). Mineduc.
- - . (2012b). “Idioma Extranjero: Inglés”. En *Bases Curriculares Educación Básica* (pp. 221-227). Mineduc. Organización del Bachillerato Internacional. (2008). *Pautas para elaborar la política lingüística del colegio*. Obtenido de https://resources.ibo.org/ib/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c?lang=es
- -(2014). *Lengua y aprendizaje en los programas del IB*. Obtenido de https://resources.ibo.org/ib/resource/11162-occ-file-g_0_iboxx_amo_1109_1_e?lang=es
- - . (2022a). *Uso eficaz de citas y referencias*. Obtenido de https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-33700?lang=es
- - . (2022b). “Política de acceso e inclusión”. Obtenido de <https://resources.ibo.org/dp/topic/Access-and-inclusion/resource/11162-425081/?lang=es>
- - . (2023). *Procedimientos de evaluación del Programa del Diploma*. Obtenido de https://resources.ibo.org/dp/works/dp_11162-423301?lang=es

Wenlock School.(2022). “ProyectoEducativo Institucional”. Obtenido de <http://www.wenlockschoo.cl>