



**LANGUAGE**

**POLICY**

**GLOBAL ME**

# GLOBAL ME

## MISSION

Our mission is to foster the development of curious, creative children who are passionate about learning, autonomous, active in their communities, and engaged in contributing to a better and more peaceful world through respect and understanding of differences.

We believe that children have the whole world inside themselves, and this is the potential we want to help them reach.

## COMMITMENT

We are committed to providing an environment where students, parents, teachers, and staff are aligned with the same goal: to promote a school atmosphere that enhances each child's confidence, agency, creativity, and critical thinking.

## VALUES

Global Me is a school grounded in the socio-constructivist ideas of Piaget and Vygotsky, inspired by the Reggio Emilia approach conceptualized by Loris Malaguzzi. Here, we view children as active protagonists in their own learning process, teachers as co-authors of this process, and families as co-participants and co-responsible for their children's development. To this end, our pillars are cognitive, physical, social and emotional development, health and well-being. Reflection, ethics, respect for others, oneself, and the environment are values that permeate our actions.

# LANGUAGE POLICY

GLOBAL ME

## Student grouping at Global Me:

G1	1 year old by March 31st
G2	2 years old by March 31st
G3	3 years old by March 31st
G4	4 years old by March 31st
G5	5 years old by March 31st
Y1	6 years old by March 31st
Y2	7 years old by March 31st
Y3	8 years old by March 31st
Y4	9 years old by March 31st
Y5	10 years old by March 31st

# LANGUAGE POLICY

GLOBAL ME

Global Me is a Brazilian bilingual school where English is the primary language of instruction, and Portuguese—the birth language of most learners—is widely spoken in peer interactions. Our language policy supports a vision of bilingualism that is inclusive, dynamic, and socially grounded.

# Language Philosophy and Guiding Principles

## Multimodal Communication in Early Childhood

Inspired by Reggio Emilia, we believe children possess a hundred languages—ways of expressing, constructing, and communicating ideas. As Carla Rinaldi (2023) notes, “Children, especially the very young ones, understand each other without the language of words.” From infancy, children communicate through body language, gestures, facial expressions, and graphic symbols. These are all honored and supported at Global Me.

Loris Malaguzzi (1996) reminds us that “all languages, verbal and non-verbal, have the right to be fully developed in a process of mutual enrichment.” Language learning, therefore, begins before formal instruction, and our environments are designed to amplify expression in all forms.

## A Bilingual, Multicultural Commitment

Since 2004, Global Me has embraced bilingualism as a tool for inclusion, mobility, identity, and international-mindedness. Following the work of Liberali, Megale, and Vieira (2022), we believe that:

“Bilingual and multilingual education aims at promoting learners’ linguistic development focusing on transforming their actions in the world through intercultural education.”

Our students use language not only to communicate, but to **co-construct knowledge, express identity, and participate actively in society**. We embrace **translanguaging**—a flexible, strategic, and empowering practice that allows children to draw on their entire linguistic repertoires to make meaning (García & Lin, 2016).

## The Role of Educators

Educators at Global Me are co-constructors of meaning, playing a central role in supporting students' language development. They scaffold learning by modeling, questioning, and responding to learners in ways that invite dialogue and critical

thinking. By using students' home and school languages flexibly, educators personalize instruction and ensure inclusivity. They plan transdisciplinary language goals within the units of inquiry, creating meaningful connections across subjects and contexts. Teachers observe and document language development daily, using this knowledge to inform instruction and co-construct goals with learners. They also actively promote rich interactions that value listening, negotiation, and the expression of ideas and emotions. In line with Filippini and Giudici (2001), educators are responsible for recognizing all forms of language and for creating environments that foster interaction, imitation, shared meanings, and mutual respect.

### **The Role of the Library**

The school library has a rich and diverse book collection that includes literature and resources in English and Portuguese. Titles allow inquiry, connect to the units of study and reflect a variety of perspectives. Each classroom also has its own selection of books, which are free for students to access at any time.

One concept we deeply value at Global Me—and which aligns closely with both the Reggio Emilia approach and the IB programme—is International Mindedness. This means nurturing in children, from an early age, a sense of connection to the global community, encouraging them to appreciate the diversity of cultures and worldviews.

With this in mind, we invite each of our families to select and bring to school a children's book that represents their cultural or linguistic heritage. These books are part of a permanent special section of our library, dedicated to the concept of International Mindedness. We also encourage family engagement in developing reading skills, as students take a book home every week to read with their parents.

## **Language as a Right and a Tool for Citizenship**

Language is not just an academic skill—it is a human right, a vehicle for belonging, and a powerful means to transform the world. At Global Me, we affirm each child's right to use their home language as a vital part of their identity and learning journey. We recognize the value of diversity and difference in communication, understanding that language is a way of fostering empathy, respect, and agency. Multilingual learners are not viewed as being in transition, but as already complete, competent, and expressive individuals who bring rich linguistic and cultural repertoires to our community.

## **LANGUAGE PRACTICES AT GLOBAL ME**

English Language Continuum  
2026

The English language continuum represents the spectrum of language proficiency, register, and form, ranging from basic, informal, or spoken-like communication (BICS) to highly proficient, formal, and written-academic language (CALP).

### **Oral language—listening and speaking**

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers to create an oral text. A balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with

peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places).

### **Visual language—viewing and presenting**

The receptive process (viewing) and expressive processes (presenting) are connected and allow for growth in understanding; neither process has meaning except in relation to the other. These processes involve navigating and interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, digital or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples include advertisements, artworks, computer games, websites, movies, signs,

logos, maps, graphs, cartoons and performances. It is important to provide a balanced programme with opportunities for students to understand and use the structures and features involved in viewing and presenting text.

### **Written language—reading**

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that symbols, writing and print convey meaning and becomes concerned with trying to make sense of the marks on the page. Reading helps clarify ideas, feelings, thoughts and opinions. Literature offers a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Children learn to read by engaging with texts and through learning skills, integrating and practising these skills in meaningful contexts to develop fluency and build vocabulary. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they learn the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers

### **Written language—writing**

People use writing as a way of organizing and communicating thoughts, ideas and information in order to express themselves in a visible and tangible way. It is a personal act that grows and develops with the individual. In multimodal texts, writing

is often integrated with visual modes to reinforce meaning. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. Over time, writing involves developing a variety of skills, structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. The writer’s ability to communicate their intention and share meaning takes precedence over accuracy and the application of skills, as accuracy and skills grow out of the process of producing meaningful communication. Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

<b>G1 (Pre-A1 / Below A1)</b>	
ORAL LANGUAGE	<ul style="list-style-type: none"> <li>Responds to familiar voices, sounds, and intonation</li> <li>Uses gestures, babbling, and sounds to communicate needs</li> <li>Shows understanding of simple words and routines</li> <li>Participates in shared reading</li> </ul>
VISUAL LANGUAGE	<ul style="list-style-type: none"> <li>Attends to pictures, faces, and objects</li> <li>Looks at books and images with adult support</li> <li>Begins to associate images with meaning</li> </ul>
WRITTEN LANGUAGE READING	<ul style="list-style-type: none"> <li>Explores books as objects (holding, opening, turning pages)</li> <li>Notices marks and symbols in the environment</li> </ul>

<b>G2 (Pre-A1 / Below A1)</b>	
ORAL LANGUAGE	<ul style="list-style-type: none"> <li>Uses single words and emerging phrases</li> <li>Names familiar people and objects</li> <li>Follows simple instructions with support</li> <li>Participate in shared conversations, songs, and play</li> <li>Respond to simple questions and instructions</li> <li>Begin to listen and respond appropriately during group interactions</li> </ul>

VISUAL LANGUAGE	Recognizes familiar images and symbols Points to pictures when named Shows interest in visual storytelling
WRITTEN LANGUAGE READING	Makes marks and scribbles to represent ideas
WRITTEN LANGUAGE WRITING	Imitates writing behaviors during play

<b>G3 (Pre-A1 / Below A1)</b>	
ORAL LANGUAGE	Uses short phrases and words to communicate Participates in songs, rhymes, and shared talk Names familiar people and objects Follows simple instructions with support
VISUAL LANGUAGE	Interprets meaning from pictures Talks about images using familiar vocabulary Begins to sequence events from visual stories
WRITTEN LANGUAGE READING	Uses pictures to support meaning
WRITTEN LANGUAGE WRITING	Experiments with drawing and scribble-writing

<b>G4 (Pre-A1 → A1)</b>	
ORAL LANGUAGE	Speaks in short sentences Retells events and stories with support/translanguaging Uses oral language to interact in play and ask simple questions
VISUAL LANGUAGE	Understands meaning from illustrations, signs, and symbols Discusses characters and events in visual texts Makes predictions using images
WRITTEN LANGUAGE	Begins to understand directionality and spacing

READING	
WRITTEN LANGUAGE WRITING	Labels drawings with words or approximations Writes letters and names with support

<b>G5 (Pre-A1 → A1)</b>	
ORAL LANGUAGE	Speaks in short sentences with increasing clarity Retells simple events and familiar stories with less support Uses oral language to ask and answer questions Participates in conversations during play and learning experiences/translanguaging
VISUAL LANGUAGE	Interprets meaning from illustrations, signs, and symbols Describes characters, settings, and events in visual texts Uses images to predict and explain ideas Makes connections between visuals and oral language
WRITTEN LANGUAGE READING	Recognizes familiar words and symbols Understands that print represents spoken language Begins to retell stories using images
WRITTEN LANGUAGE WRITING	Writes letters, names, and familiar words

<b>Y1 (Emerging A1)</b>	
ORAL LANGUAGE	Communicates ideas using simple sentences Participates in group discussions Follows instructions and retells familiar texts
VISUAL LANGUAGE	Interprets meaning from pictures and simple visual texts Connects images to spoken and written language Begins to explain ideas using visuals
WRITTEN LANGUAGE READING	Reads familiar words and simple texts Uses visual and phonetic cues to construct meaning Demonstrates understanding of basic text structures
	Fiction/non-fiction(biographies, autobiographies, recipes)

	/Circle Stories (narrative)/Fairy Tales
WRITTEN LANGUAGE WRITING	Write recognizable words related to familiar contexts Use letters and letter–sound relationships to form words Label pictures using single words Attempt simple high-frequency words (e.g., <i>I, like, my</i> ) Show emerging control of directionality and spacing
	List/Notes/Journal /Text-to-self
<b>Who we are</b>	declarative sentences
<b>How we organize ourselves</b>	action verbs forms of be (present)
<b>How we express ourselves</b>	singular and plural nouns subject pronouns
<b>Where we are in place and time</b>	articles there is/there are/have
<b>Sharing the planet</b>	interrogative sentences commas (list)
<b>How the world works</b>	count and noncount (much and many) prepositions of place

<b>Y2 (A1)</b>	
ORAL LANGUAGE	Speaks with increasing confidence and clarity Shares ideas, opinions, and experiences Uses basic vocabulary related to learning contexts
VISUAL LANGUAGE	Understands visual texts with a clear message Identifies main ideas in images Uses visuals to support understanding
WRITTEN LANGUAGE READING	Reads short texts with increasing fluency Identifies main ideas and key details in simple texts Uses strategies to support comprehension
	Fiction x Nonfiction/ Narrative non-fiction/ Fables <ul style="list-style-type: none"> <li>• Non-fiction: News, Lead, articles, scientific texts (NASA, National Geographic), biographies and</li> </ul>

	<p>autobiographies.</p> <ul style="list-style-type: none"> <li>Fiction and Narratives: Fairy Tales, rhymes through Dr. Seuss books (Hop on Pop, Green Eggs and Ham, One fish, two fish, red fish, blue fish), Fables, General Tales (North American, Canadian, among others, Tales).</li> </ul>
WRITTEN LANGUAGE WRITING	<p>Writes short paragraphs with support          Uses basic punctuation (capital letter, full stop)          Begins to use simple connectors (<i>e.g., and, then, after, first, later</i>)</p>
	<p>Routines/Rules          Description of observations, experiments and artistic productions.          Instructions of experiments and recipes.          Story maker through pictures (Story Cubes, production of narratives for daily events etc).</p>
<b>Who we are</b>	<p>common / proper nouns          articles</p>
<b>How we organize ourselves</b>	<p>there is / there are / have          forms of be (past)</p>
<b>How we express ourselves</b>	<p>possessive nouns          apostrophe          adjectives</p>
<b>Where we are in place and time</b>	<p>plural nouns / irregular plural nouns          comma</p>
<b>Sharing the planet</b>	<p>interrogative sentences (do /does)          quotation marks</p>
<b>How the world works</b>	<p>present continuous          exclamatory sentences</p>

<b>Y3 (A1+)</b>	
ORAL LANGUAGE	<p>Participates actively in discussions          Explains ideas using complete sentences          Begins to adapt language to different situations</p>
VISUAL LANGUAGE	<p>Analyzes images to identify main ideas          Makes connections between visuals and text          Uses visual language to support presentations</p>

WRITTEN LANGUAGE READING	<p>Reads a range of texts for different purposes          Makes connections between texts and personal experiences          Begins to infer meaning beyond the literal</p>
	Procedural (how-to)/Adventure/Poetry/Mystery
WRITTEN LANGUAGE WRITING	<p>Writes short paragraphs about familiar topics          Uses connectors (e.g., <i>and</i>, <i>because</i>, <i>but</i>)          Adds simple details to support meaning</p>
	Paragraph/Letters/Story Elements (beginning/middle/end)
<b>Who we are</b>	<p>imperative sentences          subject and object pronoun</p>
<b>How we organize ourselves</b>	Simple Past Conventions
<b>How we express ourselves</b>	<p>verbs - simple present and past          there + be (present and past)</p>
<b>Where we are in place and time</b>	<p>apostrophe          subject/verb agreement</p>
<b>Sharing the planet</b>	proper adjectives future tense linking verbs
<b>How the world works</b>	<p>possessive pronouns          modal verbs</p>

<b>Y4 (Emerging A2)</b>	
ORAL LANGUAGE	<p>Expresses ideas clearly and confidently          Uses oral language to explain thinking and learning          Participates in collaborative discussions</p>
VISUAL LANGUAGE	<p>Interprets and explains visual texts          Uses visuals to organize and present information          Makes connections between visual and written texts</p>
WRITTEN LANGUAGE READING	<p>Makes connections between texts and personal experiences          Reads short texts independently</p>

	Biography/Fairy Tales / Fantasy/Persuasive Text/Historical Fiction
WRITTEN LANGUAGE WRITING	Write short paragraphs about familiar topics Use a topic sentence to introduce the main idea Add details to explain or support ideas Use some connectors to link ideas (e.g., <i>first, next, because, but</i> )
	Memoir (verbs in the past)/Writing letters about books
<b>Who we are</b>	verbs - past and simple continuous
<b>How we organize ourselves</b>	possessive pronouns verbs - present simple and continuous
<b>How we express ourselves</b>	adverbs - subject and object pronouns
<b>Where we are in place and time</b>	auxiliary verbs (do, did, have, will)
<b>Sharing the planet</b>	word order types of sentences verbs - future will or going to
<b>How the world works</b>	commas (separating appositive and compound sentences) linking verbs

<b>Y5 (A2)</b>	
ORAL LANGUAGE	Communicates effectively for different purposes Presents ideas clearly to an audience Uses subject-specific vocabulary with increasing accuracy
VISUAL LANGUAGE	Critically interprets visual texts Uses visuals strategically to enhance meaning Creates visual texts for different purposes
WRITTEN LANGUAGE READING	Reads texts independently identifying different genre Reflects on reading to deepen understanding
	Expository nonfiction/ Myth/Legends/Historical Fiction/ Science Fiction/Biography
WRITTEN LANGUAGE	Write well-structured texts with a clear topic sentence

WRITING	Use a range of connectors (e.g., <i>first, next, finally, however</i> ) Develop ideas with supporting details Use basic punctuation with increasing accuracy Write for different purposes (narrative, informative)
	Book review /Biography/Creative Writing
<b>Who we are</b>	pronouns - reflexive, interrogative demonstrative adjectives - comparatives/superlative
<b>How we organize ourselves</b>	verb tenses (past, present and future) regular and irregular verbs
<b>How we express ourselves</b>	conjunctions interjections
<b>Where we are in place and time</b>	simple and complete subjects simple predicate prepositions
<b>Sharing the planet</b>	helping verbs with irregular verbs present perfect
<b>How the world works</b>	the four types of sentences modal verbs

## PORTUGUESE LEARNING GOALS

G3
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Explore different reading materials: cumulative tales, tongue twisters, nursery rhymes, and chants</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Scribble and draw using various resources: tracing tools, movable letters, sand, paint, modeling clay, stitching, and unstructured materials</li> </ul>

### **Oral Skills**

- Retell stories, participate in pretend play, engage in conversations on various topics, provide accounts, express feelings and emotions, recognize rhymes, and share opinions and suggestions

### **Listening**

- Develop attentional skills and increase concentration time

## **G4**

### **Reading**

- Recognize your own name and some friend's names.
- Read texts and stories from memory
- Recognize rhymes and alliterations
- Explore different reading materials: cumulative tales, tongue twisters, nursery rhymes, chants, fables, and legends

### **Writing**

- Write one's own name conventionally with support
- Write the names of some classmates with support
- Trace letters and numbers conventionally

### **Oral Skills**

- Retell stories, participate in pretend play, engage in conversations, provide accounts, express feelings and emotions, share opinions and suggestions, argue and justify points of view

### **Listening**

- Develop attentional skills, increase concentration time, and infer information based on environmental perception

## G5

### Reading

- Read stable words
- Read texts and stories from memory
- Recognize rhymes and alliterations
- Explore different reading materials: cumulative tales, tongue twisters, nursery rhymes, chants, fables, legends, lists, notes, and recipes

### Writing

- Write one's own name conventionally with support
- Write some of your friend's names with support
- Adjust writing to fit the space on the paper
- Write the names of some classmates without support
- Use classmates' names as support for writing new words
- Write stable words with and without support
- Write stable words independently
- Write short sentences
- Create rhymes

### Oral Skills

- Retell stories, participate in pretend play, engage in conversations on various topics, provide accounts, express feelings and emotions, share opinions and suggestions, argue and justify points of view

### Listening

- Develop attentional skills, increase concentration time, and infer information based on environmental perception

## Y1

- Write words and simple sentences independently or through dictation using letters that represent speech sounds.
- Observe conventional spelling and compare it with their own writing, noticing similarities and differences.
- Distinguish alphabet letters from other graphic symbols.
- Recognize the alphabetic writing system as a representation of speech sounds.
- Orally segment words into syllables.
- Identify phonemes and their representation through letters.
- Relate sound elements (syllables, phonemes, parts of words) to their written forms.
- Compare words, identifying similarities and differences in the sounds of initial, medial, and final syllables.
- Name the letters of the alphabet and recite them in order.
- Recognize and relate different letter formats: print and cursive, uppercase and lowercase.
- Recognize that words are separated by spaces in written text.
- Identify punctuation marks such as periods, question marks, and exclamation marks and understand their effect on intonation.
- Group words with similar meanings (synonyms) and distinguish words with opposite meanings (antonyms).
- Identify and reproduce the structure and layout of different text types such as lists, schedules, calendars, rules, notices, invitations, recipes, assembly instructions, and captions for photos or illustrations.

- Identify and reproduce the structure and layout of school-related texts such as task instructions, diagrams, interviews, and short informational texts, in both written and oral formats.
- Identify elements of a narrative that is read or heard, including characters, plot, time, and setting.

## Y2

- Segment words into syllables and manipulate them by removing or replacing initial, medial, or final syllables to create new words.
- Read and write words with regular letter–sound correspondences and contextual spelling patterns.
- Read and write words with common syllable structures (CV, V, CVC, CCV), recognizing that every syllable contains a vowel.
- Read and write words with nasal sounds (til, **m**, **n**).
- Understand the acrophonic principle in the names of alphabet letters.
- Write words, sentences, and short texts in both print and cursive forms.
- Correctly separate words when writing sentences and texts.
- Use punctuation appropriately (period, question mark, exclamation mark).
- Identify synonyms in a text and form antonyms using negative prefixes (in-/im-).
- Form augmentative and diminutive words using suffixes such as **-ão** and **-inho/-zinho**.
- Recognize and reproduce the structure and layout of different text genres such as notes, messages, announcements, letters, emails, recipes, and reports.
- Organize personal narratives by sequencing events and using time markers (e.g., before, after, yesterday, today, tomorrow).
- Identify and reproduce the format and organization of texts such as experiment reports, interviews, and children’s encyclopedia entries, in written and oral forms.

- Recognize the central conflict and resolution in fictional narratives and identify language that describes characters

### Y3

- Read and write words with contextual letter–sound correspondences (such as **c/qu**, **g/gu**, **r/rr**, **s/ss**) and with nasal markers (**til**, **m**, **n**), as well as unstressed final **e** and **o** sounds.
- Read and write words with different syllable patterns (CV, V, CVC, CCV, VC, VV, CVV), recognizing that every syllable contains a vowel.
- Read and write words with common digraphs (**lh**, **nh**, **ch**).
- Use a dictionary to clarify spelling doubts, especially for words with irregular sound–letter relationships.
- Memorize the spelling of frequently used words with irregular phoneme–grapheme relationships and words beginning with silent **h**.
- Use correct accent marks (acute and circumflex) in stressed monosyllables and in oxytone words ending in **a**, **e**, **o**, with or without **s**.
- Identify the number of syllables in words and classify them as monosyllabic, disyllabic, trisyllabic, or polysyllabic.
- Recognize and use punctuation marks correctly, including period, question mark, exclamation mark, and, in dialogues, colon and dash.

### Y4

- Spell words using regular and contextual phoneme–grapheme correspondence rules. Read and write words with **VV** and **CVV** syllable patterns, including diphthongs (**ai**, **ei**, **ou**) that may be reduced in spoken language.

- Use a dictionary to find the meaning of words and choose the meaning that best fits the context.
- Consult a dictionary to clarify spelling, especially for words with irregular sound–letter relationships.
- Memorize the spelling of frequently used words with irregular phoneme–grapheme correspondences and words beginning with a silent **h**.
- Use correct accent marks (acute or circumflex) in **paroxytone** words ending in **-i(s), -l, -r, -ño(s)**.
- Identify the function of punctuation in reading and use it correctly in writing, including **periods, question marks, exclamation marks, colons, dashes in dialogue, and commas in lists and to separate vocatives and appositives.**

#### Y5

- Correctly use accent marks in **oxytone, paroxytone, and proparoxytone** words.
- Distinguish punctuation marks in reading, such as **comma, semicolon, and colon**, and recognize the effects created by **ellipsis, quotation marks, and parentheses**.
- Spell words using **regular, contextual, and morphological phoneme–grapheme correspondence rules**, as well as frequently used words with irregular spellings.
- Recognize **polysemy**, understanding that the same word may have different meanings depending on the context, and compare meanings used in scientific language and everyday language.
- Use a **dictionary** to clarify spelling doubts, especially for words with irregular sound–letter relationships.
- Memorize the spelling of frequently used words with **irregular phoneme–grapheme correspondences** and words beginning with a **silent “h.”**

## 8. Policy Review and Reflection

- **Date of issue:** September 2024
- **First review:** May 2025
- **Review cycle:** Every two years
- **Teacher review dates:** October 21, 2024; May 19, 2025; March 11th, 2026

This policy is a living document, co-constructed with educators and families and updated in light of new research, school reflections, and evolving students' needs.

## References

- Liberali, F., Megale, A., & Vieira, D. *Por uma Educação Bi/Multilíngue Insurgente*. Pontes Editores, 2022.
- Beeman, K., & Urow, C. *Teaching for Biliteracy*. Caslon, 2013.
- García, O., & Lin, A. (2016). *Translanguaging in Bilingual Education*.
- Fyfe, B., Lee-Johnson, Y. L., Reyes, J., & Schroeder Yu, G. (2023). *Affirming the Rights of Emergent Bilingual and Multilingual Children*. Routledge.
- Fochi, B. (2024); Galardini, A. (2017).
- IB (2020). *Learning and Teaching—Languages*. IBO.

