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EAL Position Statement

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Last updated: March 2024



Working with Bilingual Learners: Introduction & Rationale



Children's Rights - Article 30

Every child has the right to learn and use the language, customs and religion of their family.



Children's Rights - Article 29

Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

This position paper has been written by building on Education Scotland: Learning in 2(+) Languages (2022), GGC EAL Service guidance and best practice. It will be reviewed systematically.

Bilingual learners are individuals who function in more than one language in their daily lives. Bilingual learners live throughout Scotland and the demography of the country is changing rapidly. The term 'bilingual' emphasises that learners already have one language, and that English is a second or additional language.

In terms of bilingualism, the following Rights are especially relevant:

- Article 8: You have the right to an identity - an official record of who you are. No one should take this away from you. Language and culture are essential parts of our identity. this should be celebrated, encouraged and nurtured in schools and in wider society. No child should have to hide who they are.
- Article 12: You have the right to give your opinion, and for adults to listen and take it seriously. In order to give their opinion, children should have the freedom and opportunity to use languages other than English to make their voice heard.
- Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Attitudes, values and beliefs are integral parts of culture and identity. Children may have multifaceted identities reflecting their multicultural heritage.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Children's multilingual talents and their diverse cultures should be celebrated and encouraged. This linguistic ability is not only good for the child academically,

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cognitively, socially, emotionally and vocationally, but it also benefits wider society and the economy.

- Article 30: You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right. Opportunities to use first language in school should be given, and opportunities to develop their home language(s) should be offered. This promotes the wealth of benefits of bilingualism and also enhances general literacy skills in English too. Children and their families should have their culture valued and celebrated.

At St Patrick's, we strive to create an ethos that allow every member of our school community to take full advantage of the opportunities offered to them, enabling us to raise attainment and inspire creativity while developing skills for learning, life and work.

BICS
Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

CALP
Cognitive Academic Language Proficiency

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully

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Benefits of Bilingualism

We can appreciate the nature of these advantages if we look at the following analogy³:



Jane has one pair of glasses with yellow-tinted lenses. To her, the world looks only yellow.

Imram has two pairs of glasses. One has yellow-tinted lenses. When he wears these, the world looks yellow. The other pair has blue-tinted lenses. When he wears these, the world looks blue. He has a choice of how to view the world – through yellow- or blue-tinted lenses. He can compare his different perceptions of the world with the different shades and tones that the different lenses highlight. He can choose when to wear the different lenses, and can share perceptions of the world with other yellow-tinted spectacle wearers, or compare perceptions with those who wear blue or any other colour of lens.

He can also wear the yellow and blue lenses at the same time and experience the merging of the colours into green, but can recognise – unlike Jane – that the world is not yellow or blue or green, but that the perception of the world depends very much on the lenses through which one views it. Further, Imram can share his kaleidoscopic-world view with Jane who is confined within her yellow-tinted picture of reality.

³ Taken from Languages for Life: Bilingual Pupils 5–14, Dundee: SCCC, 1994

Bilingualism brings with it definite cognitive advantages. Many of these advantages are important for raising the achievement of bilingual learners across the curriculum. They may include:

- greater awareness of how language operates. This can help with the development of literacy skills, especially decoding, and with the learning of other languages
- enhanced problem-solving abilities, which are useful for maths and digital literacy skills.
- heightened creative potential, which may display itself in writing and critical understanding
- an awareness of the importance of context and audience in language use. These advantages are enhanced if learners can read and write in all their languages. Being able to read and write in more than one language allows learners to develop their confidence as readers and connect with their own heritage and cultural identity.

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How long does it take to develop proficiency in an additional language such as English?

- Language for social purposes – this can develop in **two years or less**.
- Language for academic purposes – this can take **from 5 to 11 years** to develop, depending on the previous educational experience and the extent of home language development.



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Supporting EAL learners in the mainstream classroom

Within GCC, bilingual learners are placed in the appropriate year group for their age, regardless of their proficiency in English or previous educational background. In St. Patrick's, we understand that learners should be involved in mainstream class activities from the start. At all times they should also have opportunities to mix with able and articulate speakers of English and, where possible, with speakers who share their home language. Immersion is key to language acquisition.

Questions from the self-evaluation framework 'How Good is Our School?' framework which support our staff in supporting bilingual learners include:

- How well can we demonstrate improved attainment for groups and individuals facing barriers to learning including poverty? (QI 3.1)
- Have we successfully established an inclusive learning environment? How do we know? (QI 3.1) |
- To what extent does our school celebrate diversity? (QI 3.1)
- How well do we track and recognise achievements? (QI 3.2)

When planning for EAL learners, three processes are considered: Social, Cognitive and Linguistic.

	What does the bilingual learner bring to the task?	What are the task demands?	What additional support needs to be planned?
Social	Good social skills and social English. Familiarity with group work. Tends to rely on friends to provide answers.	Sustaining group work in class, and collaborating in pair work during walk in school environment.	Assign learner to new group. Decide on roles for members of his group – initially give him a listening and recording role. After some exposure to the task, change this to a reporting role.
Cognitive	Experience of erosion during school camp and in environment of school.	To identify causes of erosion and match 'cause cards' to photos of erosion. Describe processes of erosion in school environment.	Clear instructions about aims and phases of lesson. Provide glossary of technical terms. Provide key visual in form of flow chart to show process.
Linguistic	Can use basic expressions of cause and effect in description of process.	Technical vocabulary. Description of processes of erosion.	Need to discuss photos beforehand to elicit key words, e.g. scree, frost/wind damage, wear (n.). Produce sentence frames to consolidate/extend causal sentence structure and use of causal verbs (produce, give rise to, result in).

¹⁰ Adapted from Gravelle, M, Planning for Bilingual Learners: an inclusive curriculum Stoke on Trent: Trentham, 2000, p.8



Important implications for teachers:

1. Home language is vitally important – we support parents/carers with every encouragement to maintain and develop it.
2. Teachers should be aware of any previous experience bilingual children have of reading and writing in other scripts. This information is important for planning their early reading/writing experiences in English. Support for bilingual learners needs to be carefully planned in order that they develop language for academic purposes.
3. Children who can decode in another script often have good phonic awareness and will decode well in English. Fluent and accurate reading aloud can, however, mask poor understanding of the text. Judgements about the child's academic potential should not be made based on their competence in social English alone.
4. Poor understanding of a text or slow and unimaginative writing is likely to be due to reasons other than poor decoding or secretarial skills. Difficulties are frequently caused for bilingual learners by:
 - a. lack of familiarity with the structure of English sentences
 - b. a narrow grasp of English vocabulary
 - c. failure to understand the cultural meaning of a text (e.g., a story about pets when the learner's experience of animals is that they are kept for guarding or hunting), a maths problem based around fundraising through a sponsored swim, when a sponsored swim is an unfamiliar concept
 - d. a written task (e.g., a letter to a pen pal or an argument for or against foxhunting).
5. Standardised tests may misrepresent the potential of bilingual learners. Bilingual learners may be included inappropriately in literacy recovery programmes geared towards English speakers who have very different needs.
6. Strategies which support the development of language for academic purposes are beneficial for all learners.

Good practice in assessing bilingual learners

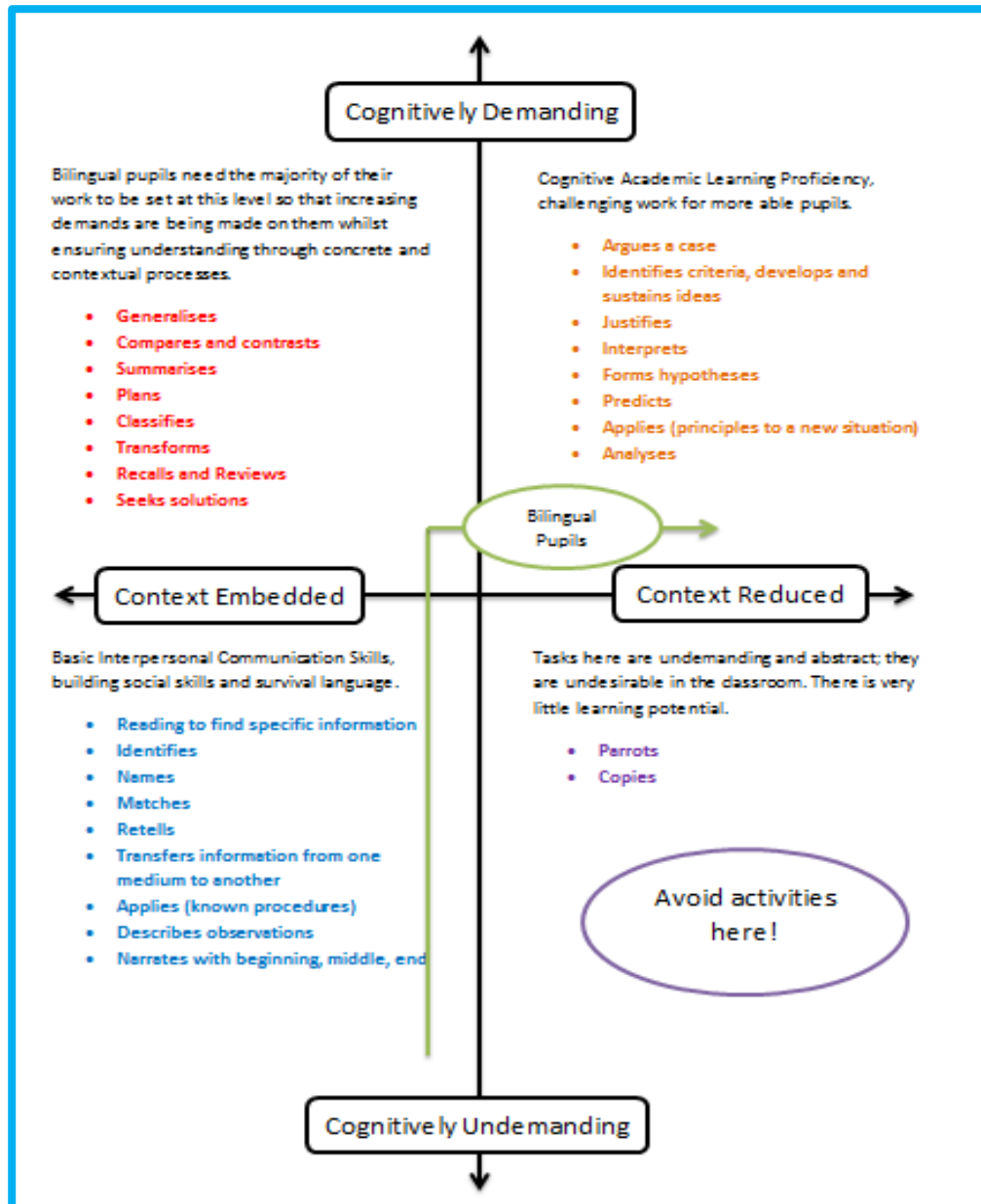
Teachers working with bilingual learners often become aware that they do not perform as well as they would expect in assessments. There can be several reasons for this, such as the language of the test prevents the pupil from demonstrating what they know about the subject matter, the pupil does not have sufficient experience of language for academic purposes to engage with the test. or the test does not take account of any disparity between a pupil's cognitive ability and their English language development.

When a bilingual child is failing to make expected progress, it is important to identify as early as possible whether that child also has an additional need which is affecting academic or social development. Some bilingual learners may be particularly able and will need a more challenging



curriculum. Where the learner is failing to make expected progress and where it is unclear whether this is due to accessing the curriculum through English as an additional language, or whether they have learning difficulties (or both), the following actions will be helpful in reaching an early decision:

- Consider their language and educational background (How long has the pupil been learning English? How well developed in the home language?).
- Are there any other factors that may affect learning (Are there outside factors affecting the pupil's ability to learn? Has the learner suffered trauma?).
- Take a holistic approach to assessment.





Partnership with parents/carers

“Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices”. (UNCRC, Article 5, online)



We understand that it is important for bilingual parents/carers to be involved in their child’s learning at home and in school. They can introduce and reinforce concepts in the home language that can be consolidated in English when at school.

When a parent/carer enters our establishment, the pictures on the classroom walls, the displays in the reception area and corridors, the school handbook and other literature convey that St. Patrick’s reflects a multilingual and multiracial faith community. Parents from black and minority ethnic communities and those who use a language other than English at home find our establishment welcoming.

Research shows that a strong foundation in a home language is a key factor in enhancing bilingual learners’ achievement and self-esteem. Bilingual parents/carers are often the only people available who can provide this kind of support. *(Baker, C, Foundations of Bilingual Education and Bilingualism (3rd edition), Clevedon: Multilingual Matters, 2001, pp.135–161)*

We recognise that using a trained interpreter is essential when we need to communicate with parents whose preferred means of communication is not English. The use of relations, friends, their own children, or older learners as interpreters is not regarded as best practice.

Initial Contacts and Enrolment

In St Patrick’s, we recognise enrolment is an important first step in identifying and gathering information about a new learner. However, it may be more appropriate to set a later date for enrolment to allow time to arrange for an interpreter and other key staff to be present. The enrolment process is an opportunity to put the parents/ carers at their ease, show them around our school and find out, as part of standard enrolment procedures:

- the correct spelling and pronunciation of the learner’s name.
- the language(s) spoken at home and with who.
- the learner’s experience of reading and writing (including pre-literacy experience) in their home language.



- previous education, subjects studied, likes and dislikes and any previous experience of English
- any dietary, health or cultural requirements.
- Preferred method of communication, verbal or written (or both), and the need for translators and interpreters.
- whether the learner has any other additional support needs and any steps taken to identify these.

Once a learner is enrolled within our school, we will:

- ensure that parents/carers are introduced to the key staff and other personnel such as support staff (as appropriate)
- stress the importance of maintaining and developing the learner's home language
- encourage and enable families to take full part in the school and/or community events
- support families to understand the rules concerning uniform, punctuality, and absences
- make families aware of their rights regarding free school meals and clothing grants
- provide copies of the school handbook and information about EAL support. If parents are unable to read the handbook, the interpreter should take them through it, possibly at a separate meeting.

Helping your child succeed

At least 186 languages are spoken in Scotland, according to the 2011 census. This means there are more and more families raising children with two or more languages.

Bilingual families come in all shapes and sizes, but one thing they all share is the desire to do the best for their children.

Speaking two languages can help a child:

- Maintain a link with their family culture and heritage
- Develop stronger skills in reading, language learning, attention and thinking.

Bilingualism Matters can help parents make the most of this opportunity.



Visit www.bilingualism-matters.ppls.ed.ac.uk for more information about bilingualism, our research in this area and our work with local government and schools.

Common questions answered

How early should we start speaking both languages to our child?

As early as possible! Research shows that children do not confuse the two languages, no matter how early you start.

What is the best way to raise a bilingual child?

There is no 'correct' method that works for all families. What's important is that your child hears both languages in roughly equal amounts, and in a natural setting.

We are not native speakers of English. Should we be speaking English at home?

Even if you don't speak English at home, your child will pick up English very quickly once they start school. You can give your child a head start by attending English-language playgroups and nurseries before starting school.

My two-year-old child is not speaking yet in either language - what is wrong?

Bilingual children often start talking a bit later than other children. Most will catch up soon. If the delay carries on, ask a specialist for advice.



Role of EAL support staff

EAL teachers are allocated to establishments with the specific remit of meeting the needs of EAL children and young people. The EAL Service can provide support and advice on all aspects of working with EAL children and young people.

The EAL teacher supports children and young people across the curriculum on a day-to-day basis in the following ways:

1. Teaching/Support

- ❖ Working collaboratively with teachers in class to ensure the language needs of bilingual children and young people are met
- ❖ Planning and developing resources and materials to ensure bilingual children access the curriculum and have quality learning experiences
- ❖ Planning for progression
- ❖ Teaching groups or individuals as appropriate

In St Patrick's this will look like:

- ✓ Consult and work collaboratively with class teachers, support staff and SMT to identify EAL learners and needs.
- ✓ Teach EAL learners in targeted support groups and provide individual support where appropriate.
- ✓ Team teaching in classes, with focus on raising attainment in writing.
- ✓ Use play based pedagogy and enquiry-based learning to deliver high quality learning experiences.
- ✓ Termly group and individual planners, which are shared with staff.
- ✓ Create a timetable to support learners, maximizing best use of time and resources.
- ✓ Support in all EAL transition and enrolment procedures.
- ✓ Promote early intervention and focus on P1-3 learners.

2. Liaison/Consultancy

- ❖ Providing practical advice on specific issues for teachers and parents
- ❖ Provision of specific materials to meet needs in collaboration with class teachers
- ❖ Raising awareness of the specific needs of bilingual children and young people

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- ❖ Raising awareness of the benefits of maintaining home language

In St Patrick's this will look like:

- ✓ CLPL offered to all staff throughout the year.
- ✓ Work alongside EY establishments and Secondary colleagues to provide enhanced transition.
- ✓ Work with families to support bilingualism, with offers of family workshops and parental groups.
- ✓ Establish a dual language and first language library for families to access. Senior pupils involved as librarians.
- ✓ Work with outside agencies.
- ✓ Promote home languages and celebrate our multicultural community.
- ✓ Use social media to highlight the good work in our establishment.

3. Building Capacity

- ❖ Through professional dialogue
- ❖ By providing strategies to meet the language and learning needs of children and young people who are bilingual.

In St Patrick's this will look like:

- ✓ Professional dialogue with staff around best practice to support bilingual learners in class.
- ✓ Informal 'Bilingual Blether' sessions for staff.
- ✓ Work with EAL Leaders of Learning.
- ✓ Signpost staff to towards high quality CLPL sessions from EAL service and other agencies.
- ✓ Provide handouts of practical advice for working with bilingual pupils.
- ✓ Provide resources for pupils to use within class. These will be clearly labelled and made available in the bilingual base.
- ✓ Access and use EAL Glow tile.

4. Assessment/reporting

- ❖ Maintaining accurate records, tracking, and monitoring progress
- ❖ Assessment/monitoring/reporting as relevant
- ❖ Evaluating next steps /progression planning
- ❖ Supporting pupil profiles and pupil self- evaluation
- ❖ Reporting to parents at parent evenings

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- ❖ Raising awareness of alternative assessment arrangements for SQA exams

In St Patrick's this will look like:

- ✓ Assess all EAL pupils' English language Levels (ELL) twice a year.
- ✓ Evaluate termly planners and plan progression for EAL learners.
- ✓ Pupil Profile document that will track progression and English Language Levels (ELL) of all bilingual learners in establishment.
- ✓ Perform First Language assessment, when appropriate.
- ✓ Keep a record of all bilingual learners in school, including information about home languages and current ELL
- ✓ Participate in EAL Service Moderation and FOCUS data sessions.
- ✓ Participate in school and EAL peer observations to reflect and evaluation best practice.
- ✓ Facilitate booking of interpreters for parent meetings.
- ✓ Participate in meetings with Bilingual parents.
- ✓ Foster good relationships with bilingual families through regular contact. This could be notes home, using social media and/or school-family digital platforms, such as Showbie and Seesaw.

5. All EAL teachers have whole school responsibility in terms of:

❖ Teaching and learning

- Responsibility to plan, deliver and assess high quality learning experiences for bilingual children and young people to raise attainment and achievement.
- Responsibility to assess, record and report on the progress of bilingual children and young people.
- Responsibility to actively contribute to the development and accessibility of the curriculum.
- Responsibility to contribute to Health and Well-being of bilingual children and young people.

In St Patrick's this will look like:

- ✓ Assess all EAL pupils
- ✓ Contribute towards curriculum development, especially in highlighting and signposting staff towards to diverse resources.
- ✓ Work with families to support bilingualism and foster our sense of belonging and community.
- ✓ Highlight the advantages to our community of acquiring a second language.
- ✓ Support Pupil Parliament group to promote Inclusion and be a support to new EAL pupils and families.
- ✓ Bilingual Base will be a welcoming, safe space for bilingual learners and families.
- ✓

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6. Quality Assurance and School Improvement

- ❖ Contribute to the development, promotion, and implementation of the school's arrangements for self- evaluation and overall school improvement.
- ❖ Responsible for implementation of policies within area of responsibility.
- ❖ Contribution to Positive School Ethos
- ❖ Contribute to and promote the development of a positive school ethos.
- ❖ Contribute to the development, promotion and implementation of school policy and procedures.

In St Patrick's this will look like:

- ✓ Participate fully in school improvement and self-evaluation.
- ✓ Build upon community ethos, highlighting culture and diversity.
- ✓ Participate in school CAT nights and working parties to develop, promote and implement policy and procedures.

7. Implementation of Pupil Support strategies

- ❖ Contribute to the development, promotion of, and implementation of school policy and procedures in relation to arrangements for supporting bilingual children and young people

In St Patrick's this will look like:

- ✓ Participate in school CAT nights and working parties to develop, promote and implement policy and procedures in relation to bilingual learners.
- ✓ Share and signpost all staff towards recent and useful literature, strategies and resources relating to supporting EAL learners and family.

8. Partnership Working

- ❖ Promote partnership working with professional and support staff, parents, and appropriate agencies.

In St Patrick's this will look like:

- ✓ Work with appropriate agencies and partners to support family learning.
- ✓ Work with EAL service Leaders of Learning.
- ✓ Highlight the good work within our establishment through social media, GO Glasgow internet and local media.
- ✓ Languages audit of bilingual staff members to assist in meetings with EAL families.



Appendixes

Appendix a – Checklists for Action: *Education Scotland: Learning in 2(+) Languages (2022)*

What are the features of a supportive school/educational establishment?

1. Does the establishment recognise through its general ethos – including communications, displays of work and wall decorations – that Scotland is a multilingual and diverse society?
2. Does it have excellent relations with all sections of the community it serves, employing interpreters and translators where appropriate?
3. Do surveys show that all sections of the community feel involved and welcome in the establishment?
4. Are all staff aware of good practice in enrolling, supporting and assessing bilingual pupils?
5. Are all staff aware of good practice in enrolling, supporting and assessing bilingual learners?
6. Does the establishment maintain policies on bilingualism, race equality and equal opportunities that have the support of all staff and parents and that include provision for regular monitoring, evaluation and review?
7. Does the establishment, as a matter of course, take account of the presence and needs of bilingual learners and their families in all policy formulation, publications and communications?
8. Does the establishment's improvement plan take full account of the above issues and give them priority within the staff development and review process and in planning staff development?
9. Are EAL and other support staff seen as full members of the academic community who can contribute at whole-school level to policy-making, improvement planning, curriculum planning, materials development, evaluation, reporting and teaching?
10. Is joint planning time allocated to allow EAL staff to liaise with other staff on a regular basis?
11. Are the purposes and intended outcomes of the support of bilingual learners clearly established and supported by management?

Does your establishment have good relationships with parents/carers?

1. Do you reflect on how linguistic and cultural diversity are shown in the visual aspect of the environment of the school/establishment?
2. Do you provide interpreting services at new enrolments, parental consultations, review meetings and other activities?
3. Do you use the particular skills and experience of bilingual staff – where available – to promote bilingualism?
4. Do you involve other establishment staff such as EAL teachers, pastoral care teachers and senior managers in establishing effective links with bilingual parents/carers?
5. Is there regular review of your establishment's procedure and practice in enrolment of learners and involvement of parents/carers?
6. Do you ensure good communication with parents through the use of interpreters and translated materials and by having flexible arrangements for consultations?
7. Are home language and dual language materials available and used?
8. Do you involve bilingual parents/carers in the full range of activities taking place in the establishment and not just those which are related to their own culture, faith or language? (This will include PTA and School Board membership, participation in inspection and review processes and social events).
9. Are local events that recognise and celebrate diversity publicised to the whole school/establishment community?
10. Are all parents/carers – regardless of ethnic origin – kept informed about inclusion and race equality initiatives?



What are the features of a supportive learning environment?

1. Is the classroom welcoming and does it show a positive attitude to cultural diversity?
2. Are wall displays, including learners' work, changed regularly?
3. Is the work of the class or subject teacher and that of the EAL teacher understood by all to be complementary and their roles flexible?
4. Are grouping arrangements flexible?
5. Are resources and different areas of the room clearly labelled in home languages and English, where possible?
6. Are agreed rules of behaviour clearly displayed and do they include messages about fairness and combating racism?
7. Are dictionaries readily available in English and other relevant languages?
8. Is there strong visual support for the topics being studied, including key vocabulary and concepts?
9. Are there plenty of opportunities for collaborative working where talking is central to the purpose of the lesson?
10. Is good practice disseminated?

What are the features of a supportive group?

1. Are bilingual learners – regardless of their level of English – allocated groups with children of their own academic ability?
2. Are the bilingual learners with little English included in mainstream curriculum activities with appropriate support?
3. Do group members understand what the outcomes of their collaboration should be and that their talk should be focused and productive?
4. Do the learners listen to each other and involve classmates with developing English?
5. Do the bilingual learners feel secure in the group and understand that they can make mistakes and take risks with their English without being ridiculed?
6. Do learners who share a first language feel comfortable using it during group work without this creating a barrier to other members of the group?



Appendix b: GCC EAL Service Assessing English Language Levels

Assessing English Language Levels

(from EAL CLPL 2020-21)



Assessment – Who is Responsible and When?

Who is responsible?

Ultimately HT is responsible in ensuring regular assessment takes place

Can also be carried out by:

Another member of SMT

Support for learning

Class teacher

EAL teacher

Or a combination of these

When to assess?

It is a continuous process

Assessment can be updated at any time

Should be carried out in time for **school census**

The annual census takes place in September/October.

There is a whole lot of different data collected and different things are collected on different dates.

The schedule is released nearer the time and that means HTs and admin staff can take a planned approach to making sure everything is correct and up to date.

So September weekend is a rough guide but for the exact date ask the HT nearer the time.

Do you know who is responsible for ELL assessment in your school?

When were your pupils last assessed?

Carrying Out the Assessment

Identify your bilingual learners

Information about home languages should have been gathered at enrolment

Language survey

Ask children about home languages

Data on Seemis

Use the descriptors

Make a professional judgement based on a range of factors

Length of time in country

Age and stage

Other evidence



Glasgow City Council – Education Services
English as an Additional Language
Assessment of English Language Levels – General Descriptions

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad levels in this development are identified below as descriptions to be applied on a "best fit" basis. Progression from level 1 to level 5 can take up to 10 years and individuals are likely to show characteristics of more than one "level" at one time. A judgement is usually needed over which level best describes an individual's language development, taking into account age, ability and length of time learning English.

	New to English	Early Acquisition	Developing Competence	Competent	Fluent
Communication	<ul style="list-style-type: none"> • Silent period – may participate in activities but not speak • Relies on gesture to indicate meaning • Beginning to learn "survival" language • Uses first language to communicate – spoken and written 	<ul style="list-style-type: none"> • Understands more English than he/she can use • More interested in communication than correctness • Increasing vocabulary • Moving between two languages 	<ul style="list-style-type: none"> • Shows growing confidence in using English in most social situations • May choose to use first language but less reliant on this for understanding 	<ul style="list-style-type: none"> • Competent in use of spoken English in many different contexts 	<ul style="list-style-type: none"> • Fluent communicator in English
Accessing the Curriculum	<ul style="list-style-type: none"> • Literacy in first language appropriate to age/stage and background • May be able to decode English written texts but without comprehension • Watches and copies other pupils 	<ul style="list-style-type: none"> • Oral skills exceed literacy skills • In the early stages of developing literacy in English • Learns best with concrete, contextualised tasks 	<ul style="list-style-type: none"> • Obvious gap between social language levels and ability to access and use academic language • Beginning to cope with more abstract learning • May under perform in formal tests, exams and written assessments 	<ul style="list-style-type: none"> • Able to express and develop ideas orally but not always transferred so fluently into writing • Able to access information in complex texts 	<ul style="list-style-type: none"> • Able to access all aspects of the curriculum



	New to English	Early Acquisition	Developing Competence	Competent	Fluent
Technical aspects of language	<ul style="list-style-type: none"> • Beginning to put words into phrases 	<ul style="list-style-type: none"> • Phrases becoming more grammatically correct • Increasing awareness of tenses but still limited • Starting to self correct • Requires structures to support writing 	<ul style="list-style-type: none"> • Widening vocabulary but still gaps, often, but not necessarily subject specific • Able to use a variety of tenses and more complex grammar • Can write independently but requires support for extended writing or more complex structures 	<ul style="list-style-type: none"> • Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas • Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements 	<ul style="list-style-type: none"> • Confident using higher order language skills
Support requirements	<ul style="list-style-type: none"> • Pupil will require considerable support in order to access the curriculum 	<ul style="list-style-type: none"> • Pupil will still need a significant amount of support in order to access the curriculum 	<ul style="list-style-type: none"> • Can operate independently but requires support to access the curriculum fully 	<ul style="list-style-type: none"> • Works well independently but requires support with developing higher order language skills 	<ul style="list-style-type: none"> • No additional support required

References:
 M Barrs, S Ellis, H Hester, A Thomas, Patterns of Learning, CLPE 1989
 Lynne Cameron, Writing in English as an Additional Language at Key Stage 4 and post-16, OFSTED 2003

Three other codes, **English as a "first-language"**, **Limited Communication** and **Not Assessed** should be used as appropriate for the following cases :

- **English as a "first-language"** – all pupils who have not required, do not require and will not require English as an Additional Language support,
- **Limited Communication** – Complex learning difficulties affecting communication make assessment for level of English as an Additional Language inappropriate
- **Not Assessed** – Pupils who have not been in school long enough for an assessment to be made. At the time of the census it is expected that this would be restricted to pupils in P1 or those who have recently moved into a school in the local authority



Appendix c – The Early Stages of Learning English: Research (adapted from NALDIC)

Silent Period: Many bilingual children who are at an early stage in their learning of English go through a 'silent period' when they first enter an unfamiliar setting. This can last for up to six months or longer. This is not a 'passive' stage. During this time, children will be watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that children should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the children, to pick up their non-verbal responses, to support the child's understanding of meaning, and to involve them in activities; these strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings, and range of language functions in their new, unfamiliar environment.

Non-Verbal Gestures: Children may begin to use non-verbal gestures as a response to a question or to indicate a need. Understanding is in advance of spoken language.

Echo: Many children may begin to 'echo' single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.

Language Chunks: There will be a development of 'formulaic' language ('chunks' of social speech) e.g., "Mummy come soon." "My turn." Children may begin to join in with story refrains and repetitions and songs.

One Word Expressions: 'Chunking' will continue, but children will increasingly begin to use one-word utterances (frequently nouns) which will perform a range of language functions indicated by tone of voice (e.g., questioning, responding, naming).

Simple Sentences: Children will begin to use extended phrases or simple sentences which contain surface developmental errors in the use of plurals, tenses, personal pronouns, function words and articles. Again, the emphasis is on the communication of meaning.

Increasingly children will develop more control in their use of functional language. However, surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language.



Appendix d: Websites to support bilingual learners

Information about pupils' countries, cultures, languages

· Information about the differences between English and other languages
<http://esl.fis.edu/grammar/langdiff/index.htm>

New Arrivals Toolkit page on the Wokingham Schools Hub for information about several languages, and see

· Information about cultures and languages:
http://wsh.wokingham.gov.uk/_resources/assets/inline/full/0/319661.pdf

A booklet produced by Milton Keynes LA is available on the Inclusion and Celebration page on the Wokingham Schools Hub.

Free teaching resources - including some in first languages

· Racing to English photo dictionary <http://www.racingtoenglish.moonfruit.com/#/other-free-downloads/4545216728>

· Collaborative Learning www.collaborativelearning.org

· Communication 4 All <http://www.communication4all.co.uk>

· Sparklebox <http://www.sparklebox.co.uk/>

· Learn English Kids <http://learnenglishkids.britishcouncil.org/en/>

· World Stories www.worldstories.org.uk

· International Children's Digital Library <http://en.childrenslibrary.org/>

· CBeebies Stories <https://www.bbc.co.uk/cbeebies/stories>

· Oxford Owls e-books <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

· MES Games <http://www.mes-games.com/>

· Fun Fonix <http://www.funfonix.com/>

· ESL Games Plus <http://www.eslgamesplus.com/>

· Starfall <http://www.starfall.com/>

· Topmarks <https://www.topmarks.co.uk/>



- ESL Kids <http://esl-kids.com/>
- Kids Learning Ville <https://www.kidslearningville.com/>
- Talk 4 Writing (Pie Corbett) <http://www.talk4writing.co.uk/>
- Angliomaniacy <http://www.angliomaniacy.pl/index.html>
- Freddie's Ville <https://www.freddiesville.com/>

Resources for parents

- Information on the importance of the first language <http://wsh.wokingham.gov.uk/learning-and-teaching/mea/eal/eal-guidance/working-with-parents/>

and <https://www.ryerson.ca/mylanguage/brochures/>

- Translated letters for parents
<https://blogs.glowscotland.org.uk/my/MorayEALServiceBlog/resources/letters-for-parents/>

Resources to buy

- Mantra Lingua <http://uk.mantralingua.com/>

A variety of dual language resources including books, apps and talking pens which aid in the development of home language.

- Milet <https://www.milet.co.uk/>

Several different bilingual books

- Bay Language Books <https://www.baylanguagebooks.co.uk/>
- Racing to English <http://www.racingtoenglish.co.uk/odering.html>

A CD ROM which has a wide range of activities which are suitable for new to English pupils.

- Little Linguist <https://www.little-linguist.co.uk/english-as-an-additional-language-for-children.html>

A variety of resources for English as an additional language pupils including books, DVDs, and posters.