

Updated September 2013



Bilingual Pupils' Support Service Guidelines for Good Practice

Bilingual Pupils' Support Service

Dryburgh Education Resource Centre

Napier Drive

Dundee DD2 2TF

tel : 01382 438057/438099

e-mail bilingualservice@dundeecity.gov.uk

CONTENTS

Section A	Mission Statement Background Service Aims Assessing Priority Tracking and Monitoring
Section B	Service Information Roles and Responsibility 1. Involving Parents 2. Links with Other Agencies 3. In-Service Training 4. Collaboration on Target Setting and Assessment 5. Advising Schools on Appropriate Resources 6. Advising Schools on Differentiation of Resources 7. Direct Teaching/Partnership Teaching 8. Learning and Teaching in the Home Language 9. Collaborative Learning 10. Co-operative Learning
Section C	Admission Procedure Enrolment Procedure Background Information Sheet Enrolment Checklist
Section D	The Service - Nursery Partnership Nursery Profile The Early Stages of Learning English
Section E	The Service - Primary Partnership Whole School Support Programme Primary-Secondary Transition Information
Section F	The Service - Secondary Partnership Whole School Support Programme
Section G	Role of the Bilingual Assistant Advice to Teachers working with a Bilingual Assistant
Section H	Good Practice in the Classroom Strategies for the Support of Bilingual Children
Section I	Useful Documents for Good Practice Legislation
Appendices	Definitions/Glossary Stages of English Language Acquisition and Checklists 1-4 Target Statements Stages 1-4 School Links Bibliography

SECTION A

BILINGUAL PUPILS' SUPPORT SERVICE

MISSION STATEMENT

The Bilingual Pupils' Support Service (BPSS) works in partnership with parents/carers, schools and other agencies to promote equality of opportunity through the process of inclusion.

Our work involves ensuring access to the curriculum, raising self-esteem and valuing bilingual children and young people's linguistic and cultural backgrounds.

SECTION A

Background

"The linguistic map of Scotland is changing, with multilingualism spreading beyond typically multi-ethnic areas: over 150 languages are now spoken in Scotland." CILT, The National Centre for Languages

Across the city of Dundee, there are children in nursery, primary and secondary schools for whom English is not their first language. Many children are part of the settled community and speak languages such as Bengali, Cantonese, Punjabi or Urdu. In recent years there has been an increase in the numbers of international workers arriving from Eastern European countries and settling with their families. Furthermore, there are 'short stay' business and student communities, including asylum seekers and refugees, whose length of stay is uncertain and they have dependent children.

More than 10% of pupils in Dundee schools are bilingual and over 60 languages, other than English, are spoken.

We describe all children, for whom English is not their first language, as bilingual, i.e. children and young people who function in more than one language in their daily lives.

The term 'bilingual' emphasises that we acknowledge they already have one language, and that English is an additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

Bilingual children and young people may start school at any stage: nursery, primary or secondary and at any time throughout the school year. Some are immediately able to cope successfully, both socially and academically. Others, however, may be:

- Beginners in English
- Children whose English has not yet fully developed
- Children who speak English fluently but may not be achieving their full academic potential.
- Children who speak English but may experience difficulty adjusting to the Scottish Education System.

SECTION A

Education Scotland - 'Supporting English as an additional language'

Establishments will be aware of government and local authority policy and guidelines such as the Education (Additional Support for Learning) (Scotland) Act 2004 revised 2009 and 'Getting It Right For Every Child'. These aim to remove barriers to learning for all children and young people.

For children and young people who have English as an additional language, it is important that their learning journey is carefully monitored and assessed as they develop skills in English language acquisition.

All staff are responsible for meeting the needs of each learner, supported by EAL and bilingual local authority support services, as well as external agencies and community links.

It is important that parents or carers and the child or young person are involved in the learning journey at all stages of their education. Schools should have a positive and welcoming ethos.

www.educationscotland.gov.uk

SECTION A

Our Aims

- To support education staff in meeting the needs of bilingual children and young people.
- To promote the welfare of bilingual children and young people within the school and the community so that they become successful learners, confident individuals, responsible citizens and effective contributors. (Scottish Executive - A Curriculum for Excellence)
- To work in partnership with parents/carers, schools and other agencies to promote positive relationships.
- To promote equality of opportunity and to fulfil the potential of children and young people by valuing their bilingualism.

SECTION A

Assessing Priority

The Bilingual Pupils' Support Service is an Outreach Service managed centrally. It is the policy of the Bilingual Pupils' Support Service to support bilingual children and young people according to their needs.

When assessing a bilingual pupil's needs the following are taken into account:

- pupil's exposure to English
- pupil's English language proficiency (see Appendices -Stages of English Language Acquisition and Checklists)
- age and school stage
- previous educational experience
- areas of under-achievement
- length of stay (short stay are those who are here for up to 1 year)
- additional support needs
- previous experience of the school in supporting bilingual pupils
- school ethos and classroom methodology
- exceptional circumstances (e.g. refugees)

On-going monitoring of the needs of pupils across the city is undertaken by the service and adjustments to the type and level of support offered is made where necessary.

SECTION A

Tracking and Monitoring

'One of our main aims is to give bilingual children and young people access to the curriculum so that they can continue to develop cognitively while acquiring an additional language. English is best learned through the completion of meaningful tasks related to the curriculum.

Bilingual pupils make progress in acquiring English as an additional language in different ways and at different rates; however there are universally recognised broad stages in this development. All bilingual pupils in mainstream classes will be at one of these stages. It is generally accepted that progression from the first stage to a good command of '*social*' English takes 2 years and to fluency and a good command of '*academic*' English takes a minimum of a further 5 years.

Stage 1 - new to English

Stage 2- early acquisition

Stage 3-developing competence

Stage 4-competent

Stage 5-fluent

See appendices - Overview of Stages of English Language Acquisition
Checklists 1-4

The stage of English Language Acquisition is recorded for every bilingual pupil by the school, in addition to CfE levels of achievement. The stage of English Language Acquisition is transferred to SEEMIS for use in city-wide data collection and for use in the Scottish Executive census carried out in September. A **single level stage** is required for SEEMIS, scotXed and BPSS even though learners may show characteristics of more than one level. It is important that this information is accurate. BPSS team members are available to support and advise throughout this process.

Class/subject teachers can track and monitor progress by updating the checklists (see appendix) annually for their bilingual learners.

The professional judgement of all staff working with the pupils, class- based evidence, including observation and any other assessment tools in use would support this process.

Information gathered through the annual BPSS audit and completed by schools, provides evidence of pupils' progress through the stages of language acquisition.

SECTION A

When presenting any pupil for a standardised /baseline test it is essential that she/he understands the language of the test in order to demonstrate her/his ability. If standardised translation is not built into the test, pupils at the Early Stages of English Language Acquisition (stage 1-2) may not be able to do so. The experience could be detrimental to the confidence and well-being of the pupil. Please seek the advice of your BPSS link teacher in such cases.

The home language of the pupil should be valued by the school. As the pupil progresses through the stages of language acquisition, it is vital that the home language is maintained and developed. (see Section B8)

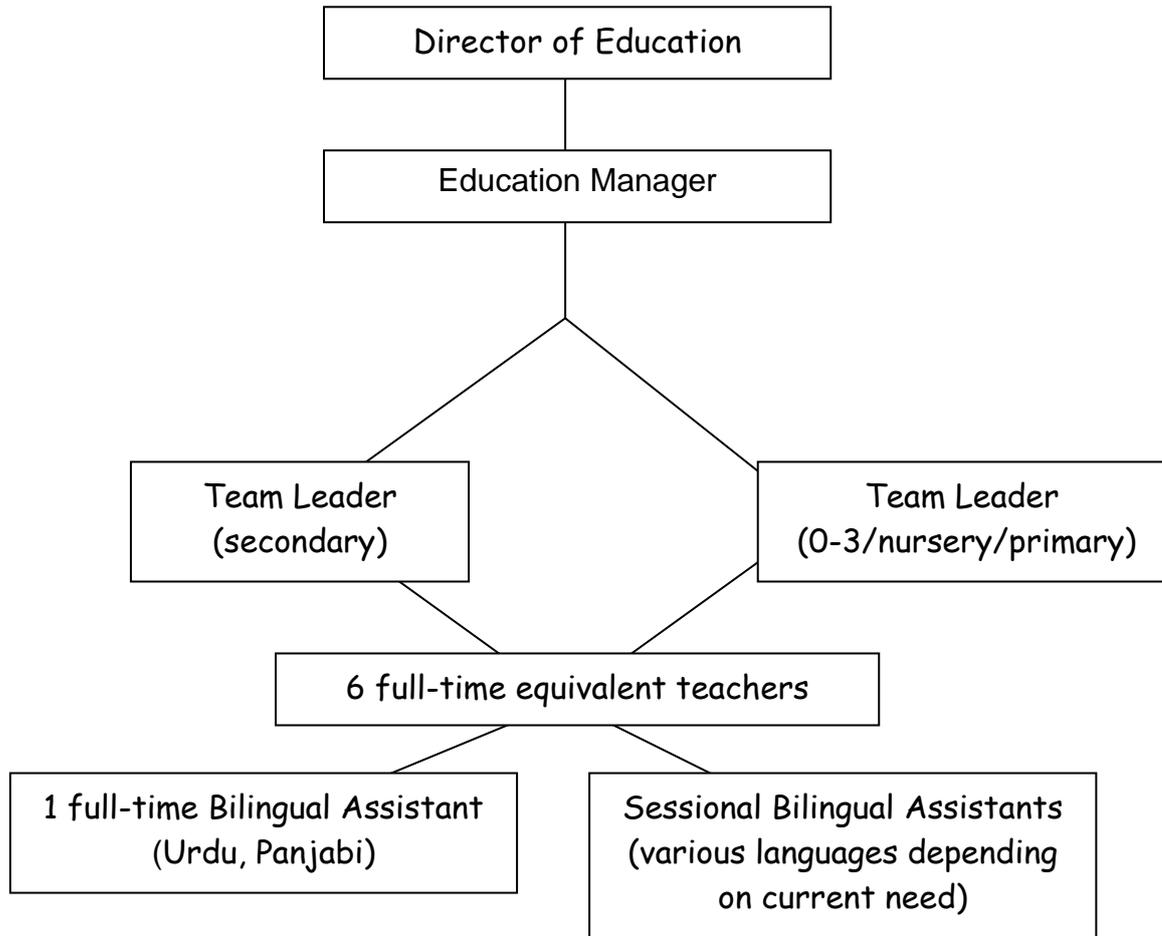
A strong foundation in the home language is a major factor in enhancing the achievement and self-esteem of bilingual learners. Research also shows that learners, who develop an additional language, whilst their home language is strongly supported, experience definite cognitive benefits.

In service training is available on request.

SECTION A

Bilingual Pupils' Support Service Information

We are an outreach service working in educational establishments as part of Dundee City Council Education Department. We support bilingual children, their parents and school staff. This is our line management structure.



Our administrative base, including a resource base and office is at:

Dryburgh Education Resource Centre
Napier Drive
Dundee DD2 2TF
tel 01382 438057/ 438099
email lingualsevice@dundeecity.gov.uk

SECTION B

Roles and Responsibility

The Bilingual Pupils' Support Service (BPSS) works in partnership with parents/carers, schools and other agencies to promote equality of opportunity through the process of inclusion. Our work involves ensuring access to the curriculum, raising self-esteem and valuing bilingual children's linguistic and cultural backgrounds.

We are an outreach service working in educational establishments as part of Dundee City Council Education Department. Our team consists of two team leaders, five FTE teachers, one permanent bilingual assistant and sessional bilingual assistants using a range of languages.

The roles and responsibilities include :

- collaboration with Dundee House to process placing requests for new arrivals to the city, transfers within the city, primary one intake and secondary transition
- collaboration with schools to set up an enrolment meeting with parents/carers to exchange information regarding pupil background and education systems, using an interpreter and translated information where possible
- on -going contact with parents / carers to provide information regarding pupil progress, school events, local community groups and classes
- annual consultation in each school with a named school link person and a BPSS teacher to review needs (see appendix for School Links)
- supporting schools to provide accurate data on the Stages of English Language Acquisition for audits and the national census
- advising schools and nurseries on suitable resources, learning and teaching approaches, strategies, exam arrangements and other exam opportunities for bilingual learners
- direct support of identified pupils
- maintaining links and developing partnership work with other agencies
- providing in service training to education staff and other agencies
- participating in DCC Education Department strategy groups

SECTION B

We provide support in developing an additional language in a number of ways.

1. Involving Parents
2. Links with Other Agencies
3. In-Service Training
4. Collaboration on Target Setting and Assessment
5. Advising Schools on Appropriate Resources
6. Advising Schools on Differentiation of Resources
7. Direct Teaching/Partnership Teaching
8. Teaching in the Home Language
9. Collaborative learning /Co-operative Learning

We also aim to raise awareness among all children and staff of the diversity of Scotland's population and the need to promote equality of opportunity.

SECTION B

1. Involving Parents

Schools will already have procedures in place for developing partnerships with parents/carers. However, additional issues need to be considered in the case of the parents/carers of bilingual learners.

- Consider whether the underlying ethos of the school is welcoming and reflects Scotland as a multicultural, multilingual country.
- Consider the enrolment interview as an opportunity to build trust and confidence in the school/nursery and encourage the involvement of parents in all aspects of school life.

An interpreter should be present at the enrolment interview so that all parties can express themselves without fear of misunderstanding.

- Parents should be made aware of how they can access school information. Dundee City Council provides a free translation and interpretation service when accessed by parents.
(tel: 01382 435825 email: translation@dundeecity.gov.uk)
- Leaflets in a range of languages should be available via the school office or websites.
- Consider whether parents who have come from a different education system understand the Scottish Education System, the curriculum, methodology, pastoral care and the key role of parents.

SECTION B

2. Links with Other Agencies

Schools will already have procedures in place to identify strategies to support children and young people, such as ABL and will have established links with other agencies and organisations to support the educational and pastoral needs of all children. However, links may need to be supported with agencies in the case of bilingual children and young people. These can include asylum support teams, interpreting services, local religious communities, community language schools and agencies supporting minority ethnic communities.

Bilingual children may have other additional support needs, for example, a sensory impairment, a physical disability, social, emotional or behavioural difficulties or a specific language disorder.

It is important to identify at an early stage any other additional need that is affecting academic or social development. Where the child is not making the expected progress it may not be clear whether this is because of accessing the curriculum through English as an additional language or because of a specific barrier to learning.

In such cases, we can facilitate links with appropriate agencies, the school and the parents for further assessment. For example, our Bilingual Assistants work alongside Speech Therapists, assessing overall language development in both languages and interpreting for parents.

The following factors will help to identify additional support needs:

- The child's ability in their first language
- Previous school experiences
- Time factors (the speed at which English is being acquired)
- The amount of support already given to the child
- The apparent discrepancy between the child's abilities and those of their peers
- The expectations of the school and parents in terms of progress and behaviour
- Any medical/social/psychological/emotional factors that may be known.

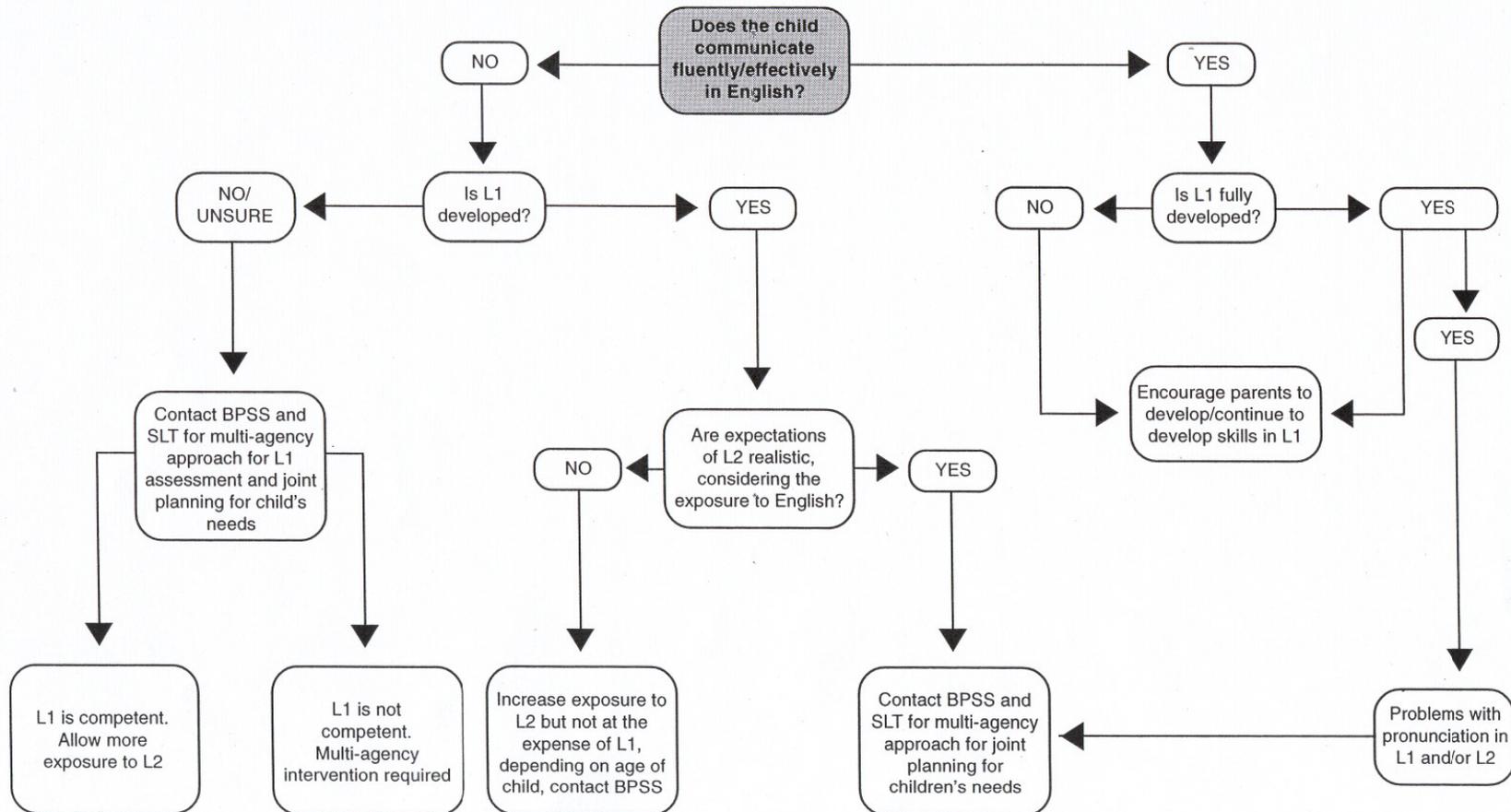
SECTION B



GUIDELINES FOR BILINGUAL CHILDREN WHO MAY HAVE SPEECH AND/OR LANGUAGE DIFFICULTIES

This flow chart shows recommended procedures for Health & Education Workers to follow when referring and assessing bilingual children. This illustrates how multi-agency support can be set up and emphasises the importance of taking the child's progress in the first language into account.

KEY	
L1	First Language
L2	2nd Language
SLT	Speech & Language Therapy
BPSS	Bilingual Pupil Support Service



SECTION B

3. In-Service Training

Staff should be aware of, and make use of, the range of relevant continuous professional development opportunities provided by BPSS.

The BPSS can offer in-service training on designated in-service days or as twilight sessions. Each workshop takes approximately one hour.

0-3 Raising Your Child Bilingually
Early Years Becoming Bilingual

Primary Part 1 Valuing Bilingualism- Providing Equal Opportunities
 Part 2 Good Practice - Supporting Children in the Classroom
Language and Thinking
Tracking pupil process

Secondary Part 1 Valuing Bilingualism- Providing Equal Opportunities
 Part 2 Good Practice - Supporting Children in the Classroom
The Language of Lessons

Staff can register/sign up via CPD online or workshops can be arranged for your school through the BPSS teacher.

We also offer single sessions to Newly Qualified Teachers, PGCD Student Teachers, Speech and Language Therapists, Educational Psychologists and SCSS..

The BPSS is currently developing an e-learning programme which should be available in 2014

SECTION B

4. Collaboration on Target Setting

Research (Cummins 1982) into classroom language distinguishes between the learner's ability to use language for social purposes (BICS: Basic Interpersonal Communication Skills) and academic purposes (CALP: Cognitive and Academic Language Proficiency).

Language for social purposes can develop in two years or less. **Language for academic purposes can take a further five years to develop.**

Competence in social language does not mean that a child will understand all the language of the classroom. Therefore, support for bilingual learners needs to be planned in order that they develop language for academic purposes and, as a result, become independent learners.

As with all learning, developing an additional language is not a linear process, however there are recognised stages of English language Acquisition (see Overview of Stages of English language Acquisition -appendices)

To support the process of recording progress and achievement there are target statements linked to characteristics of additional language learning across the stages of English Language Acquisition.

(see Teaching and Learning Targets / Evaluation -appendices)

These statements provide

- a means of identifying learning intentions and success criteria for teachers and learners
- a focus for learner, teacher and parent dialogue
- an overview of progress and achievement over time

This additional targeted language support should be tailored to the individual's needs.

SECTION B

5. Advising School on Appropriate Resources

"Teachers organise tasks and use resources which positively represent all sections of society and challenge prejudice, injustice and racist views.

Resources and displays reflect a multiracial society and encourage learners' self-esteem, cultural identity, aspirations and career choice in a non-stereotypical way.

"Teachers use a variety of methodologies suitable for bilingual learners. For example, they use key visuals, collaboration, scaffolding, paired reading, peer support, thinking time, mind maps, writing frames, and multilingual resources."

(How Good is our School? Inclusion and Equality Part 4 - Meeting children's needs)

Useful resources for children new to English include:

- key visuals - e.g. tables, maps, diagrams - these provide information in a graphical rather than verbal form
- pictures and photographs
- artefacts and props
- bilingual dictionaries
- simplified texts and text summaries
- adapted worksheets to allow children to read and write small chunks of information
- texts in children's home language
- audio-visual resources
- games
- ICT
- resources that reflect children's previous experience and background

SECTION B

The BPSS link teacher can advise on up to date resources and suppliers. The following publishers are a small selection recommended by teachers working with children new to English:

Mantra Publications, 5 Alexandra Grove, London, N12 8NU. Tel 020 8445 5123. www.mantralingua.com

Brain Friendly Publications. Tel 01303 238880. www.brainfriendly.co.uk
LDA, Duke Street, Wisbech, Cambridge, PE13 2AE. Tel 01945 463441
www.ldalearning.com

Clicker Resources www.cricksoft.com.uk

Graded Readers - Oxford University Press elt.oup.com

Cambridge University Press www.cambridge.org/gb/elt

Useful Websites

Activities for ESL Students - <http://a4esl.org>

Collaborative Learning Project - <http://www.collaborativelearning.org>

Freelang - <http://www.freelang.net>

Gordon Ward's Home Page

<http://homepage.ntlworld.com/gordon.ward2000>

Refugee Council - <http://www.refugeecouncil.org.uk>

'The Daily What News' on glow
ESOL Scotland

Google translate is a useful tool for basic communication and translation

SECTION B

6. Advising Schools on the Differentiation of Resources

New to English children and young people will often benefit from written materials adapted especially for them. However, many materials and approaches can be inclusive.

- Pair and small group work is vital, since whole class discussions are often inaccessible.
- Understanding the scope and content of texts before reading gives a greater chance of making sense of the written word.
- Photographs, drawings and diagrams convey meaning without reliance on text.
- Labelling, matching and sentence completion provide text-reduced opportunities to show understanding of content.
- Collaborative writing with other children who share the home language gives opportunities to take part in the composition process
- Writing from a model or a 'choice table' gives the chance to use repetitive structures while using new vocabulary.
- Sequencing simple sentences to give a factual account can then be linked to form a continuous piece of writing.

It is important to consider the level of English Language Acquisition when differentiating materials and approaches for children and young people new to English. However, consideration must also be given to the children's cognitive ability and prior attainment.

The learning environment should be stimulating and provide appropriate cognitive challenge.

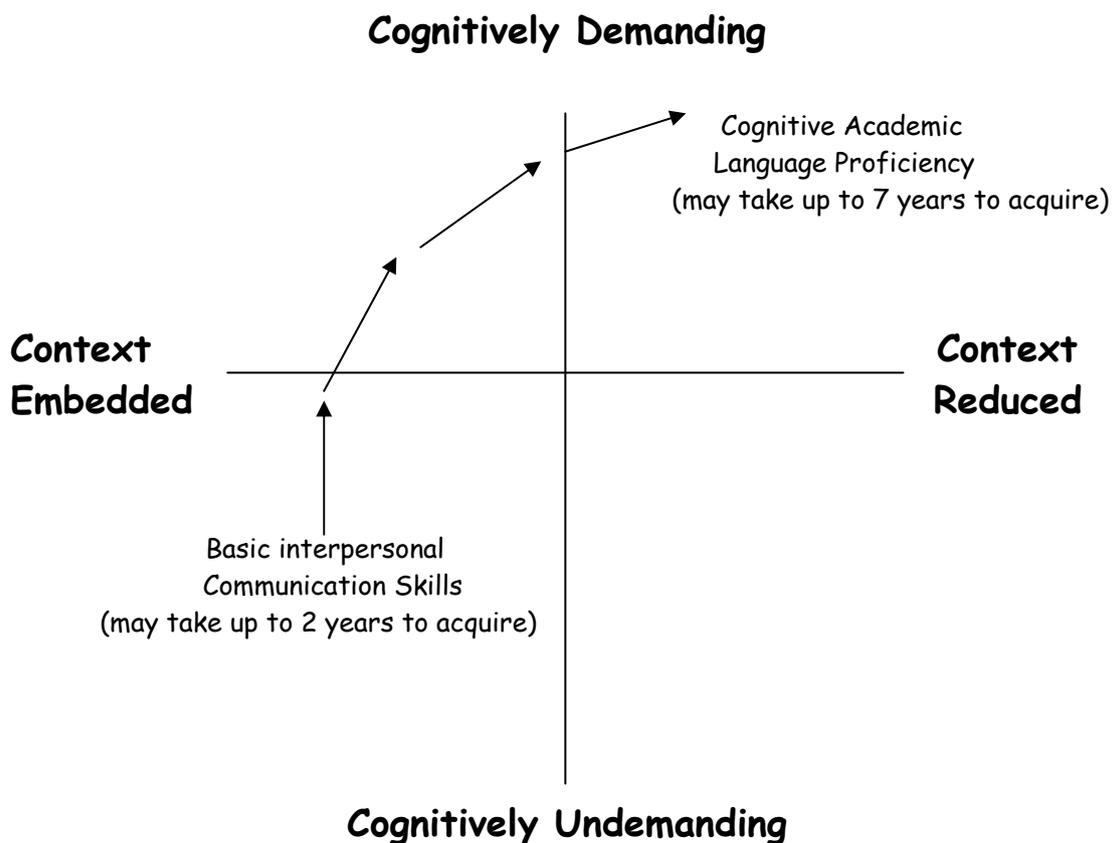
www.hmie.gov.uk/documents/publication/hgiosepbl.pdf

Education Scotland Inspection and Review

SECTION B

Bilingual children should have opportunities to experience different types of thinking ranging from cognitively undemanding such as naming, copying or identifying to cognitively demanding such as hypothesising, analysing or evaluating (see also LTID Bloomin' Smart Thinking) .

'Cummins Quadrant' (Cummins 1996) provides a useful tool for analysing classroom tasks



Cognitively challenging activities should be well-contextualised so that children can start with existing knowledge and experience and move towards making sense of new learning.

SECTION B

7. Direct Teaching/Partnership Teaching

Our team members work with bilingual learners in many different ways.

The content of this input will be discussed with class or subject teachers and SFL staff with targets being set and records being kept. Stage 1 New to English children may need to be taught very basic vocabulary and phrases in order to help them in their social English.

Stage 2 and 3 learners may need to learn some specific vocabulary and phrases which will be used in the mainstream class so that they are able to engage with the lesson and their peers.

In Secondary schools the BPSS staff may help deliver, assess and quality assure the SQA ESOL courses. ESOL could be offered as a subject choice to those bilingual pupils in S4 and above who require the language support. This generally benefits their access to and understanding of other subjects on the curriculum. In S5/6 NQ Higher ESOL (Nat 6 from 2014) can help bilingual pupils access University. An ESOL strategy is being discussed at present to look at how school staff can be further involved in this in line with other authorities in Scotland. In addition possible links with Dundee College and Community Education are being explored.

Partnership Teaching

We can support class/subject teachers with the planning for teaching bilingual learners, assessment and review of child progress.

- A bilingual pupil may have differentiated materials, tasks and outcomes.
- For good collaborative practice, joint planning time must be made available for school and BPSS staff.
- Within the classroom BPSS staff may provide more explicit instruction and concept checking. Bilingual children and young people may have prior knowledge and learning which they are unable to communicate in English.
- BPSS staff can provide and highlight good models of English language and ensure the bilingual pupil has the opportunity for repetition and practice of the newly acquired language.
- BPSS staff may facilitate group work so that the bilingual pupil begins to learn from their peers.

SECTION B

- Writing, speaking and note-taking frames may be incorporated into the lesson by the BPSS staff to aid learning and help bilingual children to scaffold the language.
- Bilingual children and young people are encouraged to use their L1 and bilingual dictionaries to support their learning.

SECTION B

8. Learning and Teaching in the Home Language

For a number of decades the importance of the language of the home has been recognised. The Bullock Report of 1975 stated,

"No child should be expected to cast off the language and culture of the home as he crosses the school threshold."

A strong foundation in the home language is a major factor in enhancing the achievement and self esteem of bilingual learners. Research also shows that learners, who develop an additional language, whilst their home language is strongly supported, experience definite cognitive benefits.

Home languages and culture should be given a positive place within our schools and parents should be encouraged to work in partnership in promoting and developing their child's first language.

Children and young people who are new to English will be able to show their competence through their home language, particularly if they have literacy skills. Whenever possible, bilingual assistants who share the home language should support children so that they can display their skills and knowledge across the curriculum.

In addition there is much the school can do to maintain a positive ethos towards the use of the home language.

- Encourage pupils to talk together in home languages
- Value and praise bilingual competence
- Treat heritage visits as a positive experience
- Welcome home language support from bilingual staff
- Encourage the use of bilingual dictionaries and word lists
- Encourage literate pupils to read and write in their home language
- Provide books written in different languages
- Encourage children and young people to attend community language classes
- Present senior pupils for home language examinations

SECTION B

9. Collaborative Learning

Collaborative learning activities were developed in the 1980s to provide opportunities for children and young people to use their own experience, ideas and abilities to make connections with 'new learning' and interact with other children and young people.

They encourage children and young people to think and talk about subject matter in a reflective, problem-solving way. Collaborative learning activities maximise participation for all therefore giving bilingual learners a sense of belonging.

Collaborative learning activities will include:

Information Gap: this is one of the simplest ways of encouraging pupils to interact. Using charts, graphs, timelines or text, one pupil has information that the other needs. They must ask and answer questions to complete the task.

Matching Activities: help pupils to explore thinking and language skills such as identifying, describing or defining cause and effect.

Sorting Activities: this type of activity encourages children to apply criteria and use the thinking and language of classification, generalising or defining a group.

Sequencing Activities: in order to complete a task pupils have to collaborate while thinking and talking about the order of events, instructions or descriptions of processes.

Ranking Activities: by organising items or people according to a given criteria, pupils are encouraged to evaluate, estimate, measure or judge while using the appropriate language required.

It is also possible to combine these types of activities.

Dundee City Council has some further information.

http://www.dundee.gov.uk/dundee/uploaded_publications/publication_630.pdf

The Collaborative Learning Project (<http://www.collaborativelearning.org>) supports a co-operative network of teaching professionals to develop and disseminate accessible teaching materials and strategies in all subject areas and for all ages. Some of these materials are now produced by the publisher Mantra Lingua (www.mantralingua.com)

SECTION B

10. Co-operative Learning

The Co-operative Learning course is being offered to Dundee City Council teaching staff and is part of the Service plan 2012 -2017. The model adopted by Dundee is based on the Johnson and Johnson model and is being delivered by Chris Ward.

It is a method of organising classroom activities and involves both academic and social interaction. Teachers organise the class into groups or teams and they work together to complete a given task. The teacher allocates roles to team members based on his /her knowledge of the pupil. For a bilingual pupil who is a new arrival or at the early stages of ELA this immediately gives them a sense of belonging. The lesson is highly structured and the teacher can predict some of the essential language needed for the task and therefore make sure the bilingual pupil can use this language. For example a bilingual pupil New to English could have the role of timekeeper and learn to shout 'time' when the allocated time is up or could have the role of materials manager and learns to say ' Can I have the scissors/paper/ etc. please? and 'Thank you'.

All co-operative learning should have the 5 basic elements

Positive Interdependence

Individual Accountability

Group Processing

Social skills

Face to Face Interaction

It may be that the bilingual pupil can contribute to the task in his/her home language or may have some skills or knowledge from their previous educational experience. The team building exercises in co-operative learning should help the bilingual pupil feel confident enough to make a contribution.

These elements will also contribute to the development of English Language Acquisition.

The language components of the activities and the role given need to be well planned for a bilingual pupil at the early stages of ELA. Bilingual pupils will benefit linguistically from being part of the group both academically and socially.

SECTION C

Admission Procedure

On arrival in Dundee, parents/carers who wish to enrol their children in school should go to the Education Department in the first instance. People who have difficulty in understanding and communicating in English should be advised to contact the Dundee Translation and Interpretation Service (DTIS Tel 01382 435825 translation@dundeecity.gov.uk). This service is free of charge to users as the cost incurred is met by the appropriate agency.

Once the parent/carer has completed an application for a Placing Request then:

1. Dundee City Council Education Department sends electronically a copy of the placing request to the school of choice and the Bilingual Pupils' Support Service.
2. Contact is established between the Bilingual Pupils' Support Service (BPSS) and the receiving school. Once the placing request is accepted an enrolment meeting is organised.
3. We will invite an interpreter to the meeting. (DTIS)

The enrolment meeting will be held as soon as possible; DCC has agreed that there may be a time delay. **It is vital that we are involved from the outset.**

Admission procedure of children new to UK with identified significant barriers to learning.

When the parent/carer has completed an application for a Placing Request and indicated 'yes' to an assessed additional support need,

1. a copy of the placing request will be sent to the Coordinator (Additional Support Needs) and to BPSS
2. contact with the relevant agency/agencies will be made to organise a meeting with parents/carers, BPSS and an interpreter to ensure full understanding
3. at this meeting, the child or young person's educational and medical history will be recorded and contact made with the country of origin, if necessary
4. assessments may be carried out in the home language with the aid of an interpreter
5. When a suitable placement has been decided upon, an enrolment meeting can take place

SECTION C

Enrolment Procedure for Bilingual New Arrivals

The enrolment process is the key to a smooth transition into school. It provides an opportunity to establish good home/school relations and develop confidence in parents, children and staff.

Stage 1

Family - School Initial Contact

The school and Bilingual Pupils' Support Service work in collaboration

- A date will be arranged for a meeting with the family, school personnel, Bilingual Pupils' Support Service teacher and an interpreter
- Parents will be asked to bring any workbooks, reports etc from the previous school to the meeting

Stage 2

Parents/School Information Exchange Meeting

Bilingual Pupils' Support Service teacher will complete Background Information Form and Enrolment Checklist

School/Service to provide:

School handbook
Relevant translated materials
BPSS leaflet

Equality and Diversity Leaflet
Websites to access further information

Parents to provide:

Information for SEEMIS
e.g. emergency contact,
doctor, ethnic origin
Previous school reports

Stage 3

Agree a start date/appropriate placement/class/year

- It is envisaged that the start date will be as soon as possible however it may take up to two weeks for admission.
- Background information is circulated to staff
- A part-time induction period may be advisable

SECTION C

Primary

- Children will be placed in the age appropriate stage /class regardless of previous schooling or stage of English Language Acquisition
- If a child arrives in the country age 4/5 who has never been to school, the procedures are:
 - If date of birth is before August of the present school year, the child will be enrolled at school.
 - If the date of birth is after August of the present school year, the child may benefit from a nursery placement. Parents will be advised of their right to choose.

Secondary

- Young people will be placed in age-appropriate year groups.
- School is compulsory until 16 and you have completed 4 years at Secondary School
- Young people aged 16-18 may be offered a school place or may be advised to go to college or alternative provision depending on their prior educational achievements and their level of English.

SECTION D

Our Partnership with Nurseries

We can offer

- INSET training for all nursery staff.
- a collaborative approach to compiling profiles for bilingual children.
- visits by a BPSS teacher/bilingual assistant to support transition to school.
- using an assessed priority process, support for bilingual families through contact with a bilingual assistant sharing the home language.
- using an assessed priority process, support for bilingual children in accessing the play curriculum through use of the home language.
- using an assessed priority process, support for bilingual children to develop and maintain the home language.
- assistants using various languages.

To ensure a positive partnership, the nursery can:

- take up in-service training
- set aside time for collaboration with BPSS staff to update child profiles.
- facilitate links between BPSS staff and parents/carers.
- affirm the use of L1 throughout the nursery
- ensure resources reflect a multiracial society in a non-stereotypical way

SECTION D

The Early Stages of Learning English

This outline of the development of young children's learning of English as an additional language draws on research findings. Although the process follows a particular sequence, it is flexible. Rather than moving through stages, think of the development in terms of waves - moving forward, receding, then moving forward again. (*Olsen Edwards 1994*)

- a. Many children at the early stages of learning English go through a 'silent period'. This can last up to six months or longer. This is not a passive stage. Children will be listening and making sense of their new environment. They should not be pressurised to speak until they feel comfortable, however, adults should continue to talk to the children and involve them in activities.
- b. During this wave children may begin to use non-verbal gestures in response to questions or to indicate a need. Understanding is in advance of spoken language.
- c. Many children may begin to 'echo' single words and short phrases used by adults and peers. All attempts at speech should be encouraged and praised.
- d. There will be a development of 'formulaic' language (chunks of social speech) e.g. 'Mummy come soon', 'My turn'. Children may also begin to join in with story refrains and songs.
- e. 'Chunking' will continue, but children will increasingly begin to use one-word utterances (frequently nouns) which will perform a range of language functions. (e.g. questioning, responding, naming)
- f. Children will then begin to generate their own 'telegraphic' sentences, using two or three word utterances. The main concern will be communication of meaning. Holistic phrases (a development of chunking) will continue during this wave.
- g. Children will begin to use extended phrases or simple sentences which contain surface developmental errors in use of plurals, tenses, personal pronouns, function words and articles.
- h. Increasingly children will develop more control in their use of functional language. Surface errors will continue until the children understand the use of different grammatical structures in the target language, which may be very different from the home language.

Adapted from NALDIC working paper 4: 'The early Stages of Learning English'

SECTION D

<u>Bilingual Pupils' Support Service</u>	<u>Dundee City Council</u>
--	----------------------------

Child(ren) -

Early Years Language Development

Talking

Can use words / phrases/sentences	*L1	L2	both	
Can relay information	L1	L2	both	
Can give instructions	L1	L2	both	
Can express needs / feelings	L1	L2	both	
Can retell stories /incidents	L1	L2	both	
Is able to talk with an adult/a child a small group/ a large group	L1	L2	both	

Listening

Can follow instructions (including prepositions.	L1	L2	both	
Can listen to a story and respond appropriately.	L1	L2	both	
Can listen to other children and respond appropriately.	L1	L2	both	

Pre-reading

Can recognise own name.	L1	L2	both	
Can identify detail in pictures.				
Can demonstrate an awareness of print.				
Can demonstrate an awareness of sequence.				

Pre-writing / drawing

Can hold a writing implement correctly				
Can produce drawings that are recognisable				
Can write some letters / numbers	L1	L2	both	
Can copy words.	L1	L2	both	

* L1- first language L2- additional language

Comments

SECTION E

Our Partnership with Primary Schools

We can offer

- INSET training for all school staff.
- a collaborative approach to admission and enrolment of bilingual pupils.
- an on-going whole school support programme. (appendix)
- advice on tracking, monitoring and assigning a stage of English Language Acquisition
- using an assessed priority process, support for bilingual families through contact with a bilingual assistant sharing the home language.
- using an assessed priority process, support for bilingual pupils in accessing the curriculum through use of the home language.
- using an assessed priority process, support for bilingual pupils to develop and maintain the home language.
- direct teaching in English language for bilingual pupils.
- a partnership teaching approach to in-class support of bilingual pupils.
- support to identify or differentiate appropriate resources.
- links to L1 language classes.
- assistants using various languages.

To ensure a positive partnership the school can:

- take up in service training.
- nominate a named member of staff to liaise with BPSS
- involve BPSS staff from the outset in admission and enrolment.
- set aside time for collaboration with BPSS staff.
- facilitate links between BPSS staff and parents/carers.
- provide an area for small group teaching sessions.
- provide access to school resources (including a computer).
- affirm the use of L1 throughout the school.
- ensure resources reflect a multiracial society in a non-stereotypical way.

SECTION E

BILINGUAL PUPILS' SUPPORT SERVICE PRIMARY WHOLE SCHOOL SUPPORT PROGRAMME

APRIL- JUNE

In collaboration with school staff, compile or update whole-school review of bilingual pupils, tracking achievement in relation to national standards, peer group and Stage of English Language Acquisition.

The information gathered will be used to identify the needs of the school, to aid in the process of assessing priority citywide and to inform the national census.

MAY- JUNE

Nursery / primary liaison -BPSS staff included in the process.

Where possible, bilingual nursery children are accompanied on school visits by a bilingual assistant sharing the home language(HL).

BPSS staff available for new P1 parent meetings

Translated information provided.

MAY- JUNE

Primary/ secondary liaison - BPSS staff included in the process.
P7 profile supported to include the bilingual element.

Where possible and appropriate bilingual P7 pupils on secondary school visits are accompanied by a bilingual assistant sharing the HL

BPSS staff available for new S1 parent meetings

Translated information provided.

MAY- JUNE

Collaboration with school staff to inform pupil reports, including English Language Acquisition and, where possible, HL acquisition.

SECTION E

JUNE

BPSS link teacher will consult with Senior Management Team to review the needs of the school for the next academic session.

AUGUST - OCTOBER

Where possible bilingual assistants sharing the home language will support new P1 bilingual pupils working alongside the P1 teacher.

OCTOBER - NOVEMBER

All bilingual pupils identified through individual school SEEMIS system (name/DOB/ class/ languages used) and this information forwarded to BPSS.

PUPILS ARRIVING DURING THE SCHOOL YEAR

Pupil identified by Dundee House / school

BPSS notified

BPSS contact parents/ translation service to set up information exchange meeting

SMT/BPSS decide class placement according to DOB

Delay entry of pupil into school to allow for preparation of materials, buddy briefing and dissemination of information to all staff.

A part-time induction period may be needed depending on the pupil.

SECTION F

Our Partnership with Secondary Schools

We can offer

- INSET training for all school staff.
- a collaborative approach to admission and enrolment of bilingual pupils.
- an on-going whole school support programme. (appendix)
- advice on tracking, monitoring and assigning a stage of English Language Acquisition
- using an assessed priority process, support for bilingual families through contact with a bilingual assistant sharing the home language.
- using an assessed priority process, support for bilingual pupils in accessing the curriculum through use of the home language.
- using an assessed priority process, support for bilingual pupils to develop and maintain the home language.
- direct teaching for bilingual pupils in the early stages of English language acquisition.
- a partnership teaching approach to 'in class' support of bilingual pupils.
- support to identify or differentiate appropriate resources.
- advice on SQA exam arrangements.
- advice on the delivery of SQA ESOL Courses.
- links to L1 Language classes.
- access to exams in other languages such as Arabic, Bengali, Chinese, Punjabi, Polish, Urdu.
- assistants using various languages.

To ensure a positive partnership the school can:

- Take up in service training
- nominate a named member of staff to liaise with BPSS.
- at S4 and above, ensure pupils are timetabled for ESOL if appropriate.
- enter exam arrangements for individual pupils on SQA spreadsheet and ensure bilingual dictionaries and glossaries are available, if needed.
- encourage pupils to take exams in their home language and value these results.
- ensure Guidance staff include 'bilingualism' on any CV, reference or personal statement for university.

SECTION F

BILINGUAL PUPILS' SUPPORT SERVICE SECONDARY WHOLE SCHOOL SUPPORT PROGRAMME

APRIL- JUNE

Primary/ secondary liaison -names and stage of English Language acquisition made available to secondary school staff for consultation.

Where possible, bilingual P7 pupils at the early stages of English Language Acquisition are accompanied on secondary school induction visits by a bilingual assistant sharing the Home Language.

BPSS consult with Senior Management Team, PT Support for Learning and Link Person to review the needs of the school for the next academic session.

AUGUST - SEPTEMBER

All bilingual pupils identified through individual school SEEMIS system (name/DOB/class/languages used/ stage of English Language acquisition) for completion of national census. This information is also available for BPSS city audit.

NOVEMBER - JANUARY

Work in collaboration with schools to check special examination arrangements are in place for prelims. At present this entails the use of a bilingual dictionary, extra time and a glossary which has been checked by SQA.

Information given to pupils/parents on examination opportunities in Home Language and pupils entered.

MARCH - APRIL

BPSS staff available for discussion on candidates recommended for ESOL courses, staffing and timetabling implications.

BPSS staff available for advice on course choices for bilingual pupils at the early stages of English Language Acquisition.

SECTION F

PUPILS ARRIVING DURING THE SCHOOL YEAR

BPSS staff will attend enrolment meetings for bilingual pupils.

BPSS staff are available to attend parents' meetings for bilingual pupils.

Translated information may be provided.

BPSS staff will contribute to pupil reports, including information on English Language Acquisition and where possible Home Language development and any examination work in Home Language.

SECTION 6

Role of the Bilingual Assistant

Supporting Learning in the Classroom

1. Using the first language to
 - i) interpret teacher's instructions.
 - ii) help pupils complete tasks by redefining words and phrases critical to understanding in English or L1.
 - iii) develop skills for learning (use of dictionary/developing vocabulary)
 - iv) support conceptual development by oral explanation.
 - v) discuss any social /emotional issues
2. Provide access to new learning by making links with previous learning, knowledge, home values and culture.
3. Contribute to pupil assessments and reports by feeding back to school staff on pupil progress.

Supporting the Development of the First Language

A common underlying language proficiency (Dr James Cummins 1997) supports the development of both languages; first language proficiency supports the development of second language proficiency. What to do -

- i) encourage parental support;
- ii) develop transferable skills - sequencing, describing, giving reasons, asking questions etc.
- iii) develop thinking skills.

Supporting Home/School Liaison

- i) provide support for parents at school events through interpreting information
- ii) home/school liaison including home visits for specific purposes.

SECTION 6

Working in Collaboration with Other Agencies

Allied Health Professionals (Speech and Language Therapy, Health Visitors, Occupational Therapy)

Educational Psychology Service www.dundee.gov.uk;

School Community Support Service (SCSS) www.dundee.gov.uk

Pre-school Home Visiting Service www.dundee.gov.uk

Providing Cultural Background and Religious Information to the School

For example, specific knowledge that can improve the understanding of cultural backgrounds

Contributing to Pupil Assessment - home language assessment; formative assessment; peer assessment

SECTION 6

Advice to Teachers- Working with a Bilingual Assistant

Research shows that bilingual assistants are most effective when they are class-based and support ongoing class work rather than withdrawing pupils to support an alternative curriculum.

Working in a 1:1 situation has been shown to be less effective than group work. However, bilingual assistants may be required to work with individual bilingual pupils on subject-specific tasks that require tutorial type input.

Class and subject teachers have responsibility to plan for, teach and assess the needs and achievements of bilingual pupils.

Bilingual assistants will carry out tasks delegated to them by teachers to aid bilingual pupils to access the curriculum.

Bilingual assistants will consult and provide feedback to school staff at key points in the support process.

The majority of the bilingual assistants' time should be spent in contact with pupils and parents.

SECTION H

Advice to Teachers- Good Practice in the Classroom

1. Concepts can be developed in any language; they do not have to be developed in English. Bilingual assistants in the classroom, parents and other pupils who share the same language can facilitate this type of learning.
2. Be a good model of spoken and written English, modelling the language for pupils to repeat. Be aware that pupils may go through a 'silent' period. This can last up to six months or longer. This is not a passive stage. Pupils will be listening and making sense of their new environment.
3. Collaborative group work gives pupils a supportive environment for communication and at the same time articulate pupils provide good models of language.
4. Facts and ideas conveyed through key visuals such as charts, diagrams and tables reduce the amount of language content while keeping the cognitive level appropriate.
5. Transforming information from one mode to another provides support for bilingual pupils to demonstrate learning, e.g. labelling a diagram, then using the labels to complete a chart, then using the chart as a basis for text.

SECTION H

Classroom Strategies for the Support of Bilingual Pupils

"Every teacher is a language teacher"

1. Create a supportive learning environment

- Ask pupils to sit next to a good model pupil
- Designate a buddy/buddies (and make their role clear)
- Be consistent in classroom routines
- Encourage use of bilingual dictionary / working with a partner who shares the first language
- Be aware that some pupils may remain silent for some time. They are actively listening and observing.
- Be aware that some pupils may become tired due to the considerable concentration required to access the lesson in an additional language
- Be aware that pupils new to English will require longer thinking time.

2. Consider the language and materials needed by pupils

- Give direct instructions, speaking slowly and clearly
- Consider your questioning style - be direct, ask one question at a time
- Consider how you clarify and check understanding of the lesson with the pupil
- Provide key words and phrases in various formats, e.g. On whiteboard, flashcards, glossaries
- Ask literate bilingual pupil to record new vocabulary in a notebook
- Model the language needed to complete tasks with speaking or writing frames.

3. Present the lesson in a linguistically clear way

- Present information both verbally and visually
- Use graphics such as mind-maps, timelines, Venn diagrams, graphs and charts
- Be aware that some pupils are not familiar with Roman script so write legibly on the board and handouts
- Be aware that bilingual pupils at stages 1 and 2 may be confused by idioms or colloquial phrases; try to avoid using these to explain key concepts

SECTION H

4. Plan activities and tasks which consolidate any newly learned language

- Include all pupils by asking them questions appropriate to their linguistic ability, in order to boost confidence
- Help pupils to analyse reading texts by asking them to highlight or underline key words and phrases
- Organise groups to provide effective 'good' language and learning models for collaborative tasks
- Use active listening activities such as listing 5 key points of a presentation
- Encourage active oral participation. If pupil gives correct information but is grammatically wrong, repeat the answer in the correct form.

SECTION I

Useful Documents to Promote Good Practice

A Curriculum for Excellence embraces a wider definition of how and what children should learn and experience in their journey through education and the need to recognise a broader range of achievements.

How Good is our School and The Child at the Centre

Part 3 of the Journey to Excellence series covers self-evaluation for both schools and early years centres.

How Good is our School - Inclusion and Equality

Part 4: Evaluating educational provision for bilingual learners is a guide used to evaluate the quality of educational provision for bilingual learners.

Learning in 2(+) Languages

This document aims to help staff in educational establishments to understand better the strengths and development needs of bilingual learners and to address them more effectively within the mainstream classroom.

Dundee City Council Education Department Service Plan 2012 -2017

Dundee's vision is the delivery of a quality educational experience in which all children and young people aspire to reach the highest personal levels of attainment and achievement.

Dundee City Council Education Department

Aims, Vision and Values August 2012 -leaflet

Raising Attainment, Achievement and Ambition in Dundee.

Dundee City Council Education Department

Accessibility Strategy 2013-2016

The strategy is required to show how over time access to education and associated services will be increased. This includes 'improving communication with pupils and parent/carers' which may involve the use of an interpreter or translated materials for bilingual families.

Single Equality Scheme 2009-2012 - Equality Outcomes 2013

Dundee values the diversity of the people of the city and is committed to eliminating unlawful discrimination and promoting equality of opportunity.

Dundee City Council Education Department -publications

Supporting Learners in Dundee 2012 -Additional Support Needs

SECTION I

Legislative Framework

In recent years policy statements and legislation have raised the profile of bilingual pupils in Scotland. Local authorities and schools now have a duty to address the needs of such pupils inclusively.

Dundee City Council is committed to the philosophy of 'Getting it Right for Every Child'. GIRFEC is a national approach to supporting and working with all children and young people in Scotland.

The Standards in Scotland's Schools etc Act 2000 places duties upon local authorities to ensure that schools meet the needs of all their pupils, encourage them to achieve their full potential and raise educational standards. www.legislation.gov.uk/asp Standards in Scotland's Schools

The Equality Act 2010 replaces the existing anti-discrimination laws (including the Race Relations (Amendment) Act 2000 with a single Act. Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities.
www.gov.uk search Equality Act 2010:guidance

The Education (Additional Support for Learning) (Scotland) Act 2004 emphasises the need to match provision to the needs of each individual learner, including bilingual learners.

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(asp 4\)](#)

Dundee City Council Education website - publication

'Assessing Additional Support Needs' -Information for parents/carers

Definitions / Glossary

BPSS - Bilingual Pupils' Support Service

Bilingual -The term 'bilingual' emphasises that we acknowledge that children already have one language, and that English is a second or additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

*"The term bilingual is used to refer to children who live in two languages, who have access to, or need to use, two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages."
(London Borough of Tower Hamlets)*

Bilingual Learners - Bilingual learners are not a homogenous group: not only must English language acquisition be considered but also a complex interplay of factors such as first language development, culture, ethnicity and previous schooling.

Early Stages (see Stage 1/2)

It can take up to 2 years to acquire basic interpersonal communication skills (BICS)

***BICS**-Basic Interpersonal Communication Skills is a term coined by Jim Cummins. It is often linked with social fluency because it has many features in common with spoken, conversational or informal language. BICS describes language which can be partially understood by clues, gestures or facial expression. It is typified by simple sentence structure and used extensively as social language. In academic use it is confined to simpler purposes such as labelling, classifying and recounting.*

Developing Competence (see stage 3/4)

It can take a further 5 years to develop full cognitive academic language proficiency (CALP)

*CALP-Cognitive Academic Language Proficiency is a term coined by Jim Cummins. This refers to a range of language concepts and skills which children need to formulate in order to discuss the abstract, the theoretical and the complex. CALP is also needed to express the delicate nuances of thought. It is typified by the use of Latin -based vocabulary and sophisticated grammatical structures. It is used for academic purposes such as **hypothesising, persuading, evaluating and deducing.***

Advanced Bilingual Learners

"...children who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of children with English as a first language but whose writing may still show distinctive features related to their language background.'

(Department for Education and Skills - Ensuring the attainment of children learning English as an additional language - a management guide)

Buddy

A child or young person who will support a peer during the settling-in process.

L1

First Language

ESOL

English for Speakers of Other Languages

EAL

English as an Additional Language

ESL

English as a Second Language (**no longer used**)

HL

Home Language

BILINGUAL PUPILS' SUPPORT SERVICE

Overview of the Stages of English Language Acquisition

'Bilingual Pupils' make progress in acquiring English as an additional language in different ways and at different rates, however there are recognised broad stages in this development. Bilingual children in mainstream classes will be at one of these stages. It is generally accepted that progression from the first stage to a good command of '*social*' English takes 2 years and to fluency takes a minimum of a further 5 years.

At various stages in the acquisition of English a bilingual child may experience difficulty in accessing the curriculum; this does not necessarily reflect their cognitive ability to do so.

Stage	General Description	Support Strategies
New to English Stage 1	<ul style="list-style-type: none"> • May use first language for learning • May remain silent in the classroom • Needs considerable support to access curriculum 	<ul style="list-style-type: none"> • Needs visuals/ observation time • Peer support/ bilingual dictionary • Cloze procedure / copying script • Small group work /tutorial input
Early Acquisition Stage 2	<ul style="list-style-type: none"> • Gaining in confidence to interact socially • May understand simple instructions and some subject specific vocabulary • May have developed some skills in reading and writing 	<ul style="list-style-type: none"> • Will follow lesson with visual support • Still needs a significant amount of support to access the curriculum
Developing Competence Stage 3	<ul style="list-style-type: none"> • May follow abstract concepts but not all details • May be a gap between social fluency and literacy skills • There may be structural inaccuracies in the evidence of learning 	<ul style="list-style-type: none"> • Vocabulary extension work • Writing Frames • Small group work/tutorial input
Competent Stage 4	<ul style="list-style-type: none"> • Successfully engages in most learning activities but written work may lack complexity. • May need clarification of subtle nuances of English usage. 	<ul style="list-style-type: none"> • Continue to develop abstract vocabulary • Monitor children to ensure they are achieving their potential
Fluent Stage 5	<ul style="list-style-type: none"> • Accesses the curriculum at a level of language equivalent to that of a child who uses English as first language. 	

For more detailed descriptions of the stages please see the checklists.

Bilingual Pupils' Support Service

Stages of English Language Acquisition Stage 1 - New to English
--

Name of Pupil	DOB	School	dates observed	
Talking				
mainly silent				
gives non-verbal responses				
conveys needs by word or gesture				
gives single word answers				
relays information				
repeats a model				
uses basic survival language				
talks with an adult				
a peer				
a small group				
Listening				
gives evidence of listening - gaze				
joins in stories, songs etc				
can follow simple instructions				
enjoys visually supported stories				
Reading				
familiar with Roman script				
a. opens book correctly				
b. follows print appropriately				
recognises that print carries meaning				
recognises some letters/words				
shows understanding through matching				
Drawing/Writing				
simple				
detailed				
produces letters that are properly formed				
copies a word				

Bilingual Pupils' Support Service

<p>Stages of English Language Acquisition Stage 2 - Early Acquisition</p>

Name of Pupil	DOB	School	dates observed	
Talking				
uses language to communicate needs				
uses telegraphic sentences				
uses simple sentences				
communicates more freely, but with common errors - tenses, articles etc				
gives simple descriptions				
retells stories - sequencing				
has some subject vocabulary				
talks about experiences one-to-one				
group				
Listening				
follows more complex instructions				
understands simple oral descriptions and responds appropriately				
Reading				
displays word attack skills				
guesses at unknown words using context clues				
needs to re-read text to gain understanding				
Writing				
writes frequently used words correctly				
attempts to write unfamiliar words				
writes phrases and simple sentences from memory				

Bilingual Pupils' Support Service

<h3 style="margin: 0;">Stages of English Language Acquisition</h3> <h3 style="margin: 0;">Stage 3 - Developing Competence</h3>
--

Name of Pupil	DOB	School	dates observed	
Talking				
participates as a speaker - group				
- class				
begins to produce longer utterances with greater use of tenses				
makes fewer grammatical errors				
uses clearer pronunciation, stress and intonation				
describes and predicts				
gives explanations				
Listening				
responds to a range of more complex instructions				
has increasing knowledge of subject vocabulary				
participates as a listener in a group				
Reading				
uses dictionaries				
can spell some common words				
has knowledge of some spelling patterns				
reads simple stories/texts with understanding				
reads and follows instructions				
Writing				
writes answers to simple questions about texts				
independently produces factual writing using simple punctuation				
begins to produce imaginative writing - may exhibit interlingual features				

Bilingual Pupils' Support Service

Stages of English Language Acquisition Stage 4 - Competent

Name of Pupil	DOB	School	dates observed	
Talking				
holds increasingly confident extended conversations				
describes activities by sequencing the main features				
gives coherent logical explanations				
discusses activities				
shows awareness of style for purpose				
Listening				
follows instructions accurately during group work				
can listen for information and make choices accordingly				
Reading				
reads longer more complex texts with understanding				
follows more complex instructions in most curricular areas				
reads for information - research				
aware that words carry meaning according to context				
Writing				
writes in styles across the curriculum with greater structured accuracy				
writes reports				
summarises texts				
displays note-taking skills				
drafts and re-drafts work				

Bilingual Pupils' Support Service	Dundee City Council
Teaching & Learning Targets/ Evaluation	
Pupil(s) -	Class/Year-

Aug- Sept (pink)	Oct-Dec (green)	Jan- Mar (blue)	April-June (orange)
-------------------------	------------------------	------------------------	----------------------------

Stage 1 - New to English	Achieved /date
Talking	
Can show understanding by appropriate actions and participation.	
Can repeat some words and phrases.	
Can name some everyday objects.	
Can give single word or short responses independently	
Listening	
Is able to listen well to visually supported stories read by the teacher.	
Can listen well and follow simple instructions.	
Reading	
Can show understanding through matching.	
Can recognise letters and numbers in English.	
Can decode at word level.	
Writing	
Can produce letters in English that are correctly formed.	
Can copy a word in English.	

Comments

Bilingual Pupils' Support Service	Dundee City Council
Teaching & Learning Targets / Evaluation	
Pupil(s) -	Class/Year-

Aug- Sept (pink)	Oct-Dec (green)	Jan- Mar (blue)	April-June (orange)
-------------------------	------------------------	------------------------	----------------------------

Stage 2 - Early Acquisition	Achieved /date
Talking	
Can communicate meaning using basic vocabulary.	
Can make some contribution in class / playground.	
Can use basic structures (may include errors.)	
Listening	
Can understand frequently used words and phrases in the classroom.	
Can listen for more than one piece of information and respond appropriately.	
Reading	
Can work out unknown words from context clues.	
Can use phonic skills to decode unfamiliar words.	
Can find a piece of information from texts.	
Has experience of a variety of books providing visual clues to comprehension.	
Writing	
Can use phonetically plausible spelling.	
Can write frequently used words correctly.	
Can write simple sentences/phrases from memory.	

Comments

Bilingual Pupils' Support Service	Dundee City Council
Teaching & Learning Targets / Evaluation	
Pupil(s) -	Class/Year-

Aug- Sept (pink) Oct-Dec (green) Jan- Mar (blue) April-June (orange)

Stage 3 - Developing Competence	Achieved /date
Talking	
Is able, with support and encouragement, to contribute in a group situation.	
Is able to share personal views and ideas.	
Is able to relate more than one piece of information.	
Can offer a response to a variety of texts (describe and predict).	
Listening	
Can understand concepts taught (may not have total understanding of the language used).	
Is able to listen to a variety of texts and respond appropriately.	
Reading	
Can use dictionaries.	
Can identify the main idea in a text.	
Can identify the supporting ideas of a text.	
Can read unfamiliar texts / instructions with understanding.	
Writing	
Can write answers to questions.	
Can summarise broad outlines (may have errors and omissions).	
Can use subject specific vocabulary and structures.	
Can produce an imaginative piece using a writing frame (may have errors and omissions).	

Comments

Bilingual Pupils' Support Service	Dundee City Council
Teaching & Learning Targets / Evaluation	
Pupil(s) -	Class/Year-

Aug- Sept (pink)	Oct-Dec (green)	Jan- Mar (blue)	April-June (orange)
-------------------------	------------------------	------------------------	----------------------------

Stage 4 - Competent	Achieved /date
Talking	
Is able to give oral presentations to both large and small groups.	
Is able to talk readily and confidently to others in group situations.	
Is able to relate accurate information.	
Listening	
Can follow a series of spoken instructions and presentations of factual content.	
Is able to listen to other group members and respond appropriately.	
Reading	
Can read independently with confidence.	
Is able to make use of information from a variety of sources to develop a piece of personal research	
Can draw conclusions from a text	
Writing	
Can produce a variety of written work (may have some structural errors).	
Can summarise texts.	
Can redraft work.	
Can display note-taking skills.	

Comments

Bibliography

CILT The National Centre for languages

Community Languages Survey 2005 www.cilt.org.uk

CILT The National Centre for languages

Positively Plurilingual www.cilt.org.uk

The contribution of community languages to UK education and society

Scottish EAL Coordinating Council

Learning in 2(+) Languages

Ensuring Effective Inclusion for Bilingual Learners

www.educationscotland.gov.uk/resources

Cummins, J. Bilingualism and Minority Language Children, Toronto, Ontario
Institute for Studies in Education, 1981

Haslam, L., Wilkin Y, Kellet, E. English as an Additional Language
Meeting the challenge in the classroom
David Fulton Publishers 2005

How good is our school? Inclusion and Equality

Part4: Evaluating educational provision for bilingual learners

www.educationscotland.gov.uk/publications

Department for children, schools and families

- Primary National Strategy 2007

Supporting children learning English as an additional language
Guidance for practitioners in the Early Years Foundation Stage

- Primary and Secondary National Strategies 2007

New Arrivals Excellence Programme - Management Guide

- Secondary National Strategy for school improvement 2007

Ensuring the attainment of children learning English as an additional language -
A management guide

Gibbons, P. Learning to Learn in a Second Language 1996
Primary English Teaching Association

Scottish Executive A Curriculum for Excellence

Key documents including Building the Curriculum 3

www.educationscotland.gov.uk/thecurriculum