DEVELOPING READING SKILLS THROUGH HOME LANGUAGES

2008
Produced by the Redbridge Ethnic Minority Advisory Team, (EMAT) 2008
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Teachers' note:
This document is based on work carried out with parents and schools by EMAT's Refugee/EAL Coordinator during 2005. The key message which came out of this work from parents was their concerns around how to support their child's reading. Additionally, teachers were also expressing the lack of parental involvement with some community groups with reading.

The case studies in this document illustrate how schools have used the resources depending on the issues and needs of their school. This document can be used alongside EMAT's "New Arrivals Guidance 2008" to address the needs of newly arrived EAL pupils and pupils from established communities.

Teachers should refer to 'Flow Diagram of Whole School Action' (page 70) and 'Action Plan' (page 71). This was developed by teachers for teachers.

Resources Included on CD

- Powerpoint for parents' meeting
- Powerpoint for staff INSET
- List of translated resources (see page 58)
- Reading guidance leaflets
- Phonic charts with transliterations
- High frequency words with transliterations
- Talk story prompts
- Parent questionnaires
- Pupil questionnaires KS1 and KS2
- 'Shall We Dance' Talk sheet
- Translation of 'Shall We Dance' text in Polish, Romanian, Serbo-Croat
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Foreword by Dr Raymonde Sneddon

Six year old Emma is reading “Not again Red Riding Hood” (Clynes and Daykin, 2003) in Albanian and asking her mother about the meaning of a word. Her mother comments:

“It is not so difficult for me to explain that, but I want to find the best way for her to understand me, you know. And I think it’s more easy for her in English, but it is better to explain it in Albanian, because that is why we are working. I work with both languages to make it easier for her” and she adds “but I am also learning English this way, because I do not have so much opportunity to talk English”.

Emma is very excited and keen to show off that she can read fluently in English and almost fluently in Albanian.

The case studies in this project show how teachers in Redbridge primary schools have used dual language books and multilingual materials to stimulate an interest in languages in the classroom and to support parents in reading with their children both in English and in the language of the home. The teachers have developed a range of strategies to meet the particular needs of parents and children in the context of their classroom and school. The studies show how they have adapted to changing needs and demand and how much they have learned about their pupils, their community and its languages in the course of the project. What is clear from all of these projects is the pleasure both children and parents have had from reading and learning together and negotiating meaning as the children develop their reading skills.

Why use dual language books?

Books published in community languages and English have been in use in some multilingual schools in England since the 1980s. At first they were made by teachers with help from bilingual parents and colleagues. They are now available in beautifully produced editions, with related posters, CDs, DVDs, games and puppets. Publishers are responsive to teachers’ needs but using these materials effectively in the classroom is not always as straightforward as it seems.

Advantages and pitfalls were identified in the Multilingual Resources for Teachers Project, based at the University of Reading in 1995. Adrian Blackledge (2000) has stressed the importance of teachers knowing about their children’s language background. It is all too easy to send a book home in the wrong language, or to forget to check whether anyone in the family can read the language. This project encourages teachers to develop a deeper knowledge of their children’s linguistic skills, to find out more about the languages that they use at home and, in the process, to build relationships with families and encourage parents to become more closely involved in their child’s development in school.

There are many exciting ways of using dual language books in the classroom:

- to support the understanding of children new to English
- to provide familiar texts for children new to the English class
- to introduce all children to new languages and scripts and encourage curiosity and language learning
- to encourage bilingual children to read in the language of their community.
The latter option has been the focus of the present study. Opportunities to become literate in the language of the home are very limited in this country and unless children have been educated overseas, they may have very limited literacy skills in their home language. Often the only home language teaching available is for two or three hours in a Saturday school or in the home. Using a dual language book can help children who are more confident in English to read in their home language. Sending the books home for parents to read with their children has been popular with many families, as access to children's literature in the language of the family may be limited. Some parents have reported that they particularly value the books, because, as Emma's mother mentioned above, they can improve their reading in English while teaching their child to read in the home language.

The use of dual language books (as opposed to a monolingual book in the home language, for example) is not uncontroversial. The books available tend to be English children's literature in translation and only a few of the books available in a classroom are likely to reflect the culture of the children using them. Maggie Gravelle (1996) reported that some teachers and parents have been concerned that children will only read the language that they find easiest and fail to develop their skills in the other. Projects like this one can help provide evidence of how such books can best be used to promote biliteracy in children who are learning to read. Advanced readers will graduate to monolingual books as their skills develop, if only because there is still a shortage of dual language books suitable for Key Stage 2 and secondary aged readers. However, for the teacher in a classroom in which many languages are spoken, bilingual books present an enormous advantage, as well as those mentioned above:

- the texts may be familiar to the children as core books from the classroom
- the teachers know what the books are about and can discuss them with the children
- it is amazing how quickly you can learn Urdu from reading Brown Bear, Brown Bear, What Can You See! (Martin, 2004)

**The benefits of bilingualism**

The benefits of bilingualism are coming to be more widely known and there is a greater understanding among educators that encouraging and supporting the first language of children can bring great benefits:

- a secure first language provides a sound basis for learning a second
- skills acquired in one language transfer readily to another
- children who know more than one language have a deeper understanding of the nature of language
- there are cognitive benefits from developing high level bilingual skills.

The research of Jim Cummins (1984; 1996) has led to the development of a model of bilingualism which is widely used in the UK in the training of teachers for working with bilingual pupils. The model indicates that concepts and skills developed in one language transfer readily to another. According to the model, which type of bilingual the children become depends on whether they have acquired a strong level of concept development and proficiency in their first language when they encounter their second. Children who have access to education in their first language acquire their second language with greater ease and proficiency.

There is evidence from research and from the evaluation of bilingual education programmes that there are benefits for children in adding a second language to a first if the children attain a high level of skill in both their languages. However not all our bilingual pupils learn their languages in circumstances that enable them to become additive bilinguals and become confident users of two languages in a range of situations. The opportunities to develop these benefits is lost if children lose the use of the family language as they acquire their second.
The Redbridge project has provided an opportunity for teachers to engage with parents of bilingual children who are keen to support their children in learning to develop language and literacy skills in both their languages. The project encourages teachers to send appropriate bilingual books home, to discuss biliteracy with parents, to talk about the books in class with the children, thereby providing opportunities for all children to take an interest in language development.

The case studies demonstrate that, through the provision of encouragement and support, as well as appropriate resources, children who are at risk of becoming subtractive bilinguals can be encouraged to develop their reading skills in both their languages, helping them to widen their vocabulary, acquire the book language that is so important for educational achievement and develop into proud and confident bilinguals.

The case studies in this booklet demonstrate the crucial role that teachers can play in supporting this process.

We hope this booklet encourages teachers to support the development of reading skills in bilingual pupils, to stimulate an interest in language learning and, last, but not least, to provide material for research projects so that we may come to know more about how bilingual children in this country learn to read and make meaning in their two languages.

Raymonde Sneddon
University of East London
References in the text:

Adrian Blackledge (2000).
*Literacy, Power and Social Justice.* Trentham Books

Kate Clynés and Louise Daykin (2003).
*Not Again Red Riding Hood* (Albanian and English). Mantra Lingua

*Bilingualism and Special Education, Issues in Assessment and Pedagogy.* Multilingual Matters

*Negotiating Identities: Education for Empowerment in a Diverse Society.*
California Association for Bilingual Education.

*Supporting Bilingual Children in Schools.* Trentham Books

*Brown Bear, Brown Bear, What Do You See?* (Urdu and English) Mantra Lingua
Building Bridges: Multilingual Resources for Children. Multilingual Matters

The books referred to above will provide inspiration and support for many teachers interested in learning more about teaching bilingual pupils, as will be the following books:

Manjula Datta (2000).
*Bilinguality and Literacy Principles and Practice.* Continuum


Pauline Gibbons (2002).

Charmian Kenner (2003).
*Becoming Biliterate.* Trentham Books

*What’s in a word? Vocabulary development in multilingual classrooms.* Trentham.

*Planning for Bilingual Learners, an Inclusive Curriculum.* Trentham Books
"Language is the most powerful tool in the development of any human being. It is undeniably the greatest asset we possess."

(Vygotsky, 1978)

Background

In Redbridge we have been experiencing a changing population in our schools with new ethnic groups continually arriving and movement of groups across the borough. This has meant that many schools now have a more linguistically and culturally diverse pupil population. Whilst this enriches our experience of languages and cultures, it has also raised issues, such as how best to support and maintain pupils’ home languages whilst supporting their acquisition of English. It also highlights the need to establish good links and communication with parents to support their children’s education.

The importance of maintaining and developing home languages in the process of English acquisition cannot be stressed enough. Some parents, teachers and other professionals still believe that the fastest way to acquire English is to focus totally on English in place of the home language. Research, however, shows that this is not the case. By raising the profile of community languages and valuing language experiences in school we are also raising pupils’ self esteem. In addition, the process widens the perspective of monolingual pupils, preparing them for life in a global community.

Context: Bridging linguistic and cultural barriers

Redbridge pupils achieve some of the highest results nationally but within Redbridge there are still pockets of underachievement amongst some ethnic groups. Teacher observations show that children acquiring English can find it difficult to display many of the skills required in the development of reading such as recall, prediction, inference and expressing personal opinions. Results also reveal that pupils from many ethnic groups have difficulty with reading comprehension tasks. Often, this is a language rather than a cognitive issue. Equally, it can be hard for parents to know how best to support their children’s reading if they do not speak or read English themselves. A project carried out at a local primary school with a group of Pakistani parents highlighted that both parents and school staff had concerns about parents’ involvement with their children’s reading. It also revealed that many ethnic minority parents had a different experience of learning to read and additionally many parents were still not familiar with how reading is taught in schools.

As teachers, we recognise the importance of working with parents to support pupils’ learning, particularly with reading. The DCSF states, “Parents are a child’s first and enduring teacher.” (DCSF website ‘The Standards Site.’) However, it can be hard for teachers to share school expectations about reading with parents when there may be issues around communication. The home languages project aimed to address this by providing information on reading strategies for parents translated into a range of different languages.
Creating a reading culture at home which promotes the use of home languages

The project has two aims with regard to supporting parents:

- to assure parents that their support of their children in the home language will benefit their children’s acquisition of English.
- to bridge cultural and historical differences between how parents were taught to read and how we teach their children.

The translated reading leaflets give clear guidance and offer strategies to help with this process.

How can the project help?

It can help pupils by:

- developing reading skills which draw on the whole of their linguistic experiences
- developing pupils’ confidence and self esteem through valuing their home languages
- developing consistency between the school and home with reading
- promoting the maintenance of home languages.

It can help parents by:

- assuring parents that their support of their children in the home language will benefit their children’s acquisition of English
- bridging cultural and historical differences between how parents were taught to read
- providing them with translated leaflets which offer them guidance and clear strategies to help in the reading process
- providing them with resources which will enable them to use sound-symbol associations (instead of using only letter names)
- providing them with an opportunity to support their children with skills they can readily draw upon.

It can help schools by:

- providing an opportunity to develop links with parents as partners in their children’s education
- raising the status of languages in school
- providing a strategy to address attainment of groups of pupils in reading.

How the Ethnic Minority Advisory Team (EMAT) organised the project

- Requests were made to schools to identify the main languages specific to their school.
- Information was collated.
- Resources were selected and ordered. These included sets of dual language storybooks, multilingual CDs, dual language dictionaries, translated reading guidance leaflets for parents in different languages, word/phonics charts.
- Tailor made resource materials were packed for each school.
- Training sessions and materials were provided which gave guidance on the use of the materials.
How the project was monitored and evaluated

- EMAT worked with identified schools in a working party.
- Schools monitored pupil progress through reading records, feedback from parents and teacher observations.
- Schools were assessed on whether they had made further developments to the project.
- Coordinators provided feedback/updates on the project in their schools to EMA colleagues at regular meetings.

Where are we now?

The “Developing Reading Skills Through Home Languages” project was implemented to address some of the issues which were arising for pupils, parents and schools in supporting the reading skills of ethnic minority pupils. This project aims to complement existing school reading programmes.

After the launch of the project, a working party was set up which included schools that had initiated the project. The case studies from the six schools involved are included in this report and exemplify the good practice that schools are developing in meeting the learning and language needs of their EAL pupils and supporting their parents.

Working party evaluation and feedback of the project to date

- Verbal feedback from parents was very positive.
- Children were enthusiastic; reported more opportunities to read with parents.
- There was increased parental confidence to be involved in school; parents were more confident to talk to teachers and come in as volunteers.
- Parents reported that the project helped them in developing their own English skills.
- Resources were used for additional purposes including assessments and induction.
- The project complemented ‘Language of the Month.’ (www.newburypark.redbridge.sch.gov)
- Parents commented in reading diaries, some in home language.
- Parents reported the enjoyment they and their children had gained from being able to read in their first language.
- Parents had seen an increased confidence in their children with using first language.
- Teachers reported children's self esteem was raised.
- Teachers reported increased use of home languages in school, especially greetings.
- Children were exchanging their different languages with each other.
- There was improved attendance at Parents' Evenings.
- Parents expressed the wish to buy dual language books and continue this outside of the project.
- The status of home languages was raised in schools.
- Some schools identified progress made in reading scores.

Each case study provides a different scenario of how schools can adopt the project. Schools will need to identify their own needs and can draw from the case studies to tailor their own initiatives. It must be highlighted that once this is set up the time needed is very manageable.

This report aims to offer guidance and materials to schools that are looking at supporting and developing the reading process of their EAL learners by engaging parents. By valuing our pupils' languages we value them; by developing their languages we develop them; by listening to their languages we listen to them.

Samina Jaffar
Refugee/EAL Coordinator
Research Findings on Reading by Ofsted

Reading for purpose and pleasure
Ofsted – Better education and care
HM1 2393
December 2004 (Primary)

HMI inspectors published findings of their work in identifying the reasons for the wide range in attainment in reading among primary aged pupils. They visited 45 schools that were selected to represent a national sample in terms of size and socio-economic circumstances, Free School Meals and percentage of pupils with EAL.

The report states that for all parents:

“The lack of time parents gave listening to their children read is an insurmountable stumbling block.”

The report states where schools had issues around attainment in reading:

“They were keen to involve parents but tended to encourage their general engagement rather than specific initiatives to help them in supporting their child’s reading.”

Whereas:

“Schools which were successful in developing parental support for reading focused on specific initiatives that involved parents actively in reading with their children.”

Feedback from schools with large numbers of pupils where English was not the language of the home highlighted that pupils recognised that their parents did not always have the confidence or skills in English to help them read.

“It would be good if we had books in different languages because my mum could definitely read these to me. She can’t help me with my reading at home because she cannot read English.”
good characters

bad characters

like about book

when the wolf and the old woman chased each other,

dislike about book

wolf didn't eat up little red riding hood.
The ‘Simple View of Reading’

Independent Review of Early Reading: Jim Rose, 20th March 2006

The independent review of early reading undertaken by Jim Rose (2006) identified key areas for reading development and makes a number of recommendations for the teaching of early reading. It recommends the adoption of a different conceptual framework, the ‘simple view of reading’ (see opposite page). This framework identifies two components of reading: ‘word recognition’ and ‘language comprehension,’ both of which are essential to secure effective reading in the longer term; neither is sufficient on its own.

Phonics is the prime approach to teaching word recognition but the development of children’s language comprehension must also be fostered if children are going to become successful readers.

The idea that reading comprehension depends on oral language skills is captured in the ‘simple view of reading.’

Research tells us that many ethnic minority parents can lack awareness in supporting their children’s reading in both these areas. The Rose Report acknowledges the importance of parents in this early reading development.

EAL learners can fall into the group with ‘good word recognition but poor language comprehension’ in English. This may be a temporary phase until they develop their English skills. It is important that appropriate support is provided at this stage for both parents and pupils. The Home Languages project resources are an effective tool for such provision.

"Comprehension occurs as the listener builds a mental representation of the information contained within the language that a speaker is using...... the listener’s general knowledge and level of cognitive development will have a bearing on the comprehension of the message. To generate an accurate mental representation, the listener has to process the language and the concepts."

Independent review of the teaching of early reading, para. 61, page 88.
SIMPLE VIEW OF READING

Poor word recognition; good comprehension

Language comprehension processes

Good

Word recognition processes

Poor

Poor word recognition; poor comprehension

Good word recognition; good comprehension

Word recognition processes

Good

Poor word recognition; poor comprehension

Language comprehension processes
Section 1
Case Studies
Brief Outline of Case Studies

Gearies Infants School - Christine Billen

The school had identified Tamil pupils as needing support with their reading. They were also aware that parents of pupils from this group were not reading with their children at home. After consultation with the senior management team, the EMA Coordinator initiated a project targeting all Tamil parents. The EMA teacher coordinated the project and a meeting was held to inform parents of the project and to share information using an interpreter. The school provided a crèche to enable parents with young children to attend. A time was set once a week for parents to choose and return books. Parents gave positive feedback on the project and reported that they were using the strategies with their children at home.

Barley Lane Primary School - Lin Redman

The school had been running a Dual Language Library at lunch times for children. It was decided to use the resources from the project to involve parents in using the library. Year 1 was the focus as these pupils were developing fluency in reading and the EMA teacher worked closely with the group. A letter was sent out to all Year 1 parents inviting them to a meeting where information about the project was disseminated. Parents came into school once a week to choose a book with their child. The project was later extended to the whole school. There was a positive response from parents and a noticeable outcome has been increased parental involvement with other events in school such as book week.

Cleveland Junior School - Izzie Chaudhry

The project started with Somali pupils in Year 4, as they were the most recently arrived group and had more experience of using their home language. Parents were invited to a meeting with an interpreter available to inform them about the project. Pupils chose their books during a lunchtime session once a week supervised by the EMA Coordinator. The project was later extended to another year group targeting Bangladeshi parents. Questionnaires to parents and verbal feedback highlighted that the project had been successful, reading scores had improved as well as pupils' self esteem.

Fairlop Primary School - Rachel Brittle

The project was initiated in the nursery, reception and Year 1 classes as these classes had the highest concentration of EAL pupils. Parents from three different ethnic groups were targeted and invited to a meeting, which was very well attended. The books were available every two weeks and parents recorded comments in a reading diary. Additional languages were included in the project, at the request of parents, by borrowing books from the Schools' Resource Service in Ilford library.
Christchurch Primary School - Navneet Padda

The project in this school was developed by a class teacher to support the EAL pupils in reading. All pupils in the class were included, native English speakers chose a dual language book of their choice. The books were logged in/out during a story time session. Parents were given information on the project during a Parents’ Evening. Where the class teacher and Teaching Assistant shared the languages of the pupils, the books were used in guided reading. The project promoted and raised the status of home languages. It was also reported that it gave staff an insight on issues around SEN/EAL.

Ray Lodge Primary School - Mita Khurana

Pupils at an early stage of acquiring English were initially targeted. The dual language books were used as group readers in guided reading sessions. The audio resources were used in class to reinforce individual pupils’ reading skills. The EMA teacher used the resources as part of her support. At the request of the pupils, books were sent home and pupils had the opportunity to change these at break times. The school allocated additional funding from its EMA budget to buy more books. There was significant improvement in the confidence and self esteem of the pupils involved in the project. Parents commented on how the books had a positive impact on their children’s reading with increased interest in the home language and vocabulary development in both English and the home language. Parents also welcomed the books as they had aided them with their own English.
GEARIES INFANTS SCHOOL

"I tried to target particular parents to explain again how talking about events, predicting what might happen next etc, once embedded in Tamil, would be skills easily transferred into English."

Rationale

Gearies Infants is situated in Gants Hill, Ilford. We have about 330 children on roll, including two part time nursery classes. A large number of our children are bilingual and more than 25 languages are spoken by them and their families.

When I was given the box of dual language resources for the project I discussed its potential with the school's Deputy Head/Senco and the Early Years Coordinator. We had already identified a group of Tamil children we thought might need additional support with their reading and we were aware that there were Tamil parents who were not reading with their children at home, probably for a number of reasons.

We decided that we wanted to involve this group of parents, to give them knowledge and support so they could feel more confident supporting their children's development at whatever stage it was at.

How was the project implemented?

The staff were shown the resources and briefed on the initial plan for the project through a staff meeting. The Deputy Head and I met again to discuss the target group and how the project would be carried out. We made the following decisions:

- the project would be open to all Tamil parents
- we would give information and support materials so parents understood more about how we teach reading in school
- we would reinforce the message that using and developing first language skills helps in developing English.

I wrote a letter which was translated by a parent (see appendix 1). The Deputy Head was willing to hold a small crèche in her room so childcare would not be an issue for parents.

All our Tamil parents (about 16) were invited to a meeting to talk about the teaching of reading in school and how parents could support their children at home. We met in the staff room at a time when there was no one who needed to use it. Tea, coffee and biscuits were put out to make it more friendly and informal. I hoped it might be a support group for parents themselves if it was more informal. About 9 parents came along.

I talked about how reading is taught in school, including how we develop higher skills when children are reading well. I talked about children using their first language and how reading skills used in Tamil, e.g. talking about illustrations or characters, would be transferred into English. Parents talked about their own experiences learning to read in Sri Lanka and about what they found difficult when their children read with them. They were given a pack including a leaflet in Tamil and English about reading with their child, an alphabet sheet with the phonemes transliterated, and a sheet with the first 45 Primary Strategy sight words also transliterated (these were done by a parent). I went through all these materials and there was an intense discussion between the parents about how the sounds were made and words pronounced.
All the resources - books, games and CDs - were set out for everyone to look at.

Whilst they looked at the resources I tried to target particular parents to explain again how talking about events, predicting what might happen next etc., once embedded in Tamil, would be skills easily transferred into English.

The resources had not yet been organised into wallets so parents were asked to come back the following week to start borrowing. I spent some Planning, Preparation and Admin (PPA) time and time at home organising the materials. The books and CDs were numbered and stored in labelled, clear plastic wallets. They were logged in and out on a sheet printed out for each resource. The board games were slightly problematic as they were rather large but in the end I rolled them gently and they fitted some heavy duty A3 wallets. I wanted them organised in this way to make it clear that they were important and hopefully it would be easier for parents to keep track of the books at home. I stored everything in a large box during the week but set them on a table in the staff room when the parents came in every Tuesday. The session was at the end of my PPA time (2.45pm – 3.15pm).

At the second meeting the same parents came. I demonstrated the games ('The Giant Turnip' and 'Not Again Red Riding Hood') because they had a lot of pieces and the rules were a little complicated compared with the board games the families may have used before.

For the first few weeks parents came in regularly but it became less consistent. I think the parents who came less often had children who were reading well. If I met them in the playground I would remind them of the sessions. About 3 parents came every week and they also asked questions about the materials or about their children's reading in general. The project ran from the end of January until the end of April.

**Monitoring the use of resources/books by parents/pupils**

Parents all gave positive feedback about the stories: they were clearly spending time reading with their children at home. Some of the parents we thought might be uncertain about why or how to read with their children were coming in regularly.

There were two parents we hoped would come along but did not respond to their invitations so I approached them individually. They took books that I selected for them but did not return them without several reminders. I was not able to persuade them of the value of the project. I used the opportunity of talking to one of the mothers again when she had a meeting with the SENCO and an interpreter was present. Again I tried to "sell" the project. The interpreter was very enthusiastic and explained all the merits, but again, the mother borrowed one book and that was it!

Two children from Year 2 started to borrow books themselves. Their mothers worked so they could not make the Tuesday sessions. These children borrowed regularly and were very enthusiastic. Rojah especially, loved to talk about the books and how she shared the reading with her mum. "I really loved Sly!" she said. ('Don't Cry, Sly Fox').

I gave some parents a questionnaire to complete (see appendix 2) and those that replied were positive about the project. They said they were using some of the strategies that had been talked about and they felt it had been helpful for them. It seemed that the children enjoyed reading with their mums at home. The parents indicated that they would like more titles to borrow and also CDs with Tamil. (There was no Tamil on the CDs in the resource box). The games were not particularly popular.
Issues/further developments from the project

I noticed that when there was no new title available to borrow, perhaps because some books had not been returned, parents were reluctant to borrow a book for a second time. I spent some time talking about how children enjoy knowing what is going to happen because the story is familiar and how they can join in the words or tell the story themselves. I think there continues to be issues about what children need when they are learning to read that still need to be addressed.

The parents that came in regularly did seem to become more confident talking about their children and two of them applied for a parenting course that we ran in school later in the year.

I feel that the project did have a positive impact but if we want to reach more parents and promote the use of dual language books more widely it might be more effective to do it in another way. I am going to start a dual language library for each year group, for a half term at a time. Parents and their children can come in once a week to borrow books before school starts for the day. This way I can promote a wider range of languages. I can still target parents and children where there are concerns and give more specific support. I will be looking to see if the Tamil parents who came before take up the opportunity to borrow resources again. I will also ask parents and children to complete a simple response sheet to get a clearer idea of how they have enjoyed them and how they have been used.

I have already supplemented the dual language resources and intend to steadily increase them each year. Our community languages are ever changing and we will respond to those needs.

Christine Billen
Gearies Infants School
A pupil at Garies Infants enjoying reading one of the books from the project.
GEARIES READING PROJECT

Tamil Reading Resources

You are invited to a meeting about supporting your child’s reading at home.

We have been given some books in Tamil, games and CDs for you to look at and borrow at a later date.

The first meeting will be on Tuesday 24th January at 2.30.

There will be a crèche for a few children if you cannot leave your toddlers with anyone else.

I hope you can come. Please return the slip as soon as possible.

Ms Billen (Ethnic Minority Achievement Coordinator)

I will come to the meeting.

My child’s name is ___________________ class____

☐ I will need a crèche (please tick)

Signed ____________________________

Ms Billen
TAMIL READING PROJECT: Questionnaire

Dear
You have been borrowing English and Tamil books from school. It would be very helpful if you could answer a few questions so I can get an idea of how useful the project has been.

1. Did your child enjoy reading the books with you at home? yes no

2. Was it hard to find time to read with your child? yes no

3. Did your child join in with some of the words? yes no

4. Did you do any of these things? Please tick ✓
   Talk about what was happening
   Talk about the characters
   Talk about what might happen next
   Look carefully at the pictures together

5. Did you try any of the games? yes no
   If you did, did you like them yes no

6. Would you like more stories to borrow? yes no

7. Would you like to borrow CDs with stories in Tamil? yes no

8. Do you think the project has helped you to help your child more? yes no

I have enjoyed running the Reading Project with you. Thank you for coming to school each week. Ms Billen.
BARLEY LANE PRIMARY SCHOOL

“A couple of fathers were present and had challenging questions about the purpose of the project, which led to an interesting discussion on the fact that as a generation, they had not been encouraged by society or their families to maintain knowledge of their home language.”

Rationale

Barley Lane Primary School is a mixed primary school with around 87% ethnic minority pupils and a high mobility of pupils, some arriving speaking no English, and occasionally with no previous experience of schooling. 22% of children receive free school meals.

The school had been running a lunchtime Dual Language Library once a week with the help of Year 6 students. Unfortunately the books were quite well worn, and it was difficult to keep track of additions from the Borough schools lending library.

It was decided to launch the library anew, one of the main purposes being to involve some of the children’s parents. In order to monitor the success of the new launch, it was decided to limit the borrowers to children from Year 1.

How was the project implemented?

Following the launch at the Teachers’ Centre, brief minutes were handed out to staff at the next available opportunity. A letter was then sent out to all parents of Year 1 children (see appendix 1), the hope being that even if their home language was not one that we had available at the moment, we could still encourage books to be borrowed to give the children some idea of the possibilities of dual language books. The Year 1 children were known to me, and the books would be available in an area close to this year group. Year 1 were also chosen as they were at the beginning of their reading career and it was thought they would be more accepting of this new arrangement.

Ten parents came to the meeting. An English version of the leaflet, ‘Supporting your child with Reading’ was given to each person, and those printed in other languages were offered, along with the alphabets and phonic sheets. A couple of fathers were present, and had challenging questions about the purpose of the project which led to an interesting discussion on the fact that as a generation, they had not been encouraged by society or their family to maintain knowledge of their home language. However, it is hoped that they left with a new understanding of the importance of home languages. I was informed of the existence of Panjabi Saturday schools, of which I had not been aware. No interpreters were provided as at the time of the meeting there were no bilingual assistants working with the EAL teachers; we could perhaps have included a return slip to indicate whether an interpreter would be of help.

Clear plastic boxes, one for each language, had been purchased to store the books and make them easily accessible, and at the end of the meeting the parents were able to borrow books for their children. The books had been stamped with the school stamp as these were for school use, and a group of Year 6 pupils had helped to write out and sort alphabetically individual lending records for each book. Library time was chosen to be Tuesdays from 9.00am to 9.15am. Parents were asked to accompany children to borrow the books, the aim being that more parents would feel involved in school life.
The scheme was extended, first to the rest of Key Stage 1 and Reception and then to the whole of the school, with the exception of the nursery as they are in a separate building. After moving into our newly created Minority Ethnic Achievement Service (MEAS) room, we extended the time to start at 8.50am. We have found that it is useful to have 2 people available, as one can be outside with the notice board to invite parents in, whilst the other is stationed in the MEAS room to record the books borrowed.

Monitoring the use of resources/books by parents/pupils

Although no formal feedback has been obtained, we have had a variety of positive comments from parents. One parent, who had requested to be allowed to use the service to encourage her son to speak a new language, apologised for the lateness of books being returned; “We'd put the book in his school bag ready to bring back, then he wanted it read again at bed time, and we forgot it!” Many parents commented that the books were a huge help in developing their own knowledge of English. Another mother was so enthusiastic that she regularly badgered other mums to come along to use the library.

It is hoped that more formal feedback will be gathered from the school's parent questionnaire which is due to go out shortly. Questions related to the reading project have been incorporated, and it will hopefully provide an insight into the best way forward. As a new venture it has taken a while to become established. Word of mouth seems the best way to spread the idea, so a thought for the future is to encourage more bilingual assistants to chat to the mums in the playground.

Another positive outcome has been participation by parents in 'Book Week.' A request was sent out (see appendix 2) to which a Tamil and a Somali parent responded. They each came into school to read to their child's class in their home language during the week. The class teachers were very impressed, both by the confidence of the parents and by the positive reactions of the children.

Other use of the books has included first language assessments, work during induction sessions, and assisting specific children in accessing these books. Children have appreciated this access to the dual language books. This high visibility and take-up of the 'Language of the Month'* scheme has helped here as well. We have focused on around 5 languages so far, from each continent. Some languages have a large number of speakers in school while others have only 1 or 2 children speaking that language. In cooperation with Newbury Park Primary School, key phrases and common words, along with maps and other useful information is downloaded, and classes in Key Stage 2 listen to an introductory recording in ICT lessons. Teachers then spend as much or as little time as they can on practising the language, particularly during registration time. A list of pupils and teachers who speak the language in the school is made available, and the pupils and staff are usually very cooperative about sharing their knowledge.

As the library sessions are weekly, I have found it useful to give out reminders during assembly time and also to put a note in the school newsletter. At the moment, parental involvement in the school is quite limited, although in the past the reception parents have entered school with their children in order to help settle them at the start of the day.

Issues/further developments from the project

I am hopeful that the scheme will continue to gather momentum at Barley Lane, with support from senior management and as part of the School Development Plan.

I found the reactions of some of the parents quite challenging, so would possibly have appreciated a few more hard facts about the benefits of bilingualism before embarking on a parents' meeting.
The project has certainly developed relationships with parents which is always a key issue in school development, so with greater attention from the school as a whole, the school should build on the achievements so far.

Lin Redman
Barley Lane Primary School

*‘Language of the Month’ – For further information on this initiative and to access resources see website for Newbury Park Primary School at www.newbypark.redbridge.sch.uk / email: lotm.newbury-park.redbridge@lgfl.net
5th September 2005

To Parents of Pupils in Year 1

Dear Parents,

We have some story books in two languages which we would like to make available to parents to borrow and use at home with their children. We are inviting you to an informal meeting on Tuesday 13th September from 9 am so that you will have the opportunity to look at the books. Even if you and your child read only English, your child will benefit from knowing about other languages.

We look forward to seeing you 13th September in the junior hall.

Yours sincerely,

Mrs. L. Redman

Miss K. Panavi
Can you read in a language other than English?

Can you tell a story in your home language?

Would you like to get involved in the *Barley Lane* Book Week?

*If the answer is yes!*

Please fill in the slip below and/or speak to your child’s teacher to help us celebrate reading throughout the world!

---

Yes I would like help in Book Week!
Name____________________ Child’s class____
Best day & time would be________________
CLEVELAND JUNIOR SCHOOL

"I certainly felt the project raised self esteem amongst the participating children and that can only be a positive addition to their learning."

Rationale

At Cleveland Junior School we have always had a good stock of dual text books within the school. A generous Ethnic Minority Achievement (EMA) budget has enabled me to buy all the newest dual text books, and they are frequently on display in different parts of the school. In addition, every class has at least 25 dual text books in their classroom. From experience (I support Year 3 children) they are loved by the children in the lower school. Because the dual text books are picture style with easier reading matter they are not so popular in the upper school. When the project was first proposed, I knew I would be able to supplement the books given with a good number already owned by the school. Some of the Year 3 children were able to read their own first language, but the majority could not, although all seemed to enjoy reading the English text in the books where they could recognise the script of their own language. I was interested to see how many children responded to the idea of taking the books home, and using both texts with the help of parents/elder siblings.

How was the project implemented?

I decided to start the project with some of the Somali children, as more of these are newcomers, and have a little more experience of their home language. I decided to focus on the Somali children in Year 4. All the Somali children in the year group were given letters of explanation (see appendix 1) and a meeting was called for parents. Fortunately I had the help of Mr. A. to help explain the letters to parents prior to the meeting, and then to interpret for me during the meeting. I now have a fairly small but very manageable group of 8 children who come every week to change their books at lunchtime. This seemed the best time to me, when all the children are on site and there is no conflict with other clubs and demands. (Many of the children go to mosque school at the end of the school day.) I operated a simple signing in and out of the books, often questioning them about the content of the books, how much they were enjoyed and how much parental help they were receiving. This seemed to fluctuate quite a bit. Most of the group were keen, whilst some were less enthusiastic.

At the beginning of the Spring term I decided to extend the project to Bengali children from Year 3. I did not have an interpreter at my initial meeting but luckily most of the parents spoke English well. Some expressed doubts about the rationale of the project. I told them about the recent research into the benefits of being multilingual, and also of being able to read their own language, and that a second language helps in the understanding of the first and vice versa. The children in this group who were very enthusiastic, told me they enjoyed trying the Bengali and seemed to be getting more support from their mums. These children again changed their books every week at lunchtime, on a different day to the Somali children. Most of the children had fairly good English reading skills before the project started so I realised it might be more difficult to assess the impact made on their English development. However I was fully aware of the great enjoyment they were gaining from the project, and also that their Bengali skills would have made some, if not significant, progress.
Monitoring use of resources/books by parents/pupils

Towards the end of the term I formulated my own questionnaire to give to parents of the pupils. I had already received some positive feedback from parents in the playground. One Somali father was particularly pleased with the outcome of the project and spoke to me about how his daughter had very much enjoyed taking the dual text Somali books home, and how she was now beginning to read her own language with his help.

I tried to make the questionnaire as straight forward as possible in order to gain the best response. Most of the responses I received were positive (see appendix 2), although one parent thought there was an insufficient variety of books. They seemed to feel that their children had enjoyed the experience, and some had made progress in learning the basics of their home language reading and writing skills. Working in Year 3, I was able to check the reading ages of the Bengali children, to give me some idea of the impact on their reading skills in English. Every one had increased by a year (as one might hope for normally) and two of them by 1 year and 6 months. It would be difficult to prove whether progress would have been similarly made without the project. I do, however, feel that the project raised self-esteem amongst the participating children, and that can only be a positive addition to their learning. The Bengali group in particular were always anxious to remind me that it was ‘Bengali book club’ if I happened to be supporting in their class that day.

Issues/further developments from the project

I now need to consider how to move the project forward, particularly with regard to the Somali and Bengali book clubs already begun. One option would be to continue to work with these children as they progress up the school, encouraging other teachers to take on the project, or begin with another group and target them and their home language. I have definitely decided to give the Urdu speakers in the new Year 3 an opportunity to develop their first language skills alongside English. I am choosing to work with the lower end of the school as there is a good selection of translated material for that age group – whilst it is rather limited for Years 5/6. If the Somali and Bengali children continue with the project, it would be possible to identify whether an impact was being made on the their English skills, as well as in their home language.

On reflection I feel that I could have reconvened a meeting with both sets of parents to give me a verbal feedback on how they thought their children were progressing. At the last meeting of our teacher group, we pooled ideas that resulted in a more complex questionnaire on how the project was progressing, focusing on both skills and attitudes. I shall certainly be trialling this format in the future.

Izzie Chaudhry
Cleveland Junior School
Dear Parent/Carer,

It is our intention to support the development of mother tongue skills, and therefore we are starting a project to enable you to develop these skills alongside English, by allowing your child to bring home dual text books in Somali and English. We would like to invite you to a meeting at school to explain how this project will work. A translator will be present. If you would like your child to take part, and you would like to attend the meeting, would you please return the slip below, indicating the most suitable time for you.

I look forward to hearing from you.

Yours sincerely


Child’s name  Seynab
Child’s class 5

I am interested  YES  NO

The time of the meeting will be between 9.00 a.m. and 9.30 a.m.

The most convenient day would be  Monday  October 3rd  
  Friday  October 7th
Ku dheer እብሯታ፣


Cunaga magacaas.
Cunaga kaadas kiiisaa.


Beyt waxaa waa xirrada obiska aasaaska.
Dear Parent,

Your child has been participating in the "Home Languages Project" with your help, and has been bringing home books in English and Bengali. We would like to know your reaction to the Project, and how worthwhile you thought it was. I would much appreciate if your could spare a little time to answer the following questions.

Did your child enjoy working with these books? Yes she 

Did enjoy working with these books.

Do you think their Bengali skills have improved as a result, and to what degree? Yes I think their Bengali skills have improved.

Do you think that their English reading skills have also improved? Yes I think their English reading skills have also improved.

Have you been able to find sufficient time to work with your child with these books? I have been working with her with these books.

Do you believe similar projects throughout the school would benefit the children? Yes I believe because my child is learning her language and English.

Thanking you,

I.M. Chaudhry
FAIRLOP PRIMARY SCHOOL

"Kanish enjoyed the books. He learnt a lot of new words in Hindi. He was excited as he has never seen a book which had both English and Hindi in it." (Parent’s comments.)

Rationale

Our school is a 3-form entry primary school. The proportion of pupils with English as an Additional Language (EAL) is approximately 25% and there are around 27 different languages spoken: the most common one is Tamil, followed by Bengali and Panjabi. The number of EAL pupils has grown tremendously in the past 5 years and is continuing to grow.

In order to show that we value the languages that these children speak at home we decided to become involved in the project. We also felt that it may improve the children’s literacy skills and enable the parents to be more involved in their child’s learning.

How was the project implemented?

We started the project in November 2005. I spoke to the Senior Leadership Team (SLT) about the project and then briefly addressed staff in a staff meeting. They showed support for the project.

We had been given books in Tamil, Bengali, Turkish, Farsi and Arabic. We no longer had Farsi or Arabic pupils so decided to concentrate on the 3 other languages. We initially targeted children in nursery, reception and Year 1 as that is where the highest concentration of EAL pupils was and also was the part of the school in which I worked.

We wrote to all Bengali, Turkish and Tamil parents in these year groups and asked them to attend the meeting. The meeting was very well attended. (See photos in appendix 1.) A large number of the targeted parents came as did some parents who had not been asked, from different year groups and speaking other languages. They were all keen to read at home with their children and very supportive of the project. A few parents expressed concerns that their reading skills in their home languages would not be proficient but were willing to take the books with the CDs. Hindi and Urdu speaking parents requested to be included so I hunted around the school for dual language books in these languages and ordered some more.

The books were kept in the nursery. The children were given a plastic folder in which to keep the book and a reading diary for parents to write in. (See appendix 2.) They were also given copies of the initial sounds and key words from the National Literacy Strategy (NLS) translated into their language. As well as books some children took CDs and games to work alongside the books. The books were initially changed once every 2 weeks. I went to the classrooms, collected the books and then changed and returned them. I kept a record of which books were taken home.

In February 2006 we extended the project as far as Year 4 and included Urdu speakers as they had also expressed an interest. As there were now so many more pupils involved I started a Dual Language Book Club one lunchtime a week and the children came to me and changed their books themselves. They seemed to enjoy choosing their own books and as they told their friends more children joined. From an initial group of 12 there are now 29 children involved. I ordered more books and also got a dual language project loan from the library.
Monitoring the use of resources/books by parents/pupils

The children enjoyed the books and especially the CDs. Friends who spoke different languages would choose the same book and talk about the different words. By the end of the Summer term the children would confidently read parts of the book to me and say ‘hello’ and ‘goodbye’ in their home languages.

Anecdotal evidence from teachers suggested that some of the children had gained confidence in reading and other subjects.

Parents made positive comments in the diaries. They seemed to appreciate the fact that we had implemented this project (see appendix 3) and were aware of some of the problems we had encountered such as the lack of books and the fact that some of the translations in the books were not quite accurate.

Issues/further developments from the project

The main issue for our school has been the actual supply of books. As the project was quite popular it became increasingly hard to provide new books all the time. The project loan was helpful but I have been given a bigger budget this year. The fact that there are lots of different languages makes it more difficult to meet the demand.

We held a school Open Day in July and one of the Bilingual Teaching Assistants had a stall to promote the scheme. Many more parents expressed an interest, including some African/Caribbean parents. Parents also expressed an interest in buying the books, maps and CDs. We are holding a large multicultural celebration in October which will be an ideal opportunity to sell books if that can be arranged.

Monitoring the impact of the project has been difficult as it is not easily quantified. If the project starts up again this term I hope to try and monitor the children’s reading scores more closely.

Rachel Brittle
Fairlop Primary School
APPENDIX 2

30/1 Not again Red Riding Hood
Dahlia and me read it together, Dahlia really like the story, I explain her in Sylheti, as we speak Sylheti. She understood v. much, enjoy story v. much, she was keep listening the tape.

From
Dahlia’s mum.

2012 Don’t cry & Fly!
6/3 Mandela’s Hen
Dahlia was very interested in the story in both languages. She couldn’t wait to find out the end. — Dad.

Dahlia was enjoying v. much, I read English first. Then Bengali, Dahlia knew what will happen next to see picture, as we speak Sylheti so I translate Sylheti with Dahlia.

Mrs. S. Rashid
mum.

17/11/06 Going on a bear hunt
**BOOK PROJECT LOAN**

Handa's Hen ②

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<th>date</th>
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CHRISTCHURCH PRIMARY SCHOOL

"Attendance at Parents’ Evenings has improved. Parents are not hesitant to use their home language while talking to teachers and Bilingual Teaching Assistants and some parents have started working in class on a voluntary basis."

Rationale

I work in a very large primary school with a very high number of ethnic minority pupils. There are currently around 900 pupils on roll including the nursery and more than 43 languages are spoken between them. 74% of the pupils have English as an Additional Language (EAL) and because of this high percentage the school was very interested in the home language reading project.

How was the project implemented?

Being a Year 1 class teacher I decided to implement the project in my class before sharing it with the rest of the staff. There were 7 different languages in my class and I divided children into language groups. All children (EAL and native English speakers) were given a book each. EAL children got books in their home language and native English speakers could choose a book in any language and were encouraged to look at different scripts and read the books in English. EAL children kept the book for 2 weeks, because there were not enough books, and read and discussed it with their parents/grandparents in that language. Books were logged in/out. Every alternate Friday afternoon, for 15 minutes, 2.50pm – 3.05pm, my Teaching Assistant would read a story while I changed the dual language books.

Letters were sent out regarding the project in early October and parents were given books/handouts during Parents’ Evening in the middle of October. I explained the rationale for the project to the parents then. The school arranged for interpreters for some languages to inform those parents about the project. Once it was established and running in my class, it was extended to the other Year 1 classes (see appendix 1) which started the project in the Spring term, and introduced during Parents’ Evening in February.

Initially for half a term we gave out dual language books only and gradually we started giving out CDs which were very popular and successful. The dual language books were also used during guided reading (especially Hindi, Punjabi, Gujarati and Bengali) because my Teaching Assistants and I could speak some of these languages and play games with them. At times children were told to write their favourite part of the story as a guided reading activity. I found this very useful because this was a very good way of monitoring whether the children had read the books and whether they were benefiting from them. Staff were later briefed about the project during Insets, staff meetings etc.

Monitoring the use of resources/books by parents/pupils

Throughout the year children were very excited about taking the dual language books and CDs home. Most of them would read and discuss the books at home. While changing their books, I would ask them very simple questions from the book to check their understanding.
Verbal feedback from parents has been very positive. Some parents have improved their reading in English while teaching their child to read in home language. During Parents' Evening, parents have been very supportive and positive about the project. At the end of the year I sent out a questionnaire for parents, surprisingly I got almost 90% of them back, out of which 93% were positive. (See appendix 2)

Feedback from teachers has also been very positive. It has helped teachers in differentiating between EAL and children with Special Educational Needs (SEN).

This reading project has raised the status of home languages amongst pupils. Many children have started communicating in their home language with friends, teachers and bilingual assistants (where they share the same language). Attendance at Parents' Evenings has improved. Parents are not hesitant to use their home language while talking to teachers and bilingual assistants, and some parents have started working in the classroom on a voluntary basis. Two parents have also agreed to be part of a research project conducted by Raymonde Sneddon from the University of East London using dual language books. Grandparents are also more visible in school these days.

The project has made bilingual books very easily available to EAL children. Earlier some parents found it difficult to find, and buy, such books. It has helped significantly in promoting bilingualism.

**Issues/further developments from the project**

There were 2 children in my class who had Malayalam and Tigrinya as their home language. There were only 1 or 2 books available for them and we had to tell parents to discuss the story in home language. It would have helped if these children could see the scripts in their home language as well.

The reading project was a great success last year. This year I want to do it in Year 1 again because children are able to enjoy these books more compared to children in reception. It is also important for children to feel proud of their home language from a very early age. Year 3 will also be a part of this project because I am now a Year 3 class teacher. We have also thought of having a lunchtime club so that these books are easily accessible to all the children in school. Staff will be briefed at the beginning of term to tell children about the club.

Navneet Padda  
Christchurch Primary School
RESPONSES FROM PARENTS’ QUESTIONNAIRES

I enjoyed this very much as it enabled me to build a stronger relationship with my child.

She has really improved as a result in reading in home language and she’s able to talk more than before to tell the story.

Her reading skills have certainly improved in both languages, Urdu and English. I have seen a dramatic change in her English reading.

We used to take time out a few evenings a week just for the dual language books.

There has definitely been an improvement in wanting to speak more Gujerati and keen to learn.
## APPENDIX 1

### YEAR ONE LANGUAGES FOR READING PROJECT

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| 30 | 28 | 30 | 88 |
5th July 2006

Dear Parents

Home Languages Project
Your child has been participating in the Home Languages Project with your help and has been bringing home books in English and Albanian. We would like to know how worthwhile you thought the project was. We would much appreciate it if you could spare a little time to answer the following questions.

Did your child enjoy working with these books? ..............................................

...yes... really... enjoy... with...
these books...

Do you think your child’s reading skills in his/her home language improved as a result, and to what degree?

...yes she has really improved as a result in reading...

home language... and she’s able to talk more than before and to tell the story.

Do you think your child’s English reading skills have also improved? ...yes... she... has...

also improved... and... English reading skills...

Have you been able to find sufficient time to work with your child with these books? ....I think...

I’ve been able to find the time to work with my child and really I have enjoyed reading...

Do you believe similar projects throughout the school would benefit the children? .................

...yes...

Thank you for your co-operation.

Yours sincerely

Mrs N Padda
Mrs C Coop
5th July 2006

Dear Parents

Home Languages Project
Your child has been participating in the Home Languages Project with your help and has been bringing home books in English and ......... We would like to know how worthwhile you thought the project was. We would much appreciate it if you could spare a little time to answer the following questions.

Did your child enjoy working with these books? Yes, she did ...

Do you think your child’s reading skills in his/her home language improved as a result, and to what degree?

Her reading skills have certainly improved in both languages. Under and English, I have seen a dramatic change in her English reading. She also has developed fluent skills in Arabic.

Do you think your child’s English reading skills have also improved? Yes, they have ...

Have you been able to find sufficient time to work with your child with these books? Yes ...

I spend some time in the evening and instead of watching TV we read the books.

Do you believe similar projects throughout the school would benefit the children? I believe these projects would be very beneficial.

Thank you for your co-operation.

Yours sincerely

Mrs N Padma
Mrs C Coop
5th July 2006

Dear Parents

Home Languages Project
Your child has been participating in the Home Languages Project with your help and has been bringing home books in English and ....... We would like to know how worthwhile you thought the project was. We would much appreciate it if you could spare a little time to answer the following questions.

Did your child enjoy working with these books? ....... Yes, ... 1 ....enjoyed ....this ...very ....... much ...as it enabled me to build a stronger relationship with my child.

Do you think your child's reading skills in his/her home language improved as a result, and to what degree?

....Yes ....have ....reading ....skills ....did ....improve ...but ....in ....my ....opinion, ....only ....a ....little ....bit .......

Do you think your child's English reading skills have also improved? ....Yes, ...she ....has ....improved ....a lot ....in ....English ....reading ....skills .......

Have you been able to find sufficient time to work with your child with these books? ....I ....found ....enough ....time ....to ....work ....with ....him ....on ....these ....books ....

Do you believe similar projects throughout the school would benefit the children? ....Yes ....I ....think ....this ....type ....of ....project ....will ....help ....the ....children ....very ....much ....

Thank you for your co-operation.

Yours sincerely

Mrs N Padda
Mrs C Coop
RAY LODGE PRIMARY SCHOOL

“A Turkish pupil in year 3 changed his books on a weekly basis. He told me that his mother, nan, and brother had read them with him in Turkish. Other than that he had never read books at home nor had he used the public library.”

Rationale

Ray Lodge is a Community Primary School in Woodford Green, situated in the north-west of the London Borough of Redbridge. There are currently 540 pupils on roll, aged between 3-11, of which 61% speak a language other than English. The majority of speakers are of Bangladeshi, Turkish and Black African origin. Approximately 14% of the intake are refugees and 21% have Special Educational Needs (SEN). The school has high levels of mobility: in 2004-2005 the school’s rate of pupil mobility was 29.5%

Ray Lodge celebrates its cultures and religions showing equal respect, tolerance and acceptance of each other’s abilities and differences. 38 different languages are spoken and the school is committed to promoting linguistic diversity.

How was the project implemented?

20 pupils were involved including 3 refugees from Somalia, 2 French speakers, 4 Turkish and 1 Tamil speaker whose case studies/comments have been included.

Dual language texts were introduced as group readers, whilst audio-visual resources were used in class to support individual pupils’ reading. This informal introduction of dual language texts led to pupils taking the ‘project’ further; pupils wanted to take the readers home and share the stories with their parents.

The books were stored in the Ethnic Minority Achievement (EMA) room and pupils were able to come at break time, lunchtime and after school to change their books. They were given 2 books at a time which they could read at their leisure. As the popularity of the dual language texts increased across the school and other pupils asked to take resources home, additional EMA funding was used to supplement these resources.

Monitoring the use of resources/books by parents/pupils

The status of home languages was raised: pupils became more confident in their discussions during group reading. They asked if they could read the dual language texts out aloud in their home languages. 4 Turkish pupils supported each other by discussing vocabulary, clarifying meaning and at times, correcting pronunciation. Moreover, they wanted to take the books and read the stories in Turkish to their class.

A refugee Somali pupil, A in Year 6, who had been studying at Ray Lodge for 2 years, had acquired basic literacy skills in English but was not literate in Somali. Initially, A relied upon his guardian (aunty) and his older cousins to support his reading in Somali. However, he later explained, “You teach me to read in English, and Somali is like English, I can read it now.” He also commented on the enjoyment he got out of reading to his younger brother and sister. He then added, “My aunty, she likes ‘The Swirling Hijaab’ best.” This was later confirmed by his aunty/guardian who had observed a change in his behaviour at home and his enthusiasm for reading. She remarked that A’s Somali and English had improved. A’s brother in Year 3 and sister in Year 4 also borrowed books to take home. His sister’s reading skills also improved. She read 2 books per week in English and Somali.
A French/Lingala speaker borrowed 21 books and read them twice over in French and in English. She had not been taught to read French although she spoke it at home with her parents and sister. She felt that her pronunciation of certain words had improved as she could now see the written form. She had also learnt new vocabulary having read both the English and the French by herself. At times, when she was unclear about pronunciation, she would ask her parents to read the words to her. Her Salford Reading Test score 10:06 indicated that she was reading well above her chronological age, 09:03.

Another French speaker, S in Year 4, mentioned that it was easier to understand the stories because they were in dual text (English-French). In class, she often had difficulties following instructions in English but when they were given in French she was able to carry out the tasks with ease.

A Turkish girl in Year 4, M, was congratulated by her class teacher on the progress she had made in her reading. Her Salford reading score had gone up from 8:3 to 10 years and 2 months. Her mother also remarked on the progress she had made in English and Turkish. M 'used to attend Turkish classes but dropped out because she hated them.' However, her rekindled interest in reading Turkish books pleased her mother immensely. Although M's parents were not normally involved in her reading, her father was enthusiastic about reading the Turkish with her. He particularly liked 'The Children of Lir' and 'The Pied Piper.' M also enjoyed reading 'The Children of Lir.' She wrote a book review* of her own accord. She felt that the Turkish helped her to understand vocabulary better:

"I didn't know what 'transformed' meant but when I read the Turkish the word it became clearer." M's mum was also amazed at M's ability to read Turkish:

"I can't believe she reads so well because I can't read it, I couldn't read anything until I was 11 because I was dyslexic and used picture books," she explained. "M wants to become an author, what do you think?"

Teachers sometimes used the dual language text books as rewards: 2 boys in Year 3 with Special Education Needs/Educational Behaviour Difficulties, a Somali speaker and a French/Lingala speaker would be sent to me to select their readers which they shared with their Teaching Assistant and then took home to read.

* Miriam's book review

The Children of Lir

9.6.06

I think this book is sad because he got married to his brother's wife and he had three children and his brother's wife turned his three children into swans. I like this book because it became a happy ending.

From Elizabeth.
Z, a Turkish pupil in Year 3, changed his books on a weekly basis. He told me that his nan, mother and brother had read them with him in Turkish. Other than that he had never read books at home nor had he used the public library before. He only managed to find 1 book in Turkish in the library. Z feels he is better at reading English but prefers reading in Turkish. ‘Don’t Cry Sly’ was Z’s favourite book because he liked carrots and the book brought back memories of when he was in Nursery and had put 2 carrots in his pocket to take home.

A, a Tamil speaker in Year 3, was educated in Germany and started at Ray Lodge in Year 2 with no English. She is literate in both German and Tamil. A read books in German and Tamil. Here are some of her comments:

- “My dad read German books to me and my brother also helped me to read in German.”
- “Reading books in English helped my mum learn new words.”
- “I enjoyed reading Ali Baba and the Forty Thieves because there was lots of jewellery and it was sort of Indian.”
- “Reading books in Tamil helped improve my reading and writing. I go to Tamil classes on Saturday to read and write Tamil for 2 hours. I want to move up to a higher group in Tamil.”

A’s mother asked me when I would be getting more books in Tamil as she enjoyed reading them with her daughter and could ask questions in Tamil to check her comprehension of both English and Tamil.

Issues/further developments from the project

Following the project and the demand for more dual language texts from pupils and parents who have exhausted existing stock as well as requests from speakers of other languages, more resources will be ordered. The school library is going to introduce dual language texts to its stock and the EMA team has been given funding to continue to extend resources.

The project will be extended to other parents in the near future and the plans are as follows:

- Hold Inset for staff – brief them about the project.
- Hold an initial meeting with parents.
- Pupil/parent questionnaire at the start and end of project.
- Baseline reading scores before and after to monitor progress.
- Meet again with parents to discuss progress/changes in attitude.
- Meet with pupils on an individual basis – discuss reading journals.
- Meet other staff – class teachers, Teaching Assistant, Librarian.

Harmeet Khurana
Ray Lodge Primary School
Summary of key points from the case studies

Rationale
Schools participated in the project because they had:

- Large numbers of EAL pupils at the school.
- Some pupils who had no previous schooling.
- High pupil mobility.
- Groups of ethnic minority parents identified as needing help to support their child's reading.
- Used dual language books with children and now wanted to explore the use of books with parents at home.

Schools wanted to:

- Raise the status of home languages in school.
- Enable parents to be involved in their children's reading.
- Raise Literacy standards.

How schools introduced and organised the project

- Staff briefing/meeting to inform staff of proposed project.
- Letters sent to parents were translated where possible.
- Meetings held with parents with interpreters present where possible.
- Focus ethnic group, class/year group identified.
- Dual language CDs sent out.
- Dual language story books used for guided reading.
- EMA teacher working in identified class/year group.
- Method developed to record loan of books.
- Lunchtime club established to read and borrow dual language stories.
- Weekly/twice weekly borrowing sessions, at start of school or end of the day.
- Project with books supplemented by project loan from Schools' Resource Service.
- Pupils newly arrived in the UK were targeted as they were still communicating in their home language.
- Coffee/tea provided at parents' meetings.
- Creche facility provided at parents' meetings.
- Demonstration of how to support their child's reading.
- Project highlighted on school open days.

Evaluation of project

- Verbal feedback very positive.
- Children enthusiastic, reported more opportunities to read with parents.
- Parents more confident to be involved in school, to talk to teachers and come in as volunteers.
- Parents found project helpful in developing their own English skills.
- Resources were used in first language assessments and induction.
- Project complemented 'Language of the Month' initiative.
- Parents' responses noted in child's reading diary.
- Parents reported the enjoyment they and their children had gained from being able to read in home language.
- Parents had seen an increased confidence in their children with use of home language.
- Children's self esteem raised.
• Increased use of home languages in school, especially greetings.
• Children speaking different languages compared words from their home languages.
• Improved attendance at parents’ evenings.
• Parents expressed wish to buy dual language books.
• Status of home languages raised.

Issues that arose
• Lack of titles/languages available to extend/replenish resources.
• Translations of some dual languages resources not always accurate.
• Budget implications in ordering/purchasing more books.
• More facts needed regarding the benefits of bilingualism.
• Lack of titles for upper juniors.
• How long to continue with a focused group?
• New venture will need time to be established.
• Personal approach using bilingual assistants to explain project to parents.
• Parents not keen to borrow books twice.
• Some parents still hard to reach.

Possible further developments
• Could monitor reading scores to track pupil progress in reading in English.
• To find out about parental concerns and their reading background.
Section 2
Resources used in the project
Story talk prompts to develop comprehension skills and enjoyment in reading

Once the project has been established, the story titles held in any one language for loan to parents will eventually run out. Some schools may be able to purchase additional books. However, as teachers we know the value of revisiting books and need to transfer this message to parents. The books in the project can be sent home more than once as this will reinforce knowledge of the story. It can also be a good opportunity for parents to read the book again using specific reading strategies to develop comprehension and understanding.

Additional translated materials, story talk prompts, have been developed for parents using the stories in the project. These will guide parents in supporting their children with a wider enjoyment and understanding of the story through additional guidance encouraging speaking and listening related to the story.

The story talk prompts concentrate on developing pupils' vocabulary and higher order reading skills in understanding the messages contained in the text. For example:

- Comprehension - “What did the children have to do to make everything grow?”
- Literal understanding.
- Abstract themes - “What does it mean that he could see into the future?”
- Refer to the text to justify opinion.
- Inferring meaning.
- Prediction - “What do you think will happen next?”
- Deduction - “Do you think the little billy goat really wanted his brother to be eaten by the troll?”
- Vocabulary building - “What is the meaning of the words ‘vile’ and ‘proclaimed?’”

Titles in the extension/story prompts:

<table>
<thead>
<tr>
<th>Book title:</th>
<th>Languages available:</th>
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<tbody>
<tr>
<td>The Three Billy Goats Gruff</td>
<td>Urdu, Hindi, Turkish, Bengali, Somali, Tamil, Polish,</td>
</tr>
<tr>
<td>Handa’s Hen</td>
<td>Lithuanian, Bulgarian, Romanian, Russian, French,</td>
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<tr>
<td>Handa’s Surprise</td>
<td>Portuguese</td>
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<tr>
<td>Little Red and Sly!</td>
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<tr>
<td>Not Again, Red Riding Hood</td>
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<td>Pandora’s Box</td>
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<td>The Children of Lir</td>
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<td>The Giant Turnip</td>
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<td>The Pied Piper</td>
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<td>The Swirling Hijaab</td>
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<tr>
<td>Ellie’s Secret Diary</td>
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<tr>
<td>Beowulf</td>
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Also available:

Shall We Dance English, Romanian, Serbo-Croat, Polish
The resources and materials in the project were specifically chosen to address the reading skills of EAL pupils and offer guidance for parents.

| Translated parent guidance leaflets | Ethnic minority parents informed on how to read with their children at home.  
| | • provide strategies to support reading  
| | • inform parents on how reading is taught at school  
| | • develop consistency between home and school in reading.  
| Phonics charts | • support parents in teaching letter/sound association using home language  
| | • develop pupils' phonetic knowledge as a decoding strategy.  
| High frequency words | • build a sight vocabulary  
| | • recognise whole words some of which are not phonically decodeable.  
| Dual language books | • promote use of home languages and English in pupils reading  
| | • enable use of home language to clarify vocabulary and understanding in English  
| | • enable parents to use home languages to support their reading skills  
| | • include repetitive text which support EAL learners through culturally inclusive stories  
| | • engage all pupils  
| | • provide access and enjoyment of a range of books at home.  
| Extension Resources | The extension resources are story talk prompts to be used alongside the dual language books. They concentrate on developing pupils' vocabulary and higher order reading skills in understanding the messages contained in the text.  

## List of Translated Materials Available

<table>
<thead>
<tr>
<th>Translatedreading guidance leaflets</th>
<th>Alphabet / phonic chart</th>
<th>High frequency words</th>
<th>Story prompts</th>
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<tr>
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BOOK REVIEWS

Reading in English or the mother tongue should be seen as valuable and bilingual learners need plenty of opportunities to read, share stories and talk about pictures and events in both languages. All pupils need a language-rich environment and a variety of strategies to develop their reading.

The dual language storybooks were carefully chosen for this project to engage both children’s and parents’ interest. These storybooks include:

- stimulating pictures
- appropriate texts and storylines
- picture and context cues
- opportunities to develop sight vocabulary and talk about sounds and letters
- repetitive text
- characters and situations that children can identify and relate to
- opportunities to develop vocabulary for more advanced learners of English

THE SWIRLING HIJAB

ISBN: 1 85269 163 8

All children love to dress up and this wonderfully illustrated book encourages role-play. It subtly draws from a variety of cultures to tell a very simple story. By entering a child’s world, parents and their children are encouraged to talk about their own experiences. The story format is reminiscent of “Amazing Grace.”

HANDA’S SURPRISE

ISBN: 1 85269 509 9

This book is set in Africa and follows Handa on her journey to visit a friend in a neighbouring village. It has been successfully used with parent workshops in Redbridge. It inspires talk and the sharing of personal experiences around familiar themes. It offers opportunities for sequencing, matching and prediction and looking at adjectives.

HANDA’S HEN

ISBN: 1 84444 0664

This simple, attractive counting book offers opportunities for sequencing, recalling, questioning and prediction. It is set in a village which may provide a familiar cultural context to some parents. It provides good opportunities for talk.

BEOWULF (YEARS 5 & 6)

ISBN: 1 84444 026 5

The challenging and complex saga of “Beowulf” is successfully retold in this exciting, well-illustrated version. Again it supports advanced EAL learners, extending their vocabulary and providing an excellent model of retelling a mythical story. Its dynamic illustrations will particularly appeal to boys and their parents.

THREE BILLY GoATS GRUFF

ISBN: 1 85269 615X

This is another traditional tale which is true to the original story. The lively pictures and repetitive text encourage children to offer opinions. Parents can easily identify with this story as it could be set anywhere.
This modern retelling of a traditional tale is faithful to the original story but has the added bonus of incorporating the audience's reaction to Goldilocks's antics in the text. This added narrative provides excellent opportunities for parent/child talk. The many features include sequencing, vocabulary around description and size, and repetitive direct speech.

NOT AGAIN RED RIDING HOOD  ISBN: 1 85269 978 7
This builds on the familiar story of Little Red Riding Hood and introduces parents and children to the question "What happened next?" Its modern, bright, appealing pictures provide positive images of an Asian family. Its style is informal and conversational and will prompt children to draw on prior story knowledge as Little Red Riding Hood encounters familiar fairy tale characters. Alternatively, children and parents new to European traditional tales will be introduced to some of the characters through this story.

THE GIANT TURNIP  ISBN: 1 85269 7377
This updated version of a traditional tale takes place in the familiar setting of a modern classroom. This is a perfect example of a book to be read with parents for enjoyment. Lovely pictures and a pacy text! Its urban setting incorporates links with plant growth.

DON'T CRY SLY  ISBN: 1 85269 654 0
This book explores the parent-child relationship in the familiar setting of the home. The first page with its use of the imperative immediately draws parents and children into the story. The story examines the theme of weak and strong but with a twist and presents a simple and satisfying resolution to a problem.

BURI AND THE MARROW  ISBN: 1 85269 582 X
This represents positive images of an Asian mother and daughter through an amusing story that is reminiscent of "The Three Billy Goats Gruff." Features include repetition, sequencing and direct speech. It is another enjoyable story for parents and children to share.

PIED PIPER (YEAR 2 AND ABOVE)  ISBN: 1 85269 950 7
A parent-friendly version of a complex story with a few clear sentences on each page, relevant pictures and a glossary of key words. This provides a good transition from the simple retelling of stories to the more complex story books.

PANDORA'S BOX (YEAR 3 – YEAR 6)  ISBN: 1 85269 834 9
This Greek creation myth is beautifully retold through words and pictures. Detailed character descriptions feature strongly. The story encourages higher-order language skills.
THE CHILDREN OF LIR (YEAR 3 – YEAR 6) ISBN: 1 85269 892 6
This story will introduce parents to other cultural worlds through its Celtic tale. It also provides an example of the traditional storytelling genre, for example through the role of wicked stepmother. Clear pictures support the text which models the use of adjectives, verbs and sentence starters. This more complex story is a good example of encouraging higher-order language skills.

WE'RE GOING ON A BEAR HUNT ISBN: 1 85269 712 1
This familiar story based on an oral game covers a variety of story settings. It will appeal to children and parents and will be remembered long after the book has been put away. The repetitive pattern of the text is important in reinforcing the acquisition of another language. It is particularly valuable for developing use of prepositions in context. Beautiful pictures are supported by an evocative text.

ISIS AND OSIRIS – AN EGYPTIAN MYTH ISBN: 1 84444318 3
Another more challenging myth about the murder of King Osiris and the search for his body by Queen Isis to set his spirit free. This book supports the more advanced cognitive and first language skills of older pupils through an appropriate text.

This story uses a sample rhyming scheme to retell the traditional story with the added twist of Jill replacing Jack as the main character. Connections are made with traditional nursery rhymes throughout the story. The relevant nursery rhymes are printed in English at the back of the book which may be helpful to parents. The feisty heroine of the story shows parents that their daughters can do as much as boys!

ALFIE’S ANGELS ISBN: 1 85269 972 8
A simple repetitive phrase flows through this beautiful story that sees the world through a child’s eyes, challenging adult stereotypes and asking “Why not?” Importantly, Alfie, the child, triumphs convincing everyone and winning the day and his heart’s desire. This may be a book to challenge gently a parent’s stereotypical views of what boys should be and do, or it may simply be a perfect book to share. Highly recommended.

WELCOME TO THE WORLD BABY ISBN: 1 84444 274 8
A great deal is covered in this simple text which uses the theme of the 5 senses to explore how different cultures welcome new babies. It is informative and interesting and will raise discussion around new and familiar ideas. It also reinforces work covered in key stage one.

MY DADDY IS A GIANT ISBN: 1 84444 358 2
Children talk, play and think through metaphors and this book captures that process. Told through a child’s eyes, it is original and inspires comments from children. It is reassuring and provides a positive model of a child/father relationship. A “feel good” book perfect for parents and children to share.
THE WIBBLY WOBBLY TOOTH

Written and illustrated by the same team that produced "Mei Ling's Hiccoughs" this beautiful book has repetitive language, easy-to-remember noisy words and a familiar theme. Li is not struggling with hiccoughs, like Mei Ling, but the problem of dealing with his first wobbly tooth. Another book that explores how a scenario is dealt with in different cultures. A thought-provoking story with multiple choice questions at the back.

THE BUSKERS OF BREMEN

This traditional German tale might not be familiar to parents and children. However, the humour, action and speech make it easy to access. Although it is a simple tale, the use of inference is required to understand it at times. Inference is often a skill which children find challenging and this provides a good opportunity to practise it as the book tends to lead to questioning from children.

ELLIE'S SECRET DIARY

This book has been successfully used for PSHE in classes and assemblies by many schools and it is also an ideal book for parents to share with children. Written through the eyes of a victim who is being bullied, it explores difficult feelings and shows how a good resolution to a devastating problem can be reached. An added attraction is that the story is written through the genre of diary writing, which can provoke discussion and demands a different way of reading together. This book may prompt a painful and difficult conversation between parent and child, however it is an invaluable book for sharing.

SHALL WE DANCE? written by Valentin Kovalenko

This is a story gathered from contacts with Eastern European Roma families. 'Shall we dance?' is a valuable inclusive curriculum resource and one of the first which addresses a gap in the market for culturally relevant materials for Eastern European Roma children in school. It is a fun, lively book positively reflecting Eastern European Roma culture through the music and dance illustrations. The repetitive text and actions draw the reader in orally and physically as the reader is encouraged through the story line to do the dance, clap or hop. 'Shall we dance?' is suitable for use in the Foundation Stage, KS1 or with any beginner to reading. It has been developed for this project with accompanying translated text and talk activity sheet in Polish, Romanian and Serbo-Croat languages.

Further copies of 'Shall we dance?' can be purchased from the London Borough of Enfield School Improvement Service, Civic Centre, Enfield, Middlesex, EN1 3XL. Contact Val Herron on 020 8379 3227. Cost £2.75 per copy plus postage.
Resources used in project by Infants Schools

Guidelines on using the resources for schools and rationale.
Reading guidance leaflet for parents in home languages.
Alphabet/phonic chart of English sounds in home languages.
High frequency words (written in home languages but read as in English).

Project resources (two copies of five identified languages) included the following storybooks:
The Swirling Hijaab (including CD)
Handa’s Surprise
Handa’s Hen
We’re Going On a Bear Hunt
Three Billy Goats Gruff (story props, CD, big book)
Goldilocks and the Three Bears (story props, CD)
Not Again Red Riding Hood (story props, CD, board game)
The Giant Turnip (board game, CD)
Don’t Cry Sly (story props, CD)
Buri and the Marrow (including CD).

Anansi and other stories from Africa and the Caribbean on video.

Alphabet posters with scripts in six languages.
Number posters with scripts in six languages.

Picture Maps of the World giving a visual representation of the symbols, resources, historic buildings, and peoples of each region.
South Asia
The new enlarged EU
The Caribbean
The Middle East.

“Everyone smiles in the same language” poster.
Resources used in project by Junior Schools

Guidelines on using the resources for schools and rationale.
Reading guidance leaflet for parents in home languages.
Alphabet/phonetic chart of English sounds in home languages.
High frequency words (written in home languages but read as in English).

Project resources (two copies of five identified languages) included the following storybooks:

The Swirling Hijab (including CD)
We’re Going On a Bear Hunt
Three Billy Goats Gruff (story props, CD, big book)
Goldilocks and the Three Bears (story props, CD)
Not Again Red Riding Hood (story props, CD, board game)
The Giant Turnip (board game, CD)
Don’t Cry Sly (story props, CD)
Buri and the Marrow (including CD)
Pied Piper (including CD)
Pandora’s Box (including CD)
The Children of Lir (including CD)
Beowulf (including CD).

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and peoples of each region.
South Asia
The new enlarged EU
The Caribbean
The Middle East.

“Everyone smiles in the same language” poster.
Resources used in project by Primary Schools

Guidelines on using the resources for schools and rationale.
Reading guidance leaflet for parents in home languages.
Alphabet/phonic chart of English sounds in home languages
High frequency words (written in home languages but read as in English)

Project resources (two copies of five identified languages) included the following storybooks:

The Swirling Hijaab (including CD)
Handa’s Surprise
Handa’s Hen
We’re Going On a Bear Hunt
Three Billy Goats Gruff (story props, CD, big book)
Goldilocks and the Three Bears (story props, CD)
Not Again Red Riding Hood (story props, CD, board game)
The Giant Turnip (board game, CD)
Don’t Cry Sly (story props, CD)
Buri and the Marrow (including CD)
Pied Piper (including CD)
Pandora’s Box (including CD)
The Children of Lir (including CD)
Beowulf (including CD).

Anansi and other stories from Africa and the Caribbean on video.

Alphabet posters with scripts in six languages.
Number posters with scripts in six languages.

Picture Maps of the World giving a visual representation of the symbols, resources, historic buildings, and peoples of each region.
South Asia
The new enlarged EU
The Caribbean
The Middle East

“Everyone smiles in the same language” poster.
Languages most commonly requested for dual language purposes in Redbridge schools (2005 - 2006)

This list has been included to show those schools supplied with the project resources. As pupil cohorts change, with new language groups arriving in schools, schools will need to purchase additional books to meet their needs. However, where financial restraints do not allow for this, schools may wish to negotiate with each other to share the books/languages they already hold. (Contact EMA teacher at the school.)

**INFANTS**

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Section 3

Developing and monitoring the project
FLOW DIAGRAM OF WHOLE SCHOOL ACTION

Collect and analyse information to identify the issues for your school

Teacher observations and assessments
Bilingual Teaching Assistant observations

Attainment data
Attendance lists of parents at reading meetings
Home/school reading diaries

What do we want to achieve?

Improved reading skills of focus pupils through use of home language
Raised self esteem and confidence of focus pupils
Well developed systems for promoting and valuing home language

How will we do it?

Engage ethnic minority parents in the reading process through the Home Languages Project
Develop strategies to support parents with the project
Ensure senior management support the project

Which pupils will be involved?

A specific ethnic group
A year group
A key stage

A mixed group of underachieving pupils
Beginners in English

Which staff will be involved in the project?

EMA coordinator
Year group/key stage teachers
Literacy coordinator
Bilingual Teaching Assistants

Develop focused action plan involving all identified pupils and staff

Present project and plan to whole staff at meeting

Collect materials and organise system for book loan

Who will coordinate the process?
Where will the resources be stored?

How often will the books be exchanged?
Which time of day will be most suitable?

Who will choose the book?
- Pupils?
- Parents?
- Pupils with parents?
- Reading buddies?
Staff to choose books for younger children.

Train staff involved in project with support from EMAT’s project guidance

Inform parents involved in project

Parents’ evenings
Targeted letters
One to one
With help from Bilingual Teaching Assistants

Translated letters/leaflets could be in appendix
Special meeting with interpreter if necessary

Start project and enjoy

Initial questionnaire

Evaluate

Analyze reading levels
Analyze comprehension
Teacher and Bilingual Teaching Assistant observations
Pupil feedback
Staff feedback
Parents’ feedback
# Developing Reading Skills Through Home Languages - Action Plan

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<th>WHEN</th>
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| Develop reading skills of identified pupils in partnership with parents using home languages. | • Arrange meeting with parents to explain rationale and process.  
• Organise interpreters if necessary.  
• Disseminate translated guidance leaflets and parent questionnaire.  
• Set up system for book loans.  
• Provide parents with questionnaire at the beginning and end of the project to assess how reading behaviour has changed / developed. | | | | • Assess reading levels of identified pupils.  
• Report findings to further develop project.  
• Collate feedback from staff involved in project on impact on pupils.  
• Feedback to staff. |

*Parents understand rationale and objectives of project.*  
*Interpreters present at meeting.*  
*Completed questionnaires received from parents. Parents aware of strategies to support their children's reading.*  
*System for book loan in place and working effectively.*  
*Questionnaires highlight parents' better informed about supporting their child with reading and the process in general.*
RECOMMENDED SUPPLIERS OF MULTICULTURAL RESOURCES

Barefoot Books
Tel: 0800 328 2640

The Festival Shop
Tel: 0121 444 0444

Letterbox Library
www.letterboxlibrary.com

Mantra Lingua
www.mantralingua.com
Tel: 020 8445 4123

Milet – trading in UK as Turnaround Publisher Services
www.turnaround-uk.com
Tel: 020 8829 3000

RDS Children’s Books
www.rds.books.com
Tel: 020 8521 6969

Soma Books Ltd
books@somabooks.co.uk
Tel: 020 7735 2101

The Willesden Bookshop
www.willesdenbookshop.co.uk
Tel: 020 8451 7000

Websites

Using and Researching Dual Language Books for Children: UEL Education
www.uel.ac.uk/education/research/duallanguagebooks/resources

Multiverse – exploring diversity and achievement
www.multiverse.ac.uk

Blen – Bilingualism & Literacies Education Network
www.blen-education.org.uk

NALDIC – National Association for Language Development in the Curriculum
Working for pupils with English as an Additional Language
www.naldic.org.uk

National Literacy Trust – Family Reading Campaign
www.literacytrust.org.uk/familyreading