



The Glendowie Primary Language Policy reflects the principles of the PYP programme to develop students to be active, compassionate and lifelong learners. This policy adheres to the guidelines from the NZ Ministry of Education, the NZ Curriculum and the English Language Learning Progressions (ELLP). It also incorporates the PYP programme Standards and Practices, in particular:

- *C3:8 teaching and learning demonstrates that all teachers are responsible for language development of students.*
- *Standard A:7 The school places importance on language learning, including mother tongue, host country language and other languages*
- *C3:7 Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than mother tongue*

### Pedagogy

At Glendowie Primary we recognize that . . .

- Students will make meaning and create meaning at the different levels of the curriculum. Students make meaning of ideas or information they receive (listening, reading and viewing) and they will create meaning for themselves or others (speaking, writing and presenting). *NZC Pg. 18*
- Language is central to learning; all teachers are, in practice, language teachers with responsibilities in facilitating communication (from *PYP Guidelines for developing a school language policy pg1*).
- It is important to support and encourage the use of a learner's first language when they are learning an additional language (*ELLP pg. 4*).
- The learner's starting point needs to be established through informed and accurate diagnostic assessment. Effective teaching and learning is based on sound information (*ELLP pg. 9 and IB Standards & Practices C4:3 &7*).
- Students need to learn the basics of English language structure, the forms and sounds of written and spoken language, high frequency words and the language that will enable them to interact with others in classroom (*ELLP*).
- Learning is generally more effective when links are made between a familiar topic and context (from *ELLP pg. 9 & Learning in a Language Other than Mother Tongue in IB programmes pg6*).
- Experience based learning promotes understanding and engagement eg field trips, experiments or the use of visual and manipulative materials. (from *ELLP Pg 9 and B Standards & Practices C2:6*).
- Students should be able to express themselves confidently and creatively in more than one language and in many ways (from *PYP Learner Profile: Communicators*)
- Students will develop knowledge, skills and understandings related to: text purposes and audiences; ideas within language contexts; language features that enhance texts; the structure and organisation of texts. *NZC Pg. 18*

## **Literacy at Glendowie Primary School**

The Glendowie Literacy Guidelines (Yellow folder) gives further information to support this policy ie scope and sequence documents and assessment.

### **Listening, Reading and Viewing**

English is communicated orally, visually and in writing for a range of purposes and audiences and in a variety of text forms.

Reading: We read for enjoyment, instruction and information and reading helps us to understand and clarify our ideas, feeling, thoughts and opinions. Literature in particular offers us a means of understanding ourselves and others and has the power to influence and structure thinking. Reading is gaining meaning from text. The process of reading is interactive and involves the reader's purpose of reading, the reader's prior knowledge and experience and the text itself.

The beginning reader must learn about direction, spacing, punctuation cues and about the general features of text. Effective reading depends on the skillful integration and application of semantic cues (meaning), syntactic cues (structure) and graphophonic cues (sound-symbol relationships), students need to be taught how to use a variety of reading strategies, (context cues, prediction, phonics, sight vocabulary, punctuation, syntax.).

Students need to learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts: to think critically about what they read, and to be able to make predictions and inferences based on information that is both explicit and implicit in text. Daily reading practice using a wide range of texts must occur within authentic contexts

### **Speaking, Writing and Presenting**

Understanding, using and creating oral, written and visual texts is at the heart of English teaching and learning.

Writing: Students learn to write by writing. Over time, writing involves developing a variety of processes, strategies and literacy techniques (eg purpose, ideas, language features and structure) and applying them with increasing skill and effectiveness. Writing should have a clear and authentic purpose and should be structured or arranged well to meet its purpose. It should have a satisfying coherence which often means an engaging beginning, and a satisfying conclusion. It makes use of appropriate vocabulary and language features and presented thoughtfully in terms of surface features. It is planned to have an impact on the audience.

### **PYP classroom**

Teachers should strive to develop a caring classroom in which all students feel accepted and confident so as to encourage students to take risks in their learning (including learning an additional language). Literacy extends beyond the classroom walls and has close connection to the i-space & library, collaborating with the school librarian, e-learning, ESOL, Chinese and Maori teachers.

Students should be engrossed in books and text. They move purposefully from one area to another as the task demands switching from individual study to group activities, seeking support from peers and teacher as needed. The teacher uses a range of approaches including individual, group and whole-class instruction. The teacher models appropriate attitudes, speaking and listening respectfully, enthusiastically sharing ideas about a fascinating novel, posing questions on the current unit of inquiry (UOI), guiding students personal questions, encouraging divergent thinking, assessing the learning needs and providing appropriate learning support.

Literature is an integral part of the curriculum and integrated within our UOI e.g a biography might be the introduction to a science investigation, counting stories can be reinforcement for mathematics and illustrations analyzed for art skills. Books are not only enjoyed, they are discussed, analysed, created, compared and contrasted.

**Learning through Inquiry:** The programme of inquiry provides an authentic context for students to develop their skills and understandings. The starting point should always be student's prior and current understanding and where possible, literacy should be taught through the relevant and realistic context of the UOI.

Long term integrated literacy plans will be planned collaboratively for each UOI, when applicable, to support teachers when implementing their literacy programmes.

NB: Read further Making the PYP Happen (pg. 68-80) and the NZ Curriculum Document

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## 1. ADMISSION PROCESS

The following procedures are followed for identifying ESOL and International students for our ESOL register.

### 1.1 Principal

- Parents meet with Principal for interview and complete enrolment procedure.
- Parent complete Enrolment form including ethnicity and languages spoken at home. See [Application for Enrolment Application Form](#)
- Principal ascertains 2<sup>nd</sup> language at home. Reviews birth certificate, residency, visa etc.
- Principal ascertains status and notifies ESOL teacher for Y5-8 (Anna Smith) or Assistant Principal for Y2-4 so that assessments can be implemented to identify needs.
- Principal also discusses possible learning issues that may have been noticed or identified, or family background eg dyslexia, to inform SENCO and class teacher.
- ESOL support teacher informed of new International students to ensure resources are available for the class teacher.

### 1.2 Class teachers

Not all ESOL students meet with the Principal during the admission process, so the class teacher may also need to identify ESOL students.

- Class teachers and ESOL teacher are given copy of the enrolment form so they are aware of 2<sup>nd</sup> language, language at home and nationality.
- Class teachers identify any learning difficulties and discuss with ESOL teacher to decide if they should be put on the ESOL list to: attend ESOL lessons (Years 5 – 8) or receive teacher aide support (Years 0 – 4). ESOL teacher decides if child is eligible to receive funding from MOE.
- Y0 or Y1 NZ born students are not eligible for MOE funding until their third term in school. However migrant students are eligible for funding straight away. Although the NZ born students do not receive funding for the first two terms at school they can still receive teacher aide assistance.
- Class teachers in syndicate meetings discuss status updates against cohort with any info provided by the ESOL teacher where relevant (if they are Y5-8 and on ESOL programme).
- Any children who are of ESOL background and achieving BELOW National Standards should be on the ESOL list.
- Teachers with junior ESOL students can contact SENCO if extra assistance is needed eg Sunday programme, teacher-aide etc.

### 1.3 Assistant Principal / SENCO

- If the child has siblings already at school the parents may meet with the Assistant Principal to discuss issues, previous school, learning difficulties etc.
- The AP will notify ESOL teacher of students in Y1-4 so name is registered on ESOL roll.
- AP will implement assessment Y2-4 International/ESOL students and ensure support is implemented if required eg teacher aides. (See ESOL assessment kit)

### 1.4 ESOL Teacher

- ESOL teacher is responsible for liaising with SENCO, DP, AP and teacher aides who support the ESOL programme.
- An ESOL list will be formed each year, following MOE guidelines. This will list the students who require an ESOL report. See [Students eligible for ELLP Report List ELLP List 2017](#)
- ESOL teacher with International Student manager, will ensure the International Students email their parents overseas once a week (if applicable).

### 1.5 ESOL support teacher *(depending if Leadership Management Unit available and if applicable each year)*

- ESOL Support-Teacher ensures teachers have appropriate resources and any additional help as required. See [ESOL Job Description for appraisal Appendix 3](#). ESOL teacher / Support Teacher will find out when an ESOL child will be starting school and give teachers access to online resources.
  - o background information of their country/culture
  - o flashcards (eg clothing, rooms in house, daily routines).
  - o Picture dictionary, photocopy sheets of alphabet etc.

- o Teacher folder with information eg useful web links, greetings, testing sheet, MOE documents that are useful.

## **2. MOE FUNDING and ELLP Stages** (English Language Learning Progressions)

- Each year each ESOL student will have a comprehensive ESOL assessment to establish their competency level in the four literacy skills.
- Class teacher will complete ELLP on etap so results are available to ESOL teacher for MOE funding review.
- MOE ESOL status list is updated twice a year Feb and July. It should be filled out in December ready for 1<sup>st</sup> March deadline as the teachers who have taught these students for a whole year know them so well as opposed to the teacher who has only had these students for a few weeks at the beginning of the year.
- Results are also recorded on ESOL reports for parents.

## **3. ASSESSMENT AND REPORTING**

Junior ESOL: Year 1-4 teachers complete the assessment as part of classroom programme eg running record.

Senior ESOL: ESOL teacher completes the entry assessment for all Year 5-8 new students.

The assessment involves:

- A. Oral language assessment (students are asked questions about family etc). This will determine the next step,
  - B. Foundation Level test (**see ESOL Foundation Level Reading Test Appendix 4**)
    - a. alphabet knowledge,
    - b. letter name,
    - c. letter sound, and
    - d. a word starting with each letter.
    - e. List of essential words, the first 77 words are from the colour wheel and the rest have been identified as basic words that they should be able to read automatically. Total of 300 words altogether at the Foundation Stage (See ELLP guidelines).
- Teachers continue to identify the language needs of each student by use of data and assessment tools:
    - o ELLP progressions for ESOL learners. This identifies the early skills and knowledge required for Reading, Writing and Oral and Listening. **See ELLP Matrix on etap**
    - o PAT standardised national tests
    - o AsTTle national normed
    - o NZ exemplars
    - o Barbara Brann word study programme (phonemic knowledge)
    - o Peters spelling age.
    - o Probe and Running Records (Reading age and comprehension level in reading).
  - Teacher aides provide regular feedback and receive guidance from classroom teachers.
  - ESOL Reports are given to ESOL students achieving below the National Standard. This shows parents progress in speaking, listening, reading and writing. A list of students is given to teachers to monitor that ESOL reports are given out. **see ESOL REPORTS on etap**
  - All international students (with a minimum of 4 weeks tuition) are given a school report when they leave the school. **See International Student Report on etap**

## **4. LITERACY EXPECTATIONS**

MOE expectations for students:

- Students can remain at Foundation Stage for up to 2 years.
- Year 5-8 students are expected to have achieved Foundation stage, stages 1 and 2 within 3 years.

### **4.1 Reading Expectation:**

- All students Year 3-8 below turquoise on the colour wheel are expected to have guided reading sessions 4 times a week with the classroom teacher.
- Students who are on the colour wheel below turquoise will be assessed at a minimum of twice a term against our ESOL assessment tools. Students showing that they will be unlikely to make 1 year's progress will be identified as part of teacher's adaptive inquiry and appraisal. Teacher focus on implementing new strategies to assist the learner. Where the progress and achievement is not

meeting our expectations then these children will be brought to the attention of SENCO where their programme and resources will be reviewed.

- Additional support programmes are resourced as additional support to the classroom programme.
- For all English language learners it is critical that the NZ curriculum (NZC) are kept in mind, which is the signpost for age-appropriate achievement. ELLP are viewed as a pathway towards meeting the expectations of the NZC.

#### 4.2 Class Lessons and Choosing Texts

Teachers should read a book many times and have others read it aloud with the opportunity for the English language learner to join in. Use the Shared Book approach. Teachers should also ensure reading includes:

- pre reading discussion eg setting the scene, introducing the setting and key vocab and
- Post reading discussion. eg link to the child's writing, vocab, spelling, UOI, art and drama are all good post reading activities as well as making charts, dictionaries (of nouns, verbs or pronouns in the story).

The readers/text that ESOL students should be exposed to, should include:

- Books where topics and settings can be related to their own experiences.
- Stories such as fables that may be common to them in their own language.
- Books that have large clear pictures which support the text.
- Authentic language that is a good model of language in use.
- Texts that are repetitive or predictable.

#### 4.3 Homework

- ESOL Students reading below turquoise would be expected to take home between 10-12 readers a week.  
International students reading below turquoise will be expected to take home 20 readers a week.
- Essential spelling words lists 1-3 to practise and know how to spell the words at their age level.
- Listening to readers through Study Ladder or other online programmes e.g. Sunshine Classics
- High frequency words relating to their reading level.

#### 4.4 Literacy Proficiency Levels students are expected to achieve are:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Reading</b>	Orange level 6 to 6.5	Gold level 7.5 – 8	Probe Read Age: 7 - 9	Probe Read Age:8-10 yrs.	Probe Read Age:10-12 yrs.	Probe Read Age:11-13 yrs	Probe Read Age:12 -14 yrs	Probe Read Age:13-15 yrs
<b>Writing</b>	Exemplars Level 1ii	Exemplars Level 1iii	AsTTle Level 2b	AsTTle Level 2a	AsTTle Level 3b	AsTTle Level 3a	AsTTle Level 4b	AsTTle Level 4a

### 5. SHORT AND LONG TERM CURRICULUM PLANNING

- Teachers will ensure their programmes include activities that will:
  - o Activate prior understanding and build background knowledge (eg use previous experiences to construct new knowledge or understandings & implement new experiences such as trips, cooking, making etc)
  - o Extend language (eg low frequency words, identify and explicitly teach UOI vocab, maths vocab, use mother-tongue first then in English, grammar etc)
  - o Scaffold meaning (eg use mother tongue to carry out research, visual aids, drama, small collaborative groups, learning about language eg grammar etc).
  - o Affirm identity (eg class environment welcomes and embraces diversity of cultures and perspectives).
  - o *from: IB Learning in a language other than mother tongue in IB programmes pg 6-8.*
- Teachers will refer to the Glendowie Literacy Guidelines (Yellow Folder) for programme guidelines and scope and sequence documents.
- Teachers will refer to Effective Literacy Practice text to guide their class literacy programmes.
- Teachers will refer to English Language learning Progressions (ELLP) to guide their Literacy programmes.
- Short-term planning will differentiate for ESOL students to accommodate the level they are working within.

- PYP coordinators, will ensure that units of inquiry address the NZ curriculum requirements of Cultural Diversity (UOI will reflect NZ cultural diversity and value the histories and traditions of all its people) and Treaty of Waitangi (UOI will acknowledge the principles of the Treaty of Waitangi and the bicultural foundation of Aotearoa NZ. All students will have the opportunity to acquire knowledge of te reo Maori me ona tikanga) **see POI review of Cultural Diversity and Treaty of Waitangi Overview**
- The ESOL teacher will liaise with class teachers to consider options for UOI integration for each student or group of students

## 6. RESOURCE SUPPORT

ESOL language support is provided in the classroom for children who have limited competency in English. Students, who have required sufficient language competency, are considered to be Stage 2 learners. These children have established a strong foundation for their English language. They will have acquired approximately a 1000-2000 word working vocabulary. These learners are below their age level cohort but will be moving closer towards using and producing cohort levels. They will still need considerable intensive support. Students and teachers have continued support:

- Students access a bilingual dictionary or use their own electronic dictionary (when appropriate).
- Starter packs for students and resource kits for teachers.
- Foundation Kit given to all students working at the Foundation Level.
- Boxed ESOL support resources at graded levels in senior resource room.
- Workbooks at various colour levels to support children's learning.
- Discussion and e-mail support between ESOL teacher and class teacher.
- Low level readers purchased for PYP Units of Inquiry.
- Independent SRA Library kits purchased at lower reading levels for Y5-8 students
- Curriculum support for children to allow them to use the language that may be used in topic work.
- ESOL lessons in small groups with ESOL teacher for Y5-8 students.
- ESOL teacher for Y5-8 gives books and supports the class homework where necessary.

### 6.1 Extra Support Programmes available for ESOL:

- Foundation or Sondag programmes (phonological assistance for Junior students)
- Rainbow reading programme (mainly for Y5-8)
- Teacher-aide in class where funding is available, to support them with class work.
- Teacher aide working with groups for literacy and numeracy (either in-class or withdrawal)
- Pause, Prompt, Praise Programme. This programme offers support by Maori and Pacific Island parents to tutor Maori and Pacific Island students who are not achieving or in danger of not achieving, in reading. ESOL students can also access this programme if required.

### 6.2 Resources

- For Units of Inquiry, ESOL books are purchased at lower reading ages but within the context of the UOI.
- For Year 5-8, extra PM readers, games and activities are available for students reading on the colour wheel level. High interest books from the MOE are also available for older students reading at lower levels. Basic vocab booklets are available in hardcopy in senior resource room (for quick access) or online in PYP / ESOL / Resources. [LINK: ESOL Resources](#)
- ESOL resources kept in the ESOL room are available for classroom use upon request with the ESOL teacher.
- The MOE folder 'The English Language Learning Progressions' a resource for mainstream and ESOL teacher.
- Software: Study Ladder. Teacher enrolls their student and can also set up to 3 free sessions a night. <http://www.topmarks.co.uk/interactive.aspx?cat=46>

### 6.3 Professional Development

- Teacher in charge of ESOL provides annual professional development for all teaching staff.
- SENCO and ESOL teacher attends MOE sessions and courses when required.
- ESOL teacher attends ESOL cluster meeting group, courses and conferences as required. This is supported by the ESOL budget each year.
- BOT provide support to individual teachers by allowing release days for study and contribution towards fees for TESSOL papers at Auckland University.



- Teacher-aides attend courses or given PD by SENCO as required each year.
- Courses that are considered for budgets every year include:
  - o Jill Eggleton reading and writing course for all junior teachers new to the school.
  - o Phonological training and Smart Words training for teachers and/or teacher aides.
  - o Rainbow reading training for teacher aides as required.

## 7. LIAISON WITH PARENTS

- ESOL teacher will liaise with parents with use of interpreters if required.
- ESOL teacher will organise one afternoon tea/assembly each year, to invite parents to see a presentation of students learning and have the opportunity to mix socially together and with staff.
- Rainbow reading teacher and ESOL teacher will support Student-led conferences by inviting students to show their parents where they learn.

## 8. MOTHER-TONGUE SUPPORT

- Parents are invited to attend ESOL afternoon tea and performances once a year.
- Students are encouraged to act as translators for their parents when required and to use mother-tongue during student-led conferences and parent/teacher interviews.
- Translators are accessed through our parent community when required.

Resources in the library are kept up-to-date to cater for most languages spoken in the school.

- Nationalities represented in the school are identified through the enrolment system.
- Part of the library budget is apportioned to purchasing books in other languages (where/when available). Currently books include Mandarin, Chinese Japanese, French, Maori, Korean and Pacifica languages. Requests are also made through the school newsletter.
- Spine label easily identify books written in other languages and are stored in the same place.
- Translation dictionaries and thesaurus' are made available in the reference section.

## International Students

Adult Guardian organized for all International Students (if a parent is not with them). They check in twice a week with the student and liaise with parents and school as required.

On first day of school:

- Buddy organized for new students. One English speaking buddy and a mother-tongue buddy.
- Students given a starter kit with map of school, classroom command phrases, and school rules translated in appropriate mother-tongue.
- Parents of International Students living in NZ are encouraged to take English lessons at Selwyn College. The school helps with enrolment procedures etc.
- Buddy support for every ESOL parent organised by International Manager.
- International Students manager will provides starter packs to support teachers and students on arrival at school.

## Assessment

All international students will be tested within the first 2 weeks of enrolment and entry assessment will be given to the class teacher of the student for them to use to inform their teaching. Any follow-up assessment data will also be given to the syndicate leader to monitor.

Junior ESOL: Year 1 teachers complete the assessment as part of classroom programme and the AP completes the assessment for Year 2-4 international new students.

Senior ESOL: ESOL teacher completes the entry assessment for all Year 5-8 new students.

The assessment involves:

- C. Oral language assessment (students are asked questions about family etc). This will determine the next step,
- D. Foundation Level test (see **ESOL Foundation Level Reading Test**)
  - a. alphabet knowledge,
  - b. letter name,
  - c. letter sound, and
  - d. a word starting with each letter.
  - e. List of essential words, the first 77 words are from the colour wheel and the rest have been identified as basic words that they should be able to read automatically. Total of 300 words altogether at the Foundation Stage (See ELLP guidelines).



- All international students (with a minimum of 4 weeks tuition) are given a school report when they leave the school. [See International Student Report on etap](#)
- **Homework** - all international students on the colour wheel below turquoise must have reading support as outlined in the Homework procedure.

## LEARNING AN ADDITIONAL LANGUAGE

### 9. MAORI LANGUAGE

- All classes from Year 1-8 have access to a series of lessons with Maori tutor each year to support Maori te reo (language) and nga tikanga (culture).
- The school will continue to identify ways to involve Maori community in identifying the needs of their children and to monitor and improve the achievement of Maori students.
- PYP coordinators and teachers encourage and integrate te reo and nga tikanga within units of inquiry to ensure authentic and relevant connections with Maori
- Maori tutor regularly liaises with PYP coordinator and integrates Maori programme with PYP units of inquiry when relevant
- Consultation occurs with parents of Maori students in form of a Hui. The Principal meets with parents to share Maori student achievement and to identify goals for their students. At this time, extra interviews organised with class teachers and parents to encourage Maori and school partnership.

### 10. THE SCHOOLS ADDITIONAL LANGUAGE

The school will review Learning Languages procedure as required [See our Procedure Languages Procedure](#). Chinese (Mandarin) is currently taught all classrooms from Year 2 to Year 6 (for 20 to 30 minutes) and intermediate (45 minutes) per week. Native speakers will attend extension classes.

#### 10.1 Description of the Programme

Students will understand and use familiar expressions and everyday vocabulary. They will interact in a simple way in supported situations. The language programmes will include: language knowledge, cultural knowledge, selecting and using language, symbols & texts to communicate, managing self & relating to others, participating and contributing in communities (from NZC).

#### 10.2 Current Assessment & Reporting

Formative assessment and discussions with class teachers will drive next steps and further lessons. Maori or Chinese Language will not be reported formally on school reports, instead, students will demonstrate their learning through student led conferences and presentations eg assembly.

## To help clear up confusions between ESOL and International Students (Foreign Fee paying)

### The NZ curriculum states:

Requirements for Board of Trustees pg 44

- All schools with student in Year 7 & 8 should be working towards offering students opportunities for learning a second or subsequent language.

### IB States:

- Every child benefits from having access to different cultures perspectives and languages. Acquisition of more than one language enriches personal growth and helps facilitate international understanding. Therefore, PYP schools provide the opportunity for all students to learn more than one language. *'PYP Making it happen' document Pg 68*
- The school makes provision for students to learn a language in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language *Standards and Practices pg 6*

## Frequently asked Questions

### Should ESOL students do Chinese?

In nearly all cases . . . . YES.

The reasons we say YES is because:

- If ESOL students continually miss Chinese lessons when they eventually get to a stage where their English is better, they will be far behind their peer group in Chinese (as most ESOL students are here for long term).
- Some ESOL students pick up a third language very quickly
- Instructions in Chinese lessons are also in English, so it is another opportunity for ESOL to follow instructions and improve English understanding

#### Exceptions:

- An exception to attending Chinese lesson may be a child who is very stressed or cognitively behind their peer group (despite the language difficulties).
- Exceptions must always be decided with management (DP, AP or Principal) and Anna Smith (ESOL teacher).

### Should International Students (Fee Paying) students do Chinese ?

In nearly all cases . . . NO.

The reasons we say NO is because:

- Parents are paying for their child to learn English

### So what do I do with my International students during Chinese time?

- PM readers on the computer
- Extra time to complete any school work that needs to be completed.
- Reading books issued from ESOL room (they have a card/issue system with Anna, so remind them to use this frequently)
- **From ESOL room:** Teachers from the senior classes can issue out matching games, flashcard, alphabet activities etc - See ESOL teacher.  
See Anna also for extra worksheet grammar related worksheets you can photocopy.
- **From Junior Resource room:** Junior teachers can access similar resources but should have lots of these games/activities in their room already.
- **From Senior Resource Room:** Senior classes can access games from senior resource room
- **On-line:** Check out resources on-line [ESOL Resources](#)
- Ask ESOL teacher for other ideas / resources.

#### In some cases YES

- There may be an occasion when the International Student has been at this school more than 1 year and is working AT or ABOVE the National Standard. The Principal and parent will discuss the option of studying Chinese as an extra language.