

## Polish Pupils in Essex Schools: an electronic toolkit for teachers

Essex LA and EMTAS have collected and analysed data and information about the county's minority ethnic pupils for some time. In view of the recent increase in the number of Polish families in Essex, this toolkit provides a range of information for teachers and teaching assistants working with Polish pupils:



## **Aims and Objectives of this Toolkit**

To provide local and national contextual information  
To promote the integration and achievement of Polish pupils  
To give pointers/suggestions for schools for effective practice  
To disseminate “useful things to know” re Polish language and Polish culture  
To provide links to relevant resources, including Polish community links in Essex and resources for classroom practice

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## **Local and National Contextual Information**

### **1. Polish pupils in Essex**

Essex schools are currently receiving increasing numbers of pupils from Eastern Europe including Poland as Polish parents find employment in the UK and are keen for their children to take advantage of educational opportunities.

In Essex, the 2011 pupil census identified 1794 East European pupils in LA controlled schools. Polish speakers are currently the largest single group among this cohort, accounting for around 35-30% of all East European pupils across key stages. At present, Polish immigration into Essex is estimated to be growing by around 20%, year-on-year. Although overall numbers are unlikely to become statistically significant, it will be important for schools to be able to address the needs of Polish pupils and to support their attainment across all key stages.

While some Polish pupils join Essex schools in Nursery or Foundation Stage, others may arrive at particularly sensitive points in their educational career e.g. during upper Key Stage 2 or during Key Stage 4.

The highest proportions of early stage learners of English, relative to more advanced EAL learners, are found among Polish pupils in Nursery and Foundation Stage settings. Although early stage EAL learners still feature strongly at Key Stage 1, the number of more advanced EAL learners also increases dramatically for this age group, calling for adjustments in the methodology of EAL support.



At Key Stage 2 and above the overwhelming majority of Polish pupils are more advanced learners of EAL with only a small proportion still in the early stages of English language acquisition.

At Key Stages 3 and 4, overall numbers of Polish students decrease somewhat, potentially indicating a tendency for Polish families to come to the UK when their children are still young. On the other hand, early stage learners of EAL will require appropriate, personalised and sustained EAL support in order to gain access to the curriculum and to achieve optimal results.

In addition to what is shown in the following tables, there is also a very small number of 'late arrivals' from Poland at Key Stage 5 who currently classify as early stage learners of EAL and will thus require EAL support and scaffolding in order to succeed.

The following charts show the levels of English language acquisition attained by Polish pupils whose schools returned data to ECC in October 2012. No EAL stages were returned for a small number of pupils. ECC statistics do not currently include returns from academies.

early stage learners of EAL					more advanced learners of EAL			
FS AREA	No of pupils in FS	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4
South	15	7	5	1	2	0	0	0
West	43	29	7	1	3	2	0	1
Mid	39	16	12	8	2	1	0	0
North-East	15	9	1	1	3	1	0	0
<b>Total Pupils</b>	<b>112</b>	<b>Total early stage</b>			<b>Total more advanced</b>			
				<b>97</b>				<b>15</b>

early stage learners of EAL					more advanced learners of EAL			
KS1 AREA	No of pupils in KS1	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4
South	25	4	6	4	3	7	0	1
West	46	4	6	4	17	10	3	2
Mid	53	8	14	8	12	7	2	2
North-East	52	11	15	8	6	8	2	2
<b>Total Pupils</b>	<b>176</b>	<b>Total early stage</b>			<b>Total more advanced</b>			
				<b>92</b>				<b>84</b>

early stage learners of EAL					more advanced learners of EAL			
Lower KS2 AREA	No of pupils in Lower KS2	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4
South	17	0	1	2	2	1	5	6
West	32	1	2	2	5	13	1	8
Mid	35	1	2	3	11	7	5	6
North-East	41	2	2	5	10	14	1	7
<b>Total Pupils</b>	<b>125</b>	<b>Total early stage</b>			<b>Total more advanced</b>			
				<b>23</b>				<b>102</b>

early stage learners of EAL					more advanced learners of EAL				
Upper KS2 AREA	No of pupils in Upper KS2	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4	
South	17	0	0	1	0	2	8	6	
West	28	0	5	1	1	1	4	16	
Mid	47	2	2	0	6	6	23	8	
North-East	30	1	0	6	2	13	1	7	
<b>Total Pupils</b>	<b>122</b>	<b>Total early stage</b>			<b>18</b>	<b>Total more advanced</b>			<b>104</b>

early stage learners of EAL					more advanced learners of EAL				
KS3 AREA	No of pupils in KS3	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4	
South	18	0	0	1	2	2	4	9	
West	26	2	2	2	4	4	3	9	
Mid	30	1	0	2	2	4	11	10	
North-East	29	0	1	1	3	6	2	16	
<b>Total Pupils</b>	<b>103</b>	<b>Total early stage</b>			<b>12</b>	<b>Total more advanced</b>			<b>91</b>

early stage learners of EAL					more advanced learners of EAL				
KS4 AREA	No of pupils in KS4	Pre-Step 1	Step 1	Step 2	Stage 1	Stage 2	Stage 3	Stage 4	
South	10	0	0	0	0	0	2	8	
West	6	0	1	1	0	1	0	3	
Mid	18	1	0	0	2	4	2	9	
North-East	17	0	0	0	3	3	2	9	
<b>Total Pupils</b>	<b>51</b>	<b>Total early stage</b>			<b>3</b>	<b>Total more advanced</b>			<b>48</b>

## 2. Polish communities in the UK

Many of Britain's Polish communities began with the movement of people across Europe in the wake of World War II. During the years of communism in Poland the UK served as a base for political refugees. Since the start of Poland's EU membership in 2004, Polish immigrants have utilised their right of free movement across the EU to live and work in the UK among other countries. When interviewed, young Poles have expressed a strong appreciation of Europe's democratic institutions and of the way in which the EU as a whole is able to uphold and safeguard the democratic process, civil liberties and human rights in ways which could not be achieved by individual countries without the EU's connectivity.

Polish communities currently exist in London and in Britain's major industrial centres. It is estimated that around 515,000 Polish citizens currently live and work in the UK. Young people from Poland are particularly keen to take advantage of the educational opportunities which exist in West European countries including the UK. Many view their country's culture with strong affection yet see themselves as more European than nationalistic.

Social profiles are similar to those of most immigrant communities, showing a majority of Poles working in professional or senior management positions. A substantial minority has taken on work below their level of qualification, reflecting a search for employment opportunities in view of current weaknesses in Poland's own infrastructure. In line with this and typically for an immigrant community, Polish residents show a markedly low uptake of UK benefits or social housing.



A Polish shop in the UK

In addition to filling gaps in the UK labour market, Polish communities are making contributions to Britain's cultural life London life through film, media, literature, sport and the arts.

### **3. Famous Poles in Europe**

While it is hoped that the following names will inspire teachers and students, it should be noted that this list is in no way exhaustive and that many more Polish names could be added.

**Britain:** Polish businessmen have included Sir Jack Cohen, the founder of Tesco, who was the son of Polish immigrants, and Michail Marks, who was one of the two co-founders of the retail chain Marks & Spencer.

**Britain:** Actress Lysette Anthony is of Polish descent and Daniel Finkelstein, Comment Editor of The Times is also of Polish origin as is the comedienne, actress and singer Tracey Ullman. Other famous Poles are Arsenal's goalkeeper Wojciech Szczesny; Jan Pieńkowski, illustrator of children's books; Joseph Conrad, novelist; Leopold Stokowski, orchestral conductor, well known for his innovative performing style.

**Britain:** Among politicians, Ed and David Miliband have one Polish parent.

**France:** Among scientists, Marie Curie, née Sklodowska, was a Polish immigrant to France.

### **4. Equality Matters**

Research by the Institute of Race Relations shows that eastern Europeans in the UK face a significant threat of racial violence. Polish residents in the UK reported 42 racially motivated violent attacks against them in 2007, compared with 28 in 2004. It is assumed that this is due in part to negative media coverage and to UK right wing political activity. Cases over the last twelve months reveal incidents ranging from graffiti and abuse to physical violence. In Essex, cyber bullying of young Poles has also been an issue.

## **B. Promoting the integration and achievement of Polish pupils**

- Although it takes 6 – 8 years on average to become fully bilingual with English, individual rates of English language acquisition will depend on the amount of formal schooling which the pupil has experienced in his/her country of origin – in this case, Poland.
- It is known that pupils need to develop and maintain age appropriate skills in their home language if they are to acquire a secure command of English. It is important that Polish parents are made aware of their role in this respect and that they work on Polish language skills with their children. Parents should be made aware also that pupils who are both fluent and literate in Polish will usually be able to sit GCSE, AS and A Levels in Polish at the end of Key Stage 4.
- Given that schooling in Poland does not begin until age seven, parents may need to be briefed carefully on the English school system and on the importance of parental support for their children's education from day one.



- Some younger Polish speaking pupils will have had no prior schooling and will not be literate in Polish. This creates the need for a 'catch-up' period when pupils build up familiarity with the school setting and also learn relevant social and academic skills.
- Where Polish pupils arrive at school still new to English, schools can access advice, guidance and relevant resource loans from EMTAS. EMTAS support also extends to schools working with more advanced learners of EAL.
- Polish pupils should not automatically be placed in bottom sets on arrival if they have little or no English as this has been shown to lead to long term issues around motivation, behaviour and attitudes. It is known that pupils will make best progress if they are grouped by ability and if high teacher expectations are maintained.
- Polish speaking pupils and their parents may find the culture of learning very different from that in Poland and may need some time to adjust to school routines and to the shape of the school day in England.
- It is good practice to make Polish language and culture visible around the school in appropriate ways. Examples could include cultural wall displays or active participation in school events such as international days. 'If a child does not recognise anything familiar in school, why should they settle?'

- Polish speaking pupils may be proud of their culture and should be encouraged to make contributions to school life and to enrich the curriculum by bringing in their expertise. This possibility could be explored in subjects including Art, Music, History, Poetry, Geography or RE. Polish pupils may also know PE games not otherwise known in England.



### **C. Some suggestions for schools for effective practice**

- Analyse data carefully and target resources appropriately for Polish speaking pupils still in the early stages of learning EAL e.g. late arrivals whose academic ability is often high. Group pupils in line with their ability, even if their English proficiency is still limited.
- Ensure to continue appropriate resources, scaffolding and support for those Polish speaking pupils who are no longer in the early stages of learning EAL who are making slow progress/less than expected progress across the curriculum.
- Set challenging targets to raise the achievement levels of Polish children and young people.
- Encourage parents to support children to continue to teach their children age-appropriate skills in Polish, including literacy. Point out that knowing Polish and English will support identification with both ethnic communities.
- Alert parents to the possibility of their child gaining a qualification in Polish during secondary education (e.g. Asset Languages/GCSE and/or AS/A Level Polish). In order to create optimal chances Polish language skills should be maintained and developed continuously from the time the child enters school in the UK.
- Encourage parents to develop pupils' "Polish identity", as growing up in a combination of Polish and British cultures means children do not have the impression of being caught in-between two worlds or marooned between communities, but rather that their identity is fluid: not only Polish, only British, or only mixed.
- Promote positive Polish role models, such as any other Polish pupils you know of who have succeeded academically in the UK, through a talent such as sport, or career-wise. Also highlight the ways in which Polish people have made significant contributions to UK society/European society as a whole (see section on famous Poles in this pack).
- Set up homework clubs or other educational projects to include Polish pupils.
- Build good communication and information networks, sharing systems with Polish parents and encourage them to participate in school life, school structures, curriculum and governance.
- Encourage parents to share with the school any skills which they have (e.g. art, cookery, dance) develop new skills themselves e.g. ICT sport) and to take part in enriching school life through positive promotion of ethnic diversity.
- Deal effectively with all racist incidents.



- Produce clearly understandable reports for parents on their children to help parents understand and prevent misinterpretation.
- Allocate adequate time for parents' meetings/evenings. Avoid using children for interpreting.
- Ensure that resources, displays and the content of the curriculum reflect the linguistic, cultural and linguistic backgrounds of pupils and their families.
- Consider a school link with a school in Poland.



## **D. Polish Language and Polish Culture – useful things to know**

### **1. Language and Society**

Spoken by Poland's 38 million inhabitants plus an estimated 7 million Poles abroad, Polish has the second largest number of speakers among Slavic languages after Russian. Polish shares some vocabulary with other Slavic languages i.e. Slovak, Czech, Ukrainian, and Belarusian. Polish is written using the Roman alphabet.



Although a variety of ethnic groups have left their cultural imprint on Polish history and culture, present-day Poland has just 2% ethnic minority groups and is thus devoid of any sizeable ethnic minorities. Within that number Germans, concentrated around the southwest city of Opole, constitute the largest minority community. Ukrainian, Belorussian, Slovakian, and Lithuanian minorities reside in border areas.

Since the first free elections in October 1991, the Republic of Poland has been a parliamentary democracy. The president is elected for a five year term. He/she controls the armed forces, has influence in appointing military and foreign policy officials and can veto any bill, although a presidential veto can be overruled by a parliamentary majority. Parliamentarians in each of Poland's the two chambers are elected for four years.

While Poland's cities have experienced growth and renovation in the years since the fall of communism, rural areas have suffered due to lack of investment. Farming currently accounts for 27% of Poland's workforce. Farms remained in private ownership during the communist era. Although this was seen as a triumph in ideological terms, many Polish farms operate on a small scale so that it is often difficult for them to compete on the European market.

### **2. Culture and Religion**

Although Roman Catholicism no longer plays a key role in the lives of many younger Poles, the church and national culture remain closely intertwined. Weddings, baptisms, funerals and so on are often linked to the Roma Catholic faith. Religious holidays are considered national holidays when most businesses are closed and church attendance often remains high. The most important holiday is Christmas and celebrations last two and a half days.

Poles practice "dzielenie oplatkiem" which is the breaking of a thin white wafer (oplatek) which is then shared among the family. While sharing the wafer, individuals express wishes for good health and prosperity for the coming year. This is also commonly practised at work Christmas parties and is very much a part of Polish culture.

Another religious holiday of note is All Saints' Day which takes place on November 1st. On this day Poles visit cemeteries to honour their loved ones who have passed away.

Office workers may bring cake and champagne to the office to celebrate their name day (the Catholic feast day of the saint after whom they are named), and also at Christmas. Gifts are given for both name days and birthdays. At Christmas, it is common to give small gifts to service workers such as postal workers, refuse collectors etc.

### **3. Social Contacts and Social Etiquette**

Personal relationships are both important and complex in Polish society. This is linked to life under communism when 'a friend in the right place' was frequently the only way to get things done. Networks of trusted personal contacts still remain crucial.

Poles often differentiate between inner circle and outer circle of friends and acquaintances. Family members and close friends may form an inner circle which provides the basis of a person's social and business network. For example, the inner circle may be relied upon to offer help and advice. There is an elaborate etiquette of exchanging favours and using contacts to get things done.

Poles often use formal greetings; handshakes and eye contact are important. Titles, such as advanced educational qualifications, are considered prestigious. Those holding academic or professional titles may be addressed using their title with or without the surname.

First name terms may be used after a formal invitation to do so but are not used automatically. As social relationships are established, strong emphasis is likely to be placed on personal qualities such as honesty and trust.

Although many Poles favour a direct style of communication, they are also very sensitive to other's feelings and consider it important to deliver information with appropriate diplomacy. Once a relationship has passed through the initial phases, people often feel more comfortable speaking frankly with each other and direct, animated exchanges may become more common.

Most Polish families place a high value on their children's education, selecting day care and/or schooling with great care and expecting high standards. Children tend to be very strongly protected until they come of age at eighteen. At this point, Polish teenagers may enjoy considerable freedoms. For example, it is not uncommon for older teenagers to take holidays together without their parents or older relatives.

Retired people often live with their married children, helping around the house and grandchildren; this way of life also enables the elderly to survive on their pensions which, for many, do not constitute sufficient income to enable an independent life.

### **4. Polish Traditional Foods**

For Poles, lunch constitutes the main meal of the day. Dinner guests are expected to arrive on time and will bring a small gift such as wine, flowers, pastries or sweets. They may be expected to take off their shoes while indoors.



Polish restaurants are beginning to appear in London and other UK cities, often serving traditional food such as Bigos, an appetizing stew with various kinds of meats and sausages; Kotlet schabowy, a form of pork cutlet and Pierogi, which is a dumpling filled with meat, cheese, mushrooms or strawberries.

Among spirits, vodka is considered Poland's national drink. Tea is drunk by all age groups and is normally

taken with a slice of lemon and no milk. (Tea with milk tends to be drunk by pregnant women only.) Coffee is also popular.

## **5. Education in Poland – an overview**

Although Poland has one of the world's highest literacy rates at 99%, there are significant gaps in literacy levels between urban and rural areas.

Although compulsory pre-primary schooling begins at five years old, 67% of Polish children are currently taking up the option of voluntary pre-primary education from the age of three. Primary schooling as such begins at the age of six. Because many parents work full time, children often attend after-school clubs where activities may include photography, music, crafts and sports.



The primary curriculum covers subjects including Polish language, history/civics, a modern foreign language, mathematics, science, music, art, technology, ICT, physical education and religious studies or ethics. At the end of primary education all twelve or thirteen year olds take a compulsory exam and receive a leaving certificate (*Ukonzenia Szkoły Podstawowej*).

Primary education is followed by middle school (*gymnasium*) which is compulsory and lasts from age 13 to 16. After a formal exam pupils once again receive a leaving certificate (*Swiadectwo Ukonzenia Gimnazjum*).

Following a further compulsory exam, students move on to Upper Secondary Education which may also involve vocational training offered by an employer. Compulsory schooling ends at age eighteen. There are several types of upper secondary schools. For example, a *Liceum* prepares students for university while a *Technikum* has a more technical and vocational focus. Students in Polish schools typically learn one or two foreign languages with English, German and French the most popular choices in recent years.

Until 1989 private schooling was forbidden in Poland, but since the fall of communism a number of private schools have sprung up. The Roman Catholic church, banned from running schools under communism, now also runs its own educational institutions. In addition, the government has introduced religious instruction classes into the school system.

Some concerns have arisen about the education of Roma children where issues around equality of opportunity may impact negatively on school attendance. Many Roma children still cease to attend school after the primary years. School attendance by Roma girls has

been a particular concern, partly connected to cultural concerns around guaranteeing the personal safety of unmarried young women.

A key issue in Poland's education system has been the low level of teachers' pay. Many experienced teachers have left the profession and younger people are often reluctant to consider a career in education.



## **E. Some potential areas of difficulty for Polish pupils learning English**

Learners of EAL sometimes experience 'first language interference', especially during the early stages of English language acquisition. Where the structures of a student's first language differ from those of English, learners need time to adjust fully to English usage when speaking or writing. Polish learners of English may experience difficulty in the following areas. The following list shows some examples but makes no claim to being exhaustive.

**Spelling and Pronunciation:** The mismatch between spelling and pronunciation in English can cause many pronunciation problems for Polish pupils speaking English. The Polish language is primarily phonetic in pronunciation - every letter encountered is pronounced. The majority of letters have a one-to-one sound correspondence, including vowels.

Adjectives such as **polish**, **english**, days of the week, names of the months are spelled starting with lower case letters in Polish. The Polish language has six oral vowels and two nasal vowels. All vowels are monophthongs. Vowel diphthongs common in English (e.g. [OI] "oy" as in "boy") do not exist in Polish.

**Phonemes:** the sound 'th' (voiced and unvoiced) does not exist in Polish and is frequently replaced by language learners with 'z' (there) or 'f' (maths). When practising English pronunciation, it may be helpful to encourage learners to use a mirror for tongue control. By contrast to English spelling, Polish vowel length is not marked using phones but has its own separate set of rules.

The vowel sound 'a' as in 'cat' does not exist in Polish and may be pronounced as 'e' (pet) or 'a' (but). 'R' is rolled as it would be in e.g. Italian or Russian.

In Polish, when the same two consonants are written sequentially (e.g. each letter is pronounced. For instance, the word "zza" meaning "from behind"), would be pronounced by repeating each [z], i.e. "z-za". This phenomenon occurs with Polish words as well as words borrowed from other languages such as "lasso". "Lasso" would be produced as "las-so" in Polish

**Articles:** Like many Slavic languages, Polish has no definite or indefinite articles (e.g. a, the). As a result, Polish speakers may fail to use articles when speaking English.

**Word order:** The common word order for Polish is Subject-Verb-Object. However, words can be rearranged without losing the initial meaning of the phrase or sentence. For instance, the sentence "Today, we went to the grocery store to buy fruit" could be worded "to buy fruit, today we went to the grocery store", or "we went today to buy fruit the grocery store" without having an impact on the native listener's comprehension of the sentence. Furthermore, the word order of a sentence may remain unchanged when the sentence is changed into a question.

**Reported speech and conditionals:** Polish does not use the same time sequences as English e.g., 'He said he WILL come; I will go if he WILL come'.

**Length of sentences:** Polish sentences are often longer than their English equivalent and more words may be used to express the same thought.

**Polite language:** e.g. please, certainly exists but is used less frequently.

**Handwriting:** Letter and number formation differs from standard written English.

**Gender:** There are three genders: masculine, feminine and neutral. As in most European languages, every Polish noun has a gender. For example, a table is masculine, a lamp is feminine. An apple is neutral.

**Nouns, pronouns and adjectives:** Similarly to Russian, these have up to six cases: nominative, genitive, dative, accusative, ablative in singular and six cases in plural.

**Diacritic marks:** Comparable to e.g. accents in French (é, è, ê) or Umlauts in German (ä, ö, ü), diacriticals change the sound of the letters *ą, ć, ę, ł, ń, ó, ś, ź* and *ż* in Polish. These are treated as separate letters of the alphabet since the diacritic does not just alter the sound but may also change the entire meaning of a word, phrase or sentence.



## F. Resources

### 1. Polish Community Links in Essex

#### **Children's Polish Club**

Carousel Children's Centre  
Chapel Hill  
Braintree  
Essex CM7 3QZ  
Tel: 01376 556863

**REVI** (*Real and Enthusiastic Voice of Integration*). Polish Community organisation in Essex – events, social contacts

[www.revirevi.co.uk](http://www.revirevi.co.uk)



#### **The Polish Saturday School (Polska Sobotnia Szkoła)**

Chair Monika Przemyslawska  
c/o SACC  
Ambleside Drive  
Southend-on-Sea  
Essex SS1 2UP  
Tel: 07944 12311

#### **TACMEP** – Tendring and Colchester Minority Ethnic Partnership


Winsley's House  
High Street  
Colchester  
Essex CO1 1UG  
Tel: 01206 769789 and 01206 500471

#### **Ipswich Polish School**

57 St Margaret's Street  
Ipswich IP4 2AX  
Tel. 01473 251000

**East of England Polish Community Organisation** - a voluntary organisation based at the Polish Club

231 Chesterton Road  
Cambridge CB4 1AS  
Contact Marta Maj

 Tel 01223 365088 or 07914 493352

Email: [marta.maj@eepco.co.uk](mailto:marta.maj@eepco.co.uk)

## Polish Catholic Mission in England & Wales

[www.pcmew.org](http://www.pcmew.org)

## Polish newspaper - Nasze Strony



This low cost Polish language newspaper was set up for communities in East Anglia. Nasze Strony, which means Our Pages, was originally set up in Cambridge in 2010 by two volunteers. The paper is currently read by an estimated 10,000 people every month.

## Polish radio station

In addition polish-language media are springing up to cater for the new arrivals. Radio Orla, is an internet radio station based in Ealing, which broadcasts primarily in Polish.

[www.orla.fm](http://www.orla.fm)

## 2. Classroom resources

The 'little learner' site has a wide range of Polish and English phrases, selected for their relevance to school life, which can be accessed through audio as well as print. The site can be used to enable simple conversations between English and Polish speakers where this would not be possible otherwise.

[www.littlelearner.eu](http://www.littlelearner.eu)

Newbury Park School in London has developed its website to include a language of the month. Follow the link below to listen to a child speaking in Polish.

<http://www.newburypark.redbridge.sch.uk/langofmonth/index.html>

This primary school site has printable materials to support the teaching of Polish pupils in English schools. The site's range of word lists may also suit secondary age pupils.

<http://www.fairfields.hants.sch.uk/network/corelanguages.html>

Colourful multilingual posters can be downloaded from this site to suit both primary and secondary settings. Multilingual posters available for e.g. Hello, Welcome, subject names and numbers include Polish. Posters on e.g. colours, days of the week, months of the year are available in Polish only. All would make good display materials and would help schools to emphasise some of the ways in which ethnic diversity can enrich school life in the UK.

[www.schoolslinks.co.uk](http://www.schoolslinks.co.uk)

Polish and Polish-English resources for learning – this site has a wide range of resources and links to other sites offering Polish or Polish-English materials.

<http://www.irespect.net/CIRCLE/EMAS/Languages/Polish/Polish-Resources.htm>

TES has published some materials for supporting Polish pupils. At the time of writing, teacher feedback is very positive.

[www.tes.co.uk/...resource/Polish-Language-Resources-3003785/](http://www.tes.co.uk/...resource/Polish-Language-Resources-3003785/)

Some Polish/English resources for specific curriculum areas can be downloaded from Cambridgeshire's LA website.

[http://c9f.e2bn.net/e2bn/leas/c99/schools/c9f/web/website/documents/Polish/Environment\\_keyword\\_and\\_definition%20POLISH.doc](http://c9f.e2bn.net/e2bn/leas/c99/schools/c9f/web/website/documents/Polish/Environment_keyword_and_definition%20POLISH.doc)

The BBC has audio pages for languages including Polish. To hear basic Polish phrases, <http://www.bbc.co.uk/languages/polish/quickfix/basics.shtml>

A wide range of books in Polish is available from <http://www.polbook.com/>

For free downloads of traditional children's and teenagers' books in languages including Polish, visit [www.icdlbooks.org](http://www.icdlbooks.org)

Cambridge University Press publishes a range of materials for Polish speakers wishing to learn English in primary and secondary settings. [http://www.cup.cam.ac.uk/de/elt/search/?site\\_locale=de\\_DE](http://www.cup.cam.ac.uk/de/elt/search/?site_locale=de_DE)

### **3. Guidance for Polish Parents in the UK**

Bilingualism – Learning more than one Language. This leaflet for parents of children in Early Years education contains very useful guidance on ways in which parents can support their child's emergent bilingualism. Copies are available from EMTAS.

Polish Pupils in UK Primary Schools: A Guide for Parents, publ. Middlesex University, May 2010. This useful parents' guide is available in Polish and English and can be obtained from EMTAS.

Part of the BBC website, this page contains clearly-explained information for parents (in English only) about how the English school system works. The site covers all phases of education from EYFS to Key Stage 5. Terms including Literacy and Numeracy are explained along with assessment and the curriculum. The site also explains the Key Stage 4 Options system, GCSEs,

### **4. Information about Poland**

Information about Polish festivals: <http://en.poland.gov.pl/Polish,holidays,and,customs,412.html>

The official Polish tourism website, with a good deal of information on the country: [www.poland.travel/en-gb/](http://www.poland.travel/en-gb/)

Research on young people's views on European citizenship in countries including Poland : <http://www.londonmet.ac.uk/research-units/ipse/research-projects/current-projects/p101.cfm>

Materials for those wishing to learn Polish, including information on Polish Grammar, spelling and vocabulary lists. This site also features an online Polish newspaper. <http://www.digitaldialects.com/Polish/Links.htm>

**Further information, guidance and advice is available from EMTAS  
(Ethnic Minority and Traveller Achievement Service)  
Tel: 01268 531291**

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