

- phonology (sounds) and orthography (scripts, writing and spelling) in different languages;
- Understanding writing systems as something arbitrary;
 - Ability to switch between different reading and writing systems;
 - Ability to process words and to identify and segment initial phonemes simultaneously in different languages;
 - Knowledge and understanding that all languages have phonemes, but that not all languages have the same sets of phonemes;
 - Knowledge and understanding of reading as a rule-governed practice;
 - Heightened sensitivity to appropriateness.

Questions for all teachers and policy makers:

- ◇ How are bilingual children viewed as readers and learners?
- ◇ How can high expectations of *all* beginning readers be maintained?
- ◇ How can bilingual children build on their previous - other than English - language and literacy knowledge and understanding in all classrooms?
- ◇ How can bilingual children demonstrate their expertise in literacy lessons and how can this expertise be of benefit for all young readers?
- ◇ How can the work of community language teachers be integrated into general educational theory that deals with early literacy and into mainstream literacy lessons?