

English as an Additional Language /Dialect

Term 1 Week 2 2018

Dear Families,

This term classes will focus on describing things and learning about Narratives. The focus is on using adjectives and evaluative language for nouns and using these in sentences. Oral language activities are a major element in all year levels. Students often need to express and clarify ideas, make appropriate language choices orally before writing can be attempted.



Teachers program activities to:

- “Build the Field” (establish and explain vocabulary or features that may be needed for writing) E.g. noun groups. Sentence structure. Complex sentences, conjunctions
- “Deconstruct” or model language features and structures, or give whole text examples to organise or change
- Jointly construct parts or whole texts in small groups or together as a class
- Allow students to write parts or whole texts independently.



Teachers design lessons that move in and out of these activities according to students’ needs or level of understanding.

As with all text types, the complexity increases as students progress through year levels.

Below are some of the features that are explicitly taught when writing descriptions and narratives.

DESCRIPTION (as a text type)

PURPOSE:

Description allows focus on a specific topic, item or person. It can be either factual or imaginative. Description can be part of other text types, for example, describing features in an Information Report on an animal or event, or give a creative reflection in a Narrative (story or poem).

STRUCTURE:

There are three main parts to a description although this format does not always need to be followed.

- Introduction- gives statements about the subject or topic.
- Sentences/Paragraphs set out different characteristics and qualities of the subject, whether real or imagined.
- A concluding sentence or general statement on the subject.

LANGUAGE FEATURES:

- Nouns and noun groups
- Describers (adjectives) for the nouns, words to convey size, shape, colour, texture etc.
- Use of verbs that express actions, feelings, thoughts, relating
- Circumstances that specify time, place and manner
- Evaluative language e.g. nice, beautiful

NARRATIVE

PURPOSE:

Narratives can entertain as well as instruct the reader or listener about cultural values. There can be different types of narratives including: adventure, fairy tale, horror story, science fiction, humorous, comic, poetry, rhymes, diaries, historical.

STRUCTURE:

There are three main parts to a narrative although this format can be varied.

- Orientation- introduces the setting, situation and characters
- Complication/s – What happens? One or more problems emerge as events unfold, often leading to a problem/s for one or more characters. In a longer, more sophisticated narrative, a series of complications (problems) may lead to a final one.
- Resolution/s –Solution/s for the problems emerge. The major problem may remain unresolved until a final resolution at the end of the story.
- Optional Coda – a significant message may emerge from the story, which is reinforced at the end e.g. a moral to the tale, motto or words of wisdom. (for older students)

LANGUAGE FEATURES:

- Descriptive language, adjectives
- Speech (direct and indirect)
- Variety of verbs including mental/ feeling, saying and action verbs
- Evaluative language e.g. handsome, beautiful
- Expanding noun groups
- Verbs that express feelings thoughts and actions and relating
- Variety of sentences e.g. simple, compound and complex.

In Term 2, the whole school will work on Persuasive Texts with a focus on Exposition as well as Review /Response.

In Terms 3and 4, the remaining 4 text types will be covered. These are Procedure, Explanation, Recount and Information Report.

We wish all EALD students every success in their learning this year.

Cheers

Sofia and Gloria
(EALD team)

