

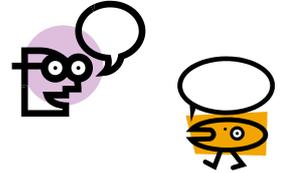
English as an Additional Language /Dialect

Term 1 Week 2 2020

Dear Families,

This term classes will focus on 2 main text types: Description and Narrative. Oral language activities are a major element in all lessons. 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

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 and the tone for what is to come.
- Sentences/Paragraphs set out different characteristics and qualities of the subject, whether real or imagined. There may be a measure of value judgement in this section.
- A concluding sentence or general statement on the subject.
- Describers (adjectives) for the nouns, words to convey size, shape, colour, texture etc.

LANGUAGE FEATURES:

- Nouns and noun groups
- 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.





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
- Noun groups
- Verbs that express feelings thoughts and actions and relating
- Descriptive language
- Evaluative language
- Circumstances that give when, where and how events happened

Persuasive Texts with a focus on Exposition as well as Review /Response will be examined in Term 2. These are the texts types which the whole school will work on. The remaining 4 text types (Procedure, Explanation, Recount and Information Report) will be covered in Terms 3 and 4.

We wish all EALD students ever success this year as they increasingly become powerful learners.

Cheers
Sofia and Gloria
(EALD team)

