

English as an Additional Language /Dialect

Term 2 Week 2 2020

Dear Families,

This term classes will focus on 2 main text types: Persuasive Writing and Review Writing. This is a whole school approach.

Oral language activities are still 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 in Persuasive/Exposition writing to:

- “Set the context “Find out what students already know, engage students and establish a purpose
- “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 and provide explicit feedback to students on how to improve

Below are some of the features that are explicitly taught when writing persuasive and review texts:

Persuasive Writing

PURPOSE:

Persuasive writing intends to convince the reader of a stated opinion or belief. Persuasive writing has two main genres:

Argument /Exposition

Arguments attempt to persuade the reader to agree with a certain viewpoint and sometimes they also want action to be taken. They exhort people to take action.

Discussion

Discussions present two or more perspectives on an issue and can conclude with a recommendation or prediction.

STRUCTURE:

There are three main parts to a persuasive text

- **Position statement.** Introduces the issue and previews both sides of the issue. Background information may be included.
- **Arguments.** Reasons are given and elaborated on to strengthen the argument. The elaboration may include statistics, quotes, evidence and examples to support each reason.
- **A conclusion.** This summarizes the position presented and may give a concluding recommendation for action or prediction.

LANGUAGE FEATURES:

- Nouns and noun groups e.g. high level of communication
- Use of verbs that express actions, feelings, thoughts, relating
- Present tense e.g. give
- Modality e.g. should not
- Evaluative language e.g. thousands of hours
- Nominalisation e.g. responsibility

Review Writing

PURPOSE:

Review writing is a factual genre that involves summarising and critically evaluating a text, performance, exhibit or other subject

Successful review writing involves high order thinking skills to appraise a subject critically and present a fair, informed and reasoned evaluation, concluding with a personal judgement.

STRUCTURE:

There are three main parts to a review.

- **Introduction:** Names the author/ illustrator literary genre and title. Includes a summary sentence about the main character and a brief sentence about the summary of the topic
- **Main body:** Gives the social, cultural and historical context of the story and provides an elaboration of the plot
- **Conclusion:** Concludes with a personal judgement or evaluation. Gives a recommendation.

LANGUAGE FEATURES:

- Present tense e.g. plays
- Noun groups e.g. the mysterious air of suspense
- Conjunctions to organise text
- Evaluation language e.g. sprightly and cheerful
- Nominalisation e.g. suspense, mystique, entry



During Terms 3 and 4 teachers will focus on the remaining 4 text types (Procedure, Recount Explanation and Information Report), thus all text types will be covered in the year.

We wish all the EALD students every success as they increasingly become powerful learners.

We also congratulate Gloria for winning an EALD Hub coach position with the Department for Education. We wish her every success for her new venture. She will be greatly missed as an EALD teacher, colleague and friend! All the very best Gloria for your future!

Cheers, Sofia Zissopoulos (EALD teacher)

