

# **E**nglish as an **A**dditional **L**anguage or **D**ialect

Welcome for 2019.

Dear Families,

Welcome to or welcome back to Mawson Lakes School.

We hope you had a restful holiday break and enjoyed special celebrations with family and friends.

First term has many different celebrations including:

- Australia Day 26<sup>th</sup> of January
- Chinese New Year-Tuesday 5<sup>th</sup> February. 2019 is the Year of the Pig.
- Harmony Day -21<sup>st</sup> of March, Thursday. Harmony Day celebrates the inclusive nature of our nation and promotes the benefits of cultural diversity. Schools, community groups and organisations across Australia host Harmony Day Events.
- Holi-(Hindu Festival) March 20-21<sup>st</sup> Wednesday ,Thursday
- Carnevale – (Italian Festival 23<sup>rd</sup> February – 5<sup>th</sup> March of February
- Easter- Good Friday is 19<sup>th</sup> April ; Easter Sunday is April 21<sup>st</sup>

Many classes focus on one or more celebrations at this time of year. It would be great for you to share special celebrations with your child's class if or when occasions arise. Please speak to you child's teacher to organise a time to do this. Your experiences are valued and welcomed. They promote understanding and inclusivity in a school that is so rich with a diverse range of cultures and backgrounds. Our information shows that over 45 different languages and cultures are represented in our school for 2019.



Here is an A-Z of countries, cultures or languages represented in our school:

A-Afghanistan, Albania, Aboriginal, Arabic  
B-Bangladesh, Botswana, Burundi, Bosnia, Bagla  
C-Croatia, China, Cambodia, Congo, Coptic, Cantonese  
D-Dari, Dinka  
E-Egypt  
F-Filipino, Fiji, Farsi  
G-Germany, Greece, Gujarati  
H-Hindi, Hungary  
I-Italy, India, Indonesia, Iran  
J-Jordan, Japan  
K-Korea Republic (North and South), Kenya, Kurdish, Kannada, Kirundi, Khmer  
L-Lebanon, Lao  
M-Malaysia, Malayalam, Mandarin, Marathi  
N-Nigeria, New Zealand  
O-Oman  
P-Pakistan, Peru, Poland, Punjabi, Persia  
Q-  
R-Russia  
S-Spain, Sikh, Sri Lanka, Sweden, Sudan, Serbia, Singapore  
T-Tamil, Telegu, Turkey, Thailand, Tagalog  
U-Ukraine, Urdu, Uganda, United Arab Emirates  
V-Venezuela, Vietnamese  
W- Z

This year there will be 2 EALD teachers Sofia and Beata

Sofia has worked in the EALD role at Mawson Lakes School for 5 years. She will be working 2 days per week from Monday -Tuesday mainly in the primary school. Sofia has worked as an EALD teacher for many years with students in primary schools junior schools, high schools, New Arrival Centres and TAFE. She is very excited to be working again at Mawson Lakes School.

Beata now will be in the EALD role and will be working 5 days a week .She has been mainly a class room teacher at Mawson Lakes Primary School but also has worked as an EALD teacher previously at another school. She is excited to fulfil this role at Mawson Lakes this year. We welcome Beata as part of the EALD team.

Both roles involve supporting teachers and EALD students in the classroom in a variety of ways. The EALD program is about providing Literacy support to students, mainly focusing on grammar and text types. It should be noted that all students including EALD students benefit from the strategies and focussed teaching provided in the program.

Support can be provided for teachers and students in:

- planning and programming to meet the learning needs of students
- assessing students' written or oral work samples
- increasing knowledge of different text types and text forms
- aligning literacy programs with the Australian Curriculum English
- providing resources for teachers to refer to and use

We will work with students in their classes. In a few cases, students will work with one of us in a small group in another room. Our preferred way of working is in classrooms with class teachers and students. Class teachers

have the highest contact with students and are in a position to support them at all times of the day, not just lessons in isolation. This means that students are not often withdrawn from class to be with EALD teachers.

We will also be organising interpreters for parent and teacher interviews if needed. Whole school interviews will be held at the end of this term.

We look forward to a successful year of extending learning and friendships.

Cheers to all,

Sofia and Beata

# English as an Additional Language /Dialect

Term 1 Week 2 2019

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.



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### **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 3 and 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 Beata  
(EALD team)

