

English as an **A**dditional **L**anguage/**D**ialect

Term 4 Week 2

Dear families,



This year classes have worked on Description, Narratives, Exposition (Persuasive Texts), Reviews, Recounts and Procedural Writing. The language features, structure and purpose for these text types have been outlined in previous newsletters this year. Teachers will work on the last 2 text types not already covered this year. The text types often connect with topics chosen for the term. The aim is to expose students to the variety of text types each year, building on skills and knowledge in each text type.

This term some EALD students will be supported with reading. For example, in some classes we will work in Guided Reading lessons, following the structure that teachers have already established with their students. The strategies that we will focus on vary according to skills needed and the complexity of the texts students are reading.

Some decoding strategies that are focused on in the early years are:

- Look at pictures for clues
- look at the first letter
- chunking letters together
- sound stretching letters
- reading on

Reading involves comprehension. Comprehension strategies include:

- inferencing
- identifying key words
- predicting
- visualising
- making connections
- questioning
- scanning



Here is information about some comprehension strategies.

INFERRING



Inferring is being able to 'read between the lines', when the author implies something but doesn't exactly state it. You need to use the clues in the text and clues in your head to help you understand.

What can you infer from this paragraph?

Tom clenched his fists until the knuckles were white. He sighed deeply, stood up and without saying another word. He opened the door and slammed it behind him. His ten team mates sat staring at each other in stunned silence.



Think about . . .

- Who the character might be (old, young, sporty, brainy etc)
- What kind of person the character is (kind, thoughtful, nasty, selfish, etc)

- How the character is feeling at that moment and why.
- Where and when this action is taking place.

KEY WORDS

Identifying key words is an activity often given when reading information. It involves a number of skills such as skimming, activating prior knowledge and identifying importance. Learning to identify key words helps when students are asked to research topics and write information in their own words.

What do you think are key words in this passage of writing about tigers?

TIGERS

WHAT DO THEY LOOK LIKE? (APPEARANCE)

Tigers are easily recognised because of their stripe patterns. Every single tiger in the world has their own special pattern of stripes. They have more than 100 stripes.

Tigers can be up to 3 ½ metres long. They have a very long tail which can be 1 metre long.



Happy reading!

Cheers,

Gloria and Sofia