



EALD



English as an Additional Language or Dialect

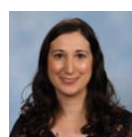
Term 1 2024

Dear parents/caregivers

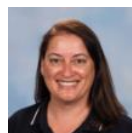
The EALD program at Mawson Lakes School supports students who speak or identify with another language or dialect.

This is our EALD team that will be working with your child:

Tania Balales (Monday - Friday)



Michelle Gleave (Monday, Tuesday and Friday)



Daljit Kaur (Thursday and Friday)



Gurvinder Kaur (Monday-Friday)



Bilingual Support Services Officer (BSSO)

Farzan Drokhsan (Tuesday and Wednesday)



This term we are focusing on writing **Descriptions/Reports** and **Narratives**.

Report

A report tells about things. It tells what a thing is, what it looks like, where it is found and what it can do.

Title	Names the thing.	A Lion
Classification	Tells what the thing is.	A lion is a member of the cat family.
Description	Tells what the thing has. Tells what it looks like.	A lion has four legs, a mane and a tail. It has sharp teeth and huge paws.
Location	Tells where the thing lives or is found.	Lions live together in groups, called prides. Most lions live in Africa.
Dynamics	Tells what the thing can do.	A lion is a good hunter. It eats large prey such as zebras and buffalo.

Narrative

When do I use it?
To entertain, stimulate, motivate, guide or teach

Use:

- Action Verbs
 - found
 - wandered
 - threw
 - trembled
- Saying Verbs
 - said
 - whispered
 - yelled
- Past Tense
 - came across
 - stumbled
 - thought
- Quoted Speech
 - I whispered, "It's all right."
- Reported Speech
 - I whispered that it would be all right.
- Conjunctions and Connectives
 - when
 - then
 - first
 - next

Orientation
Introduce the characters and describe the setting.

Complication
Introduce a situation that changes the normal run of events and causes a problem for one or more of the characters.

Resolution
Resolves the problem so things are back to normal even though changes have occurred.

Gods
(Optional) Show clearly how the character has changed and what has been learnt.



We support EALD students in a variety of ways. This may be in the student's main classroom, small group situations or individual support.

In this time, students will work with us to develop their Spelling, Reading, Writing, Maths and English language skills. We are also able to support the social and emotional wellbeing of students with a first language other than English, including those transitioning from an Intensive English Language Centre (IELC).

Syeda Gilani offers a First Language Maintenance and Development program for Urdu and Punjabi. You can get additional information by contacting Syeda directly

syeda.gilani127@schools.sa.edu.au

We are looking forward to meeting you and working with your child. Please feel free to contact us at school on 8260 1681 or on our emails:

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Mawson Lakes School

EAL/D English as an additional language or dialect



EAL/D students need targeted, systematic and explicit instruction based on their language needs and prior learning

The ACARA EAL/D Learning Progression identifies four phases of English language learning:

- Beginning English
- Emerging English
- Developing English
- Consolidating English

Approximately one in four students in Australia has English as a second or additional language/ dialect



EAL/D students can and do achieve at the same level as their English speaking peers



EAL/D learners can enter Australian schools at any age and at any time of the year