



(EAL/D)

English as an Additional Language/ Dialect

Term 1 2022

Dear parents/caregivers

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

This year at Mawson Lakes School we have a new EALD team that will be working with your child:

Tania Balales (Monday - Friday)



Michelle Gleave (Tuesday - Wednesday)



Marg Oxford (Tuesday - Thursday)



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

Size • tall • short • small • big • little • long • fat	Description
Shape • round • square • oval • curly • straight	Colour red brown blue purple green grey black yellow orange

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

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

We will 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 IELP (Intensive English Language Program) centre.

We are looking forward to meeting you and working with your child. Please feel free to contact us at school on 882601681 or on our emails:

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Marg.Oxford577@schools.sa.edu.au

EAL/D English as an additional language or dialect

I am gifted but I have difficulty sharing my ideas

I speak French and Arabic

I can speak English but I cannot write English

Sometimes I couldn't get to school

I need help to understand and speak English with my new friends

My disability makes it even harder to learn English

I have been to school in four different countries

I was top of my class before I came to Australia



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