

MIDTOWN ENGLISH LANGUAGE SCHOOL

Primary EAL Parent Report

Student Name: Thomas

Date: December 2016

A Message For Parents and Guardians

Learning English is a gradual process that takes several years. Therefore, all students leaving the Language School will still need more help with their English. Mathematics, computers, art, music, science, Humanities and Physical Education are incorporated into the English program at the Language School/Centre

How parents / family can help:

- Look at and talk about their school work
- Praise their achievements in order to improve their confidence
- Read take-home books with family members
- Take your child to the public library
- Read to your child in your language and/or English
- Listen to your child read
- Talk about the book

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NOT YET - NY	BEGINNING - B	CONSOLIDATING - C	ESTABLISHED - E
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The student is not doing this yet.	The student is starting to do this.	The student does this often.	The student does this consistently.
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				NY	B	C	E	
Listening & Speaking								
1	Understands simple words and phrases							✓
2	Follows classroom instructions							✓
3	Uses words and phrases						✓	
4	Uses simple sentences						✓	
5	Uses simple grammar						✓	
6	Pronounces words clearly						✓	
7	Is willing to speak							✓
8	Participates in class discussions						✓	
Reading								
1	Shows an interest in print						✓	
2	Knows: sounds of the alphabet	✓	Knows: letter patterns eg <i>th, st</i>		✓			
3	Reads familiar words						✓	
4	Reads and understands simple sentences						✓	
5	Reads and understands familiar texts						✓	
6	Reads with fluency						✓	
7	Enjoys reading						✓	
Writing								
1	Copies:	letters		words	✓	sentences		
2	Forms letters correctly						✓	
3	Writes simple sentences						✓	
4	Uses simple punctuation eg capital letters, full stops						✓	
5	Spells common words correctly						✓	
6	Writes complex sentences						✓	
7	Writes paragraphs						✓	
School Skills								
1.	Is familiar with school routines							✓
2.	Behaves well in class							✓
3.	Behaves well in playground							✓
4.	Takes care of materials and equipment							✓
5.	Follows teacher instructions							✓
6.	Works well in small groups							✓
7.	Completes class work							✓
8.	Takes care with presentation of work						✓	
9.	Comes prepared for class							✓
10.	Asks for help when needed							✓
11.	Works independently							✓

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The Language Of Mathematics

The purpose of the Mathematics program is to help students become familiar with the English needed to study mathematics in mainstream school. Students develop the skill of listening, speaking, reading and writing through a variety of mathematical activities. The principal aim of the program is to teach the language of Mathematics through appropriate mathematical concepts, processes, procedures and activities.

The student, at his/her stage of English language development, can:

	NY	B	C	E
understand spoken mathematical language		✓		
pronounce mathematical language clearly	✓			
use oral mathematical language fluently	✓			
read and understand written mathematical tasks	✓			
record word problems in mathematical symbols	✓			

Class Teacher's Comments

Thomas appears happy at school. He is now often able to demonstrate that he understands how to follow routines and expectations in the classroom. Although he sometimes finds it difficult to settle quickly, he usually responds to teacher comments such as asking for students to be ready for learning. He understands how to take turns and to watch what others are doing so that he can successfully participate in games and tasks.

Thomas responds to greetings in English by smiling and trying to say "Good morning" and "Good afternoon". He is beginning to learn the very basic oral English needed to learn in an English-speaking classroom. His pronunciation is not yet clear, but it is good to see he has the confidence to repeat words after teacher modelling. He is beginning to show that he has understood by pointing to pictures or with a nod. Thomas usually enjoys listening to stories and songs.

Thomas is at the beginning stage of learning to read and write. He is learning the language needed for reading such as 'picture' and 'word' and to make links between the pictures and single words in a text. Thomas is developing his letter/sound knowledge and is beginning to point to words when reading. He is able to read, cut up and sequence a familiar sentence with support. Thomas is developing his writing skills by tracing and copying text written for him by the teacher.

Thomas is developing an understanding of important maths concepts, such as same/different, long/short and big/small. He can make and continue a simple pattern and is developing his understanding of the language of counting, addition and subtraction. This includes numbers and words such as add, take away and makes.

Teacher:

Principal:

Signature:

Signature: