

Semester 2 report, 2016

Name: Paulo

ENGLISH AS AN ADDITIONAL LANGUAGE

Year 9 Semester 2

Students studying English as an Additional Language (EAL) follow a pathway of development in learning English that is different from students for whom English is their first language. EAL students are placed into one of three broad bands: A stages (Prep-Year 2); B stages (Years 3-6); and S stages (Years 7-10).

English as an Additional Language Years 7-10	Stage SL	Stage S1	Stage S2	Stage S3	Stage S4	
Reading					○.....●	
Writing					○.....●	
Speaking and Listening					○.....●	

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort				●
Class Behaviour				●

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this year
- Your child's progress
-  At this point your child's progress will be assessed against the English standards

What Paulo has achieved

This semester Paulo has studied analytical text through investigating street art, and biographical text. Throughout the semester Paulo has been a confident contributor to class. Paulo regularly shares his ideas with the class, and he articulates his opinions well using complete responses. His listening skills are improving, and he is able to summarise important information from familiar and unfamiliar spoken texts. In his analytical writing task, Paulo demonstrated that he has very strong analytical abilities. He used academic language features to describe art techniques to an excellent standard. His analytical oral presentation showed that Paulo can speak appropriately in a formal setting, and he uses appropriate body language to help communicate his ideas. Paulo demonstrated through his studies of biographical text that he is able to research and synthesise information effectively. He also showed that he can use some descriptive language in his writing, although he finds this challenging. Paulo can plan his writing and structure his writing appropriately without the aid of a model. Paulo can also edit and make improvements to his writing largely unaided, although he sometimes needs prompting to see where an improvement could be made. Paulo uses strategies such looking up unfamiliar words

and annotating texts to aid comprehension. He reads with fluency, but is only beginning to experiment with varying his intonation.

Areas for improvement/future learning

An area for Paulo to improve is his study routine outside of class. Paulo regularly takes organised notes during class time, but he should get into the habit of revising his work at home. Regularly reading over her work will help him to consolidate his knowledge and allow him to continue making improvements. Paulo should also get into the habit of annotating texts when he is reading them. This will further improve his analytical abilities, and will aid his comprehension of difficult texts.

To improve his reading skills, Paulo should frequently practice reading outside of class. Exposure to a wide range of written text will help him to expand his reading abilities and expand his vocabulary. As creative writing is a challenge for Paulo, reading fiction could help to inspire Paulo. Paulo should also practice experimenting with intonation when he is reading aloud. To improve his writing skills, Paulo should continue to take time to revise and edit his written work. A good editing strategy to use is to read his work aloud to help him identify punctuation errors and inconsistent use of tense.

Teacher: Enza Alberti

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