Reading
Our Reading Block

- Reading block is 1 hour per day
- Focus: Students learn a new strategy during the introduction where texts are discussed
- Teacher models reading using the learned strategy
- Students read independently for varying time - starts off around 5 mins and builds up to approximately 20 mins
- Focus groups work with the teacher
- Reflection - At the end of each reading session students share what they have learnt and been practising
Focus Groups

- Students are grouped according to reading levels and needs
- Small groups (usually 6 or less)
- New books are introduced and discussed
- Students work on the focus strategy
- Duration is between 5-10 mins
Independent Reading

- Students read books that are in their book pouches
- Book Pouches contain:
  - Guided books that are pitched at a level above their Just right level
  - Just right books - books at the level the students can read and understand by themselves
  - Library book to browse through which is interest-based
- Students read at their tables, back to back, buddy reading
- Teacher roam and conference with students
• Books are sent home on a daily basis
• Books are meant to be easily read by the students to reinforce the enjoyment of reading and student’s confidence
• Reading Log book is also sent home daily for parents to fill in daily to show that their child has read their book
How You Can Help At Home

• Read with your child every day
• Reading at home can include –
  the adult reading a book,
  the child reading a book
  talking about the pictures
  Telling a story
  Using pictures to tell a story

Show your child how to hold a book, to turn the pages properly, know the front and back of a book
Intervention Groups

- Intervention groups are taken by our ES staff
- Groups can vary from 1 to 1 to group work of 4-6 students
- Many programs offered
- Taken during learning time
- Support can be in class support or class withdrawal groups
- Students who participate in intervention groups are working on an Individual Learning Plan (ILP) which are sent home to inform parents
- Activities are set by class teachers
Intervention

- Main programs Prep Students access are
  - Letter and Sounds
  - Numbers Sense – Numbers to 10
  - Gross Motor Program
  - Fine Motor Skills
  - Listening Skills
  - Language Development
Writing
Development of writing

• Drawing and orally explaining their picture.
• Making marks on paper.
• Using strings of letters.
• Recording some letter sounds eg ct for cat.
• Using common words eg and, is.
• Constructing simple sentences.
Early Stages - marks on the page and strings of letters.
High frequency words, spaces & simple sentences.

STOP a the

cross red light

I went to

Look traffic school.

STOP the red light

Hyh the bike

hear bell
What we do in the classroom

- Pre writing activities
- Handwriting
- Rocket writing
- Independent writing encouraging students to think. talk. sketch. write.
- Shared writing (writing together)
- Genre writing: recounts, lists, descriptive writing, instructions.

We encourage students to see that we write for different purposes.
How you can support at home

- Give children opportunities to write at home.
- Practise writing their names.
- Practise writing the letters of the alphabet.
- Practise writing high frequency words.
Spelling
Spelling activities we do in the classroom

• Letter exploration, identifying letter names and sounds as well as capital and lower case letters.
• Learn to read and spell common words ie **M100 Words**
• LSSCWC (Look, Say, Spell, Cover, Write, Check)
• Onset & rhyme (c/at, h/at, s/at)
• We use websites like starfall
How you can support at home

• Practise LSSCWC with high frequency words.

• Read chants to them to help them understand rhyming words.
Inquiry

Green = Yes
Orange = No

* Yes because it's a group (Harley)
* Yes, because they are together (Cora & Ibrahim)
* No because they are pen pals (Anthony)
* No because they are for colouring (Guinness)
Mathematics Curriculum

Number and Algebra

• Counting
• Making amounts
• Identifying numerals
• Identifying amounts quickly

3 ⚫ ⚫ ⚫
7 2 9

4/03/2019
Mathematics Curriculum

Measurement and Geometry

We measure, compare, and sort:

Shape    Length    Mass    Time
Mathematics Curriculum

Statistics and Probability

Students collect, present and analyse data from yes and no questions.
Teaching Mathematics

- Every day and through the day
- Child centred and related to their environment
- Problem based
- Whole Class
- Focus groups
- Individual conferencing
Mathematics Assessment

- February: Early Years Numeracy Interview
- Common assessment tasks
- Anecdotal records
- Work moderation
Mathematics

First Term Focus

• Counting 1:1 to at least 10
• Making amounts to 10
• Identifying numerals to 10
• Identifying amounts quickly
• Identifying and sort basic shapes
• Time: sequencing events & days.
Mathematics

What you can do at home

• Count things in the house and when travelling.

• Talk about shapes and colours

• Play games using dot and number dice

• Play games matching numbers
Inquiry

• Students explore a topic or area
• They are encouraged to ask questions and seek answers.
• Much of our inquiry is play based and hands on.
• It can involve excisions and guest speakers.
• Students show their understanding through creating, discussing, sharing and recording what they have learnt through various media, song or even dance
• We celebrate students successes.
Police incursion & student action

Things we learnt when the police came to visit

* When we cross the road with our bikes we look for cars. (Charlie)
* Some people don’t wear helmets and they are not being safe. (Kingston)
* We don’t ride by ourselves, we need mum or dad or our older brother or sister. (Harley)
* We need to wear our helmets when we ride our bike or scooter. (Chad)
* If we ride our bike at night we need white and red lights. (Anthony)
* When riding on the footpath we need to watch out for cars and people. (Hannah/Harley)

Video

~ How to wear a helmet.
~ How to cross the road safely.
~ When do we need to wear a helmet?
~ Why do we need helmets?

- Bikes
- Scooters
- Skateboards

- So it protects your head.
- It protects our brain.
- It keeps us safe.

1. Put your helmet on.
2. Clip it.
3. Tighten it.
4. Check it (2 fingers on your forehead, 2 fingers under your chin).
5. Stop
6. Look
7. Listen
Developmental Play
Why do we do developmental play?

- Opportunities to interact with peers through play.
- Learning specific oral language and using this during play.
- Develops cooperation, problem solving and turn taking skills.
Healthy Eating

• Promotes good lifestyle choices.
• Provides sustained energy levels to last students the whole day.
• Helps students to think clearer.

Students are given fresh fruit twice a seek as part of our school healthy eating program.