Dear Parents,
Each term we will send home information about the learning experiences your child will be involved in during the term in Literacy, Numeracy and Integrated Studies.

Writing
The genre we will be focusing on this term is **RECOUNTS.**
Recounts describe past experiences by retelling events in the order in which they happened. It aims to inform and entertain the reader. Recounts include biographies, diaries, newspaper articles and postcards. This type of writing usually follows a set structure which will be explored with the students.

**The structure of a Recount is as follows:**

<table>
<thead>
<tr>
<th>TEXT ORGANISATION</th>
<th>DESCRIPTION</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE:</strong></td>
<td>A brief name for the experience or event</td>
<td><em>Time words connect events e.g. First...; Next...; As soon as...; Then...; A few moments later...</em></td>
</tr>
<tr>
<td><strong>ORIENTATION:</strong> (Setting)</td>
<td>Introduces when and where the event began and who was there</td>
<td><em>Write in past tense to show that it has already happened e.g. We ran to the park.</em></td>
</tr>
<tr>
<td><strong>EVENTS:</strong></td>
<td>Tells what happened.</td>
<td><em>Write what people say in direct speech - using talking marks.</em></td>
</tr>
<tr>
<td></td>
<td>The events are told in <strong>sequence.</strong></td>
<td><em>Using <strong>adjectives</strong> i.e. Describing words such as, shining, hungry, itchy, adventurous or blushing.</em></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td><em>Using <strong>conjunctions</strong> i.e. Linking words such as, but, because, although, nor, so or yet.</em></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
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<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td><strong>DETAILS:</strong></td>
<td>Details are selected to add interest.</td>
<td></td>
</tr>
<tr>
<td><strong>ENDING:</strong></td>
<td>Concluding comments to express a personal opinion in relation to the events.</td>
<td></td>
</tr>
</tbody>
</table>

**Focus areas in writing will include:**
- Using a plan – thinking about what I will write and recording key words.
- Developing an understanding of the writing process - generating ideas, planning, drafting, editing, revising and publishing.
- Developing sentence structure – Does that make sense? Does it sound right?
- Using punctuation such as capital letters, full stops, question marks, exclamation marks and talking marks.
- Using the recount outline (as above) to write a story.
- Developing correct letter formation.
- Using conjunctions to expand sentences (and, because, so, but).
- Logically sequencing of ideas.
- Using adjectives to make their writing more interesting.

**Writer’s Notebook:** We will be continuing with writer’s notebook in grade 1, therefore please remember to send artefacts (tickets, maps, photos, postcards etc) with your child each week. Your classroom teacher will provide a plastic pocket for them to stay in until they are used in the notebook. If you have any further questions about what artefacts to bring in, don’t hesitate to speak to your classroom teacher!
**Spelling:**
Identifying spelling strategies and how they help to learn words.

**The 3 main strategies are:**
The **Sound** Strategy – using your knowledge of sounds and sound patterns
The **Visual** Strategy – using the way a word looks, breaking words up, remembering tricky parts
The **Meaning** Strategy – being able to think about the meaning of a word, what we know about words

**1. Look, Say, Name, Cover, Write, Check**
Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.

- **LOOK** at the word (take a picture of it in your head)
- **SAY** the word and listen for the sounds
- **NAME** the letters in the word
- **COVER** the word
- **WRITE** the word
- **CHECK** each letter (A tick is placed under the correct letter and a dash – is to be placed above an incorrect letter.)

**2. High Frequency Words**
These are words which are used most frequently in your child’s reading and writing. The spelling of these words needs to become automatic. Students will be involved in activities to support their learning of these words at school and they will also be a focus for homework. Altona Primary School uses the ‘Oxford High Frequency Word Lists’.
3. Short Vowel Sounds

Words with only three letters are the easiest to make the short vowel sound out of, due to the fact that only having three letters typically doesn’t allow for a second vowel to force the long vowel sound. An obvious example of the exception would be words like bee or tea. These words use a second vowel to force the long vowel sound from the first one, while other words like ant or mat use the placement of consonants to force a short vowel sound. Some other three-lettered words that are considered short vowel words are:

**Short “a” Words**

act, apt, ask, bat, bad, bag, cat, cap, cab, dad, dab, Dan, fan, fat, fad, gap, gab, gal, gas, ham, has, had, hat, jab, jam, lab, lad, lag, lap, man, mad, mat, map, nap, pan, Pam, pad, pal, ran, ram, rag, rat, Sam, sad, sag, sat, sap, tab, tan, tad, tag, tap, van, vat, yam, zap

**Short “e” Words**

Ben, bed, beg, bet, den, fed, gem, get, gel, hen, hem, jet, Ken, keg, led, leg, let, men, met, net, pen, peg, pet, red, set, ten, Ted, vet, yet, wed, wet

**Short “i” Words**

bin, bid, big, bit, dim, did, dig, dip, fin, fig, fit, gin, gig, him, his, hid, hit, hip, jib, Jim, jig, jip, kin, Kim, kid, kite, lid, lit, lip, nip, pin, pig, pit, rim, rid, rig, rip, sin, sit, sip, tin, tip, win, wit, zip, zit

**Short “o” Words**

bop, con, cod, cog, cot, cop, Don, dog, dot, fog, God, got, hog, hot, jog, jot, lob, log, lot, lop, mob, mom, mop, nod, not, pod, pot, rod, rot, son, sod, ton, Tom, tot, top, won

**Short “u” Words**

bun, bum, bus, bud, bug, but, cud, cut, cup, dug, fun, gun, gum, Gus, gut, hum, hug, hut, jug, jut, lug, mug, nun, nut, pun, pug, pup, rub, run, rum, rug, rut, sub, sun, sum, tug

**Using Short Vowel Sounds**

Though the above list of words with short vowels is incomplete, you can use it to understand the basic usage for the short vowel sound. These short vowel sounds are often used in larger words as well, including words that also contain long vowel sounds, or even in two-lettered words, like in, it, and at. Longer words, such as magistrate or fascinate, use both the short vowel sound and the long vowel sound.

Some words can use the short vowel sound and the long vowel sound depending on the tense of the word being used. Words like read, for example, are pronounced as the long vowel sound when the tense is present, as in “we are reading this list of short vowel words.” However, when the tense is changed from present to past-tense, the long vowel sound is taken away and the short vowel sound is introduced in the same word. For instance, we go from “reading” the list to “I have read the list of short vowel words, and understand much better now.”
Reading
Students will be engaged in reading a variety of recounts to further support their understanding of the recount structure. They will partake in a daily reading session. This will involve the students participating in a Whole Class Focus (15 minutes) in which they will be taught a focus from the list below. They will then be given an opportunity to practise what they have just been taught during the whole class focus through their Independent Reading session (20 minutes). After independent reading, the students will share their learning, understandings or questions with the class during the Share and Reflection session (5 minutes). They’ll then break into like need groups to participate in Personalised Reading Tasks (20 minutes) that cater for their individual needs.

Focus areas in reading will include:
- Using the 7 decoding strategies – Look at the picture, Get your mouth ready, Re-reading, Does it look right? Does it sound right? Does it make sense? And looking for chunks.
- Using expression – An ‘interesting’ characters voice and tone of which the text is read.
- Using phrasing – Looking at the punctuation to guide when they need to take a pause/breathe when reading.

Comprehension strategies:
- Predicting – Making predictions before during and after reading, using clues from the book.
- Making Connections – Making text to self, text to text and text to world connections.
- Summarising/retelling – Keeping the main points of the text, deleting unimportant ideas, maintaining the author’s point of view, sequencing the information logically.

Independent Reading:
The students will participate in daily Independent Reading sessions. They will be involved in developing their classroom libraries, to ensure that it contains a variety of text types, such as fiction, non-fiction, poetry, magazines etc and that the topics appeal to the individual interests of the grade. Each student will have a collection of 5 books to read during independent reading time. They’ll develop their understanding of how to choose a “Just Right Book”, by making sure the book that they have chosen is not too easy or too difficult.
Maths concepts and processes that will be continually addressed during the year:

- Oral counting by 1’s, 5’s, 10’s to 100 and beyond, counting from various starting points, continuing written patterns forwards and backwards,
- Using mental strategies such as nearest 10, doubles/near doubles and ten facts
- Numbers that come before and after.
- Making, naming and recording numbers of 2 and 3 digits numbers.
- Identifying place value i.e. the value given to digits in a number, for example $24 = 2$ tens and 4 ones. 43 equal 4 tens and 3 ones. Exploring the value of digits and expanding numbers, for example $24 = 20 + 4$.

Focus areas in Maths will include:

**Addition**

- Using terminology such as ‘and, put with, joined to’.
- Using strategies when adding such as, counting on, doubles, near doubles (7 is double 3 plus 1 more).
- Modelling, solving and recording addition problems.

**Subtraction**

- Using terminology such as “take away, less than, difference between, subtract”.
- Using strategies when subtracting such as, counting back and using number facts.
- Modelling, solving and recording subtraction problems.

**Time**

- Explore the features of a calendar and associating the months of the year to the season.

**Collecting, presenting & interpreting data**

- Collecting data, making graphs and discussing their findings. For example birthday graph, favourite colours and food etc.

**2D and 3D Shapes**

- Exploring patterns with shapes (repeating patterns).
- Identifying edges, boundaries and corners of classroom and environmental objects.
- Identifying attributes of shapes and classifying accordingly.
- Identifying common 3D shapes by name and their use in the environment.
INTEGRATED STUDIES
This term our topic is *Me and My Family.*

**We will be exploring:**
- Setting personal learning goals.
- Creating classroom mission statements.
- Where do I fit in within my family?
- Where do I fit into the community?
- Building social relationships.
- Working together in teams

**We will also be exploring the keys in the ‘You Can Do It’ program:**
- Organisation
- Persistence
- Getting along
- Confidence
- Resilience

We’re looking forward to a fun filled term with your child. If you have any questions please contact your child’s teacher.

Kind Regards
Robyne Luketic, Megan Farrow, Athena Petalas, Hannah Wilkinson, Erin Douglas and Lainee Barwise.