Dear Parents,
Each term, information about the learning experiences your child will be involved in during the term in English, Mathematics and Integrated Studies will be available to download from the school website. This is an important document to familiarise yourself with to support your child’s learning journey.

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>DYNAMIC TITLE</td>
<td>A brief and engaging name for the experience or event that have occurred.</td>
<td>*Time words connect events *e.g. First..., Next..., As soon as..., Then..., A few moments later...</td>
</tr>
<tr>
<td>SIZZLING START and BACKFILL</td>
<td>Sentences that are engaging and captivating for the reader and encourage them to continue reading. The backfill components answers the questions of ‘Where’, ‘When’ ‘Who’ and ‘Why’</td>
<td><em>Write in past tense to show that it has already happened</em> e.g. <em>We ran to the park.</em></td>
</tr>
<tr>
<td>EVENTS</td>
<td>Tells <em>what</em> happened. The events are told in sequence.</td>
<td><em>Write what people say in direct speech – using talking marks.</em></td>
</tr>
<tr>
<td>Details are selected to add interest and include sentences that show and not tell the reader of the experiences using their five senses which improves vocabulary choices and expands upon their ideas.</td>
<td><em>Using <em>adjectives</em> i.e. Describing words such as, shining, hungry, itchy, adventurous or blushing.</em></td>
<td></td>
</tr>
<tr>
<td>EXCITING ENDING</td>
<td>An ending that excites and summarises the entire experience.</td>
<td><em>Using <em>conjunctions</em> i.e. Linking words such as, but, because, although, nor, so or yet.</em></td>
</tr>
</tbody>
</table>

Focus areas in writing will include:

- Using a plan – thinking about what I will write and recording key words.
- 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 recount.
- Developing correct letter formation.
- Using conjunctions to expand sentences (and, because, so, but).
- Logical sequencing of ideas.
- Using adjectives and engaging vocabulary to make their writing more interesting.
Spelling

Throughout spelling we will be focusing upon rhyming words, digraphs (such as sh, ch, th, qu and wh), high frequency words and short and long vowels.

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 and Long Vowel Sounds**
Short and long vowel sounds are imperative in helping children to read and spell. Each vowel has a short sound; when the letter says its sound and a long sound; a combination of letters that produce the letters name.

4. **Rhyming Words**
The ability to identify rhyming words assists students in their spelling attempts. Throughout investigations students will identify rhyming words and common word endings that do rhyme.
**Reading**

Students will be engaged in reading a variety of experiences to assist in their development of decoding words and comprehending texts. 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**

- 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.
**Mathematics**

**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.
- 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 Mathematics**

**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.

**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.
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
Megan Farrow, Athena Petalas, Jess Nichols, Christine Sperling and Lainee Barwise. 😊