Dear Parents,
We hope you have all had a nice relaxing holiday and are ready for an exciting term ahead. This term is very busy with lots of exciting learning experiences planned for your child.

**English - Writing**
The genre we will be focusing on this term is **RECOUNTS**.
RECOUNTS tell about events that have happened to you or other people.
The **structure of a RECOUNT is as follows:**

**seven steps to writing success**

**Writing:**
We will be exploring the seven steps to writing using:

1. Plan for Success
2. Sizzling Starts
3. Tightening Tension
4. Dynamic Dialogue
5. Show, Don't Tell
6. Ban the Boring Bits
7. Exciting Endings

We will be using these steps in all genres including narratives, recounts and information reports.

<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>Includes specific participants eg. My family .....</td>
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<tr>
<td><strong>ORIENTATION:</strong> (Setting)</td>
<td>Introduces when and where the event began and who was there</td>
<td>Past tense eg. I went, I saw</td>
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<tr>
<td><strong>EVENTS:</strong></td>
<td>Tells what happened. The events are told in sequence. Details are selected to add interest.</td>
<td>Nouns and pronouns are used to label people, places and things eg. Animals, Altona, I, she Use of action verbs eg. went, fed, walked, Conjunctions to link events through time eg. and, then Words and phrases which link through time Eg. First, last, yesterday, after, during</td>
</tr>
<tr>
<td><strong>ENDING:</strong></td>
<td>Concluding comments to</td>
<td></td>
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express a personal opinion in relation to the events.

The children will also be using their Writer's Notebooks. Writer's Notebooks allow students to choose their own writing topics and styles and explore them without any teacher markings or corrections. The children are able to choose a piece from their notebook which they would like to further explore and publish. The children can bring in memoirs or artefacts that will help inspire them to write. These could include: photographs, invitations, magazine/newspaper clippings, tickets or advertisements (these can be brought in throughout the year).

**Reading**

Students will be exposed to a range of genres. They will be encouraged to apply all decoding and comprehension strategies they have been taught throughout the year.

**Focus areas in reading will include:**
- Decoding strategies – re-reading, does it look right? Does it sound right? Does it make sense?
- Using expression – An interesting characters voice and tone in which the text is read.
- Using phrasing – Looking at punctuation to guide reading, taking a breath/pause when reading.
- Using fluency – Reading smoothly or just like talking.

**Comprehension strategies:**
We will continue to look at our reading comprehension strategies:
- **Making Connections** – Connecting what they are reading to themselves, another text and the world around them.
- **Clarifying** – Rereading when something is confusing to gain a better understanding.
- **Visualising** – Creating a picture or movie in your mind. Using descriptive words to describe what they are visualising.
- **Prior Knowledge** – Using what you already know to help you understand something new.
- **Questioning**: Literal and Inferential Questions – Think and Search questions which involve searching through the text, using clues in the text to support answers.
- **Summarising** - Identifying the main ideas, events or information in the text. Summarising what has been read and identifying what is important and what is trivial.
- **Thinking aloud** – Recognising and talking out loud about the process that is occurring in their head as they read. Students who can think aloud can monitor their own thinking processes, adjust their thinking to achieve clearer comprehension and use that adjustment for any future refinement in making meaning as they read.

**Independent Reading:**
The students will continue to participate in daily Independent Reading sessions. They will be involved in further 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 4 to 5 books to read during independent reading time. They'll further 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.
Questions to support your child’s comprehension of the book they are reading.

- What are the main ideas?
- What do you know that you didn’t know before?
- What else do you want to know?
- If the characters were different how would that affect the story?
- If the setting was different how would it affect the storyline?
- Do you agree with the author’s message?
- How does this message of the text relate to your life?
- What do you think this text might be about?
- Who are the characters?
- Where is it set?
- When did the ... happen?
- How did it happen?
- Why did it happen?
- What could happen next in the story?

Spelling:
Spelling is an integral component of the writing process. Children will be explicitly taught a variety of spelling strategies which will support them when learning new words, making connections about what they already know, identifying the tricky part of a word and how to problem solve when spelling 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

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
NAME the letters in the word
COVER the word
WRITE the word
CHECK each letter (A tick is placed over the correct letter and a dash - is to be placed over an incorrect letter.)

High Frequency Words
These are words which are used most frequently in your child’s reading and writing. The spelling and reading of these words needs to become automatic - they are “no excuse words”.
Children will be involved in tasks to support their learning of these words at school and they will also be a focus for homework.

Onset and Rime
The students will develop an understanding of onset and rime. Onset and rime can greatly improve both reading and spelling skills. Onset is the beginning sound of a word and allows them to create new words with familiar endings. Learning to distinguish rime (a combination of letters and the accompanying sound they make, such as ‘ay’ or ‘aw’) gives the students a valuable tool that provides quick access to spelling patterns.
NUMERACY
Numeracy concepts and processes will be supported by the use of concrete materials such as unifix blocks, bundles of straws, MAB (base ten blocks) and a variety of other resources.
Two areas of Numeracy which are an integral part of the program throughout the year are:
NUMBER PATTERNS - oral & written patterns to 2 and 3 digits, patterns by 1's, 2's, 5's 10's and 100's, ordering, odd/even, before /after
PLACE VALUE - the value given to digits in a number eg. 24 = 2 tens, 4 ones. 43 = 4 tens, 3 ones.
Exploring the value of digits, expanding numbers eg. 24 = 20 + 4

In Term One we will be focusing on:

ADDITION AND SUBTRACTION - using terminology such as ‘and, put with, joined to, take away”, developing an understanding of strategies to use when adding such as ‘counting on, counting back, doubles, near doubles (7 is double 3 plus 1 more). Applying strategies and skills to problem solving.
COLLECTING, PRESENTING & INTERPRETING DATA - collecting data, making graphs, discussing findings. Eg. birthday graph, favourite colours.
TIME - Knowing the days of the week, months of the year and being able to read and know the structure of an calendar.

INTEGRATED STUDIES
This term our topic is ‘Getting to know you and your community’. The children will be involved in various activities which will help them to find out more about themselves, peers and families. They will also develop an understanding of their local community and the people who can help us within our community.

YOU CAN DO IT! PROGRAM
This Program aims to develop positive social-emotional behaviours and is incorporated across the curriculum. The 5 Keys to Life are: Getting Along, Organisation, Persistence, Confidence and Resilience.
During Term 1 we will commence with a focus on Getting Along and Organisation.
Children are explicitly taught the positive language and behaviours which reflect the keys.

Getting Along includes:
• Being Tolerant of Others
• Thinking First
• Playing by the Rules
• Social Responsibility

Organisation includes:
• Setting Goals
• Listening Carefully
• Planning My Time
• Taking Care of Things

Thank you for your ongoing support

Grade 2 Team 2015
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