Dear Parents

The following is a brief outline of the program that will be implemented in Year One this year. We have included information such as curriculum content, classroom organisation, specialist time-table and the way in which you, as parents, can help your child at home.

Kay Bridgman and Kerri Glowacki will be implementing a ‘Reading Recovery’ program with some Year 1 students throughout the year. Other students may participate in Intervention Reading groups.

Julie Austin and Melissa Greatrex will be implementing an ‘Extending Mathematical Understandings’ (EMU) program with some Year 1 students.

**MATHEMATICS**

Outline of work to be covered during the year:

- Counting to at least 100 by 1s, 2s, 5s & 10s
- Making models of numbers using bundles of tens and loose ones
- Writing numbers and words to at least 20
- Developing a thorough understanding of addition and subtraction. The formal signs for these operations will be introduced later in the year. Solving simple problems using +, - and =
- Grouping and sharing of various materials will be explored.
- Recognise, describe and order half as one of two equal parts of a shape and collection
- Recognising Australian coins according to their value
- Working with length and capacity focusing on measuring and comparing using uniform informal units.
- Recognising equivalent amounts of money between 5c and $1.00
- Telling the time on the hour and half hour using digital and analogue clocks
- Explain time duration using hours, days of the week and months of the year
- Using a calculator to add and subtract
- Gathering and representing data

**LANGUAGE**

This includes handwriting, writing, spelling, reading and speaking & listening.

**Handwriting**

We will be focusing on correct size, shape and position of letters and numbers on dotted thirds. Neatness and correct pencil grip will be encouraged.

**Spelling**

The Spelling program will be directly linked to the Writing program. Students will learn to spell the words frequently used in writing. These words may be drawn from high frequency word lists such as Magic 100 (MIOOW) and lists of content and function words used in specific writing genres.

Single sounds will be revised and three letter words and blends will be studied. These will be related to reading and writing activities and topics.

Students will use a personal dictionary. They can compile their own list of words (eg: names for family members, place names, words from their own personal writing) to use when writing.

**Reading**

During the year, students will be developing their skills in reading. Skills covered will include predicting events in stories, understanding what they read, attempting to read new words using the other words in the sentence, following where another reader is reading, choosing their own books to read and retelling stories sequentially.
Early Years Literacy Program
In this program, students are grouped for effective instruction and matched to texts which are appropriate to their stage of literacy development and their immediate learning needs. Lessons include both a whole group focus and small group work. The work in small groups includes:

- Guided reading groups where the teacher works intensively with students with similar learning needs.
- Learning centre work where students consolidate literacy understandings either independently or in small groups.

Take Home Books
Each day your child will bring home a book that they have chosen. We encourage the students to bring home books which they can read at an EASY level. If the reading sounds ‘easy’, this shows that students are using all strategies effectively, and helps to develop fluency. We would ask you to please hear them read some/all of this book aloud, write a comment in their Home Reading Journal in the appropriate place and return to school daily. You can help your child by using this as a sharing time and discussing the story they have read. Please encourage your child to use the picture to support their understanding of the text.

Some practical suggestions for helping your child with reading are:

- choose books they are interested in
- talk about the book prior to reading with someone
- use pictures to support reading
- make good ‘guesses’ at unknown words
- talk about new ideas prior to looking at the book
- ask themselves ‘Does it make sense?’
- ask themselves ‘Does it look and sound right?’
- re-read favourite books

Encourage your child to make good use of the school library. Ask them to show or share with you the book they have borrowed each week.

Speaking and Listening
In the classroom, students will be continually involved in situations where they need to listen to others, and take turns when speaking. Remembering instructions, conveying verbal messages, speaking to an audience, explaining their ideas and reading with expression are some of the skills to be developed during the year.

Encourage your child to bring something to share or discuss on their designated ‘Show and Tell’ days.

Writing
Each week there will be many opportunities for the students to write about personal and shared experiences. Writing will include diaries, recounts, procedures, rhymes, poems, etc.

Attention will be given to spelling, sentence structure, punctuation, proof-reading, sequencing events and preparing their writing for sharing with others.

INQUIRY BASED LEARNING
Inquiry Based Learning is a student-centred learning approach in which the student is actively involved in the learning process.
Through a developed concept, the students identify information needs, then form worthwhile investigations, selecting appropriate information sources to gather relevant information. They evaluate and sort the information in which they present and act on.
LIBRARY
Year 1 students have a 50 minute Library lesson each week with their classroom teacher. The library program will concentrate on library and research skills. The program builds on the Level 1 program and aims to develop the skills the students will need to help with recreational reading and classroom investigations. The aims of the course are:

- To develop positive attitudes to reading and books;
- To alert the students to a range of reading material suitable to their stage of development;
- To help the students to develop a better understanding of themselves and their relationships with others through literature;
- To teach the students how to take care of library resources;
- To teach the students how to find the resources they want to borrow.

Named library bags are a compulsory item for Year 1s as they:

- Help protect library books from damage;
- Help the students to keep track of their book;
- Help misplaced library books return to their owners.

ICT
All students in Year 1-6 will have a 50 minute ICT lesson in the computer lab with Ms Rachel Janis. In their weekly lesson, the students will learn the terminology associated with computer hardware. They will be using programs such as Kid Pix to develop their graphical skills, they will use word processing programs to develop their stories and reports, and they will use a number of programs specifically designed to aid their knowledge in the content areas in their classrooms.

WORKING TOGETHER
We would appreciate your help by encouraging your child and supporting our program in the following ways:

- Ensuring your child has a named School hat to wear in Terms 1 & 4
- Reading/sharing take home books daily
- Sharing and displaying your child’s work
- Teaching your child to TIE SHOELACES
- Ensuring belongings are clearly named (please check regularly)
- Checking your child’s bag for notices / letters
- Replying promptly to notices and requests
- Writing a note to explain absences unless you have spoken to the teacher
- Filling in green slip when medication is to be given at school
- Helping to promote a ‘rubbish free school’
- Bringing a small quantity of fresh fruit to be eaten during Fruit and Water time
- Bringing a plastic water bottle

RESTORATIVE PRACTICES @ WNPS
Restorative Practices is .......

- A whole school behaviour management approach, designed to enhance student engagement and productivity.
- About relationships between people who make up a community
- Practised by all staff and students
- Maintains a consistent language and strategies and follows well defined values as listed below.

Activities in the classrooms provide students with opportunities to model and discuss situations that may arise in a forum that allows all to be heard and acknowledged. Restorative Practices provides a caring, stimulating and dynamic learning environment which engages students, and supports and encourages them to achieve their personal best, in all endeavours. Through restorative Practices we aim to foster the School values ...

Excellence | Integrity | Respect | Responsibility | Understanding

ART/CRAFT
Art and Craft will be taken in the Art room by an Art Specialist, and complemented by the classroom teachers.
SPECIALIST AND SPECIAL DAY TIMETABLE:

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<th>Teacher</th>
<th>Subject</th>
<th>Day</th>
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<tr>
<td>Mrs Julie Austin</td>
<td>ICT</td>
<td>Friday</td>
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<td>J13</td>
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We trust this information will be useful, and we welcome your involvement in your child’s Grade One year. We will discuss any concerns we have with you and we encourage you to do the same.

You are welcome to call to make an appointment to see us at any time.

Thankyou
Julie Austin, Ali Browne, & Mark O’Halloran