Dear Parents

The following is a brief outline of the program which will be implemented in Year 2 this year. We have included information such as course content, classroom organisation, specific information regarding specialist timetable and the ways in which you can help your child at home.

**LANGUAGE**
This includes handwriting, personal writing, word study, reading and speaking/listening.

**Handwriting**
Victorian Modern Cursive:
- reinforcement of correct formation of letters and numbers
- reinforcement of correct pencil grip and posture

**Writing**
When students write they are involved in a **process** where they move through different stages such as:
- selection of topics
- composing/planning
- revising/drafting
- editing
- publishing

**Word Study**
- 200 ‘M100W’ Magic Words
- Blends taught, eg br o o m
- Lists provided in Home Learning Books
- Function and Content words

**Reading**
There are three major aspects of the reading program:
- Early Years Literacy Program
- Take-home books
- The school library

**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.
- Class focus is on Word Attack skills and grammar - sounds, words, punctuation, homophones, prefixes, suffixes, compound words, nouns, verbs, adjectives, plurals etc.
Take Home Books
Each day your child will bring home a book that they have chosen. We ask you to hear them read some/all of this book aloud and sign their booklet in the appropriate place.

You can help your child by using this as a sharing time and discussing the story they have read.

If your child doesn’t know a word ask them to:

1. See if they can work it out from the picture.
   or
2. Read on and see if they can guess.
   or
3. Read for them, leaving out the word - ‘Which word makes sense?’
   or
4. Give them a clue, eg if the word is ‘night’ ask ‘What time of the day do you think it is?’
   or
5. Ask them to look at the sounds in the word.

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
This aspect of language is very important for all of us in our everyday communication with others. In a classroom situation students will continually be involved in situations where they need to listen to, and speak with others as well as remembering to take turns when speaking in a group situation.

So during the year are remembering instructions, conveying verbal messages, oral presentations, explaining their ideas and reading with expression. Share and Learn sessions will happen on a fortnightly basis with students focusing on specific topics.

MATHEMATICS
Early Years Numeracy
Students participate in a range of open-ended tasks and are grouped according to their specific learning needs. Lessons include a whole group focus, small group work and sharing of strategies.

You can help your child with Mathematics by involving him or her in real life Maths around the home - counting, measuring, weighing, telling the time, estimating, playing games that involve keeping scores etc.

When teaching new concepts at school, we use concrete materials where possible.

You can also help your child with adding and subtracting numbers to 20 in everyday situations. We will be working on these at school.

OUTLINE OF WORK TO BE COVERED DURING THE YEAR:

♦ Counting up to 1000 by 1’s and 10’s.
♦ Counting to 100 by 2’s and 5’s.
♦ Name and write numbers up to 999.
♦ Write number sentences for addition and subtraction of whole numbers to 999, emphasizing place value.
♦ Use materials to represent multiplication and division situations presented in words.
♦ Use numbers to record the value of a set of coins to $5.00. Giving and receiving change from $2.00.
OUTLINE OF WORK TO BE COVERED DURING THE YEAR (cont):

- Use addition, subtraction and doubling to make number patterns.
- Choose appropriate units when comparing and measuring length, mass, perimeter, area and volume.
- Recognise o’clock, half past, ¼ to and ¼ past on an analogue and digital clock and read the time in hours and minutes on a digital clock.
- Collect data to answer simple questions.

HOME LEARNING
Includes:
- Reading
- Working on Individual Learning Improvement Plan Goals
- Word Study

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.

ICT
All students in Year 1-6 will have a 50 minute ICT lesson in the computer lab with Miss Rachel Mercuri. 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.

ART/CRAFT
Art and Craft will be taken in the Art room by an Art Specialist, and complemented by the classroom teachers.

LIBRARY
Year 2 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.
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

Personal Development incorporates the following units: Getting to Know Me/You, Communication, Anger Management and Bullying and is taught throughout the year. At any time during the school year, small sessions may be run in the classroom if there are any concerns regarding particular behaviour or issues in/out of the classroom.

RESOURCES

In delivering our Curriculum to the students, a range of educational resources will be used including Video Tapes, Audio Tapes, Real Things, Books, Pictures, Computer Software and first-hand accounts from experts.

SPECIALIST TIMETABLE

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Thank you
Sarah Linssen, Chloe Hanley, Michelle Sterjovski & Vikki Lygo