

# Acknowledgement of country

We would like to acknowledge the traditional owners of the land on which we meet, and pay our respects to the elders, past, present and emerging.



# Welcome

**If anyone has any questions please put them in the chat box.**

**Please continue to keep your microphones on mute.**

**This presentation will be on the school website.**

**Host – Megan Sinclair - Foundation C**

**Presenter – Katrina Bound - Foundation D**

**Attending – Kim Morgan – Foundation A**

**Melinda Bowly – Foundation B**

# COVID-19

- Parents must sign in using the QR code located outside the office if they are going to be on site for longer than 15 minutes.
- All students will finish school at 3.30pm and are to be collected from the gate they arrived at
- Up to date information for parents can be found on the Department of Education  
[website https://www.coronavirus.vic.gov.au/parents-carers-and-guardians](https://www.coronavirus.vic.gov.au/parents-carers-and-guardians)

# Remote Learning

Impact: Positive and Negative

Programs to support include:

Tutoring

Doesn't apply to the Foundation year  
level 😊

# Communication

Parents are welcome to contact staff through Reader Bags or email, they will answered as soon as possible.

If you require a face to face meeting please make an appointment

Learning Leader – Katrina Bound

Welfare – Leanne Walker

Carole & Paul

# Incursion & Excursions

**Term 2** - Library Visit, Fire Brigade Visit,

**Term 3** - Fairy Tale Parade and Ashcombe Maze  
Excursion

**Term 4** - Chicken Hatching and Myuna Farm Excursion

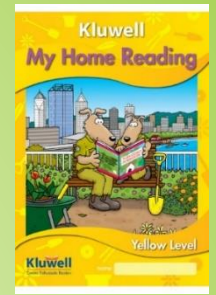
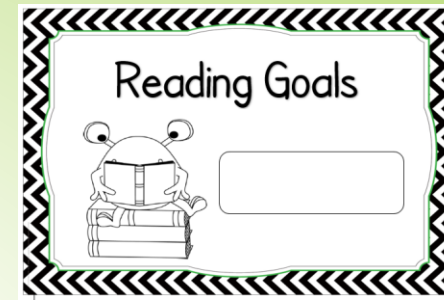
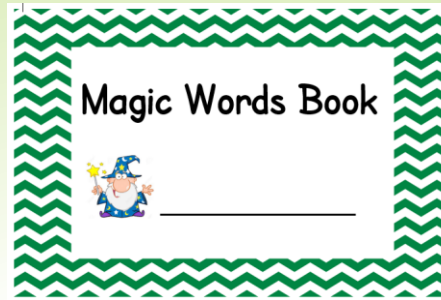
## Specialist Lessons

**Science/PE/Art/Music/Spanish**

Your class timetable will be on your classroom window  
and/or sent home in reader bags.



# Homework



**Government requirement:** 30 mins per day. Getting into a good routine really helps.

**Reading** - Students are expected to read at home every day after reviewing their reading goal. This must be recorded in their student diaries.

**Writing** – Each week a writing sheet will be sent home. Focus is on using correct pencil grip and learning correct letter formation. Please supervise your child and support them whilst they transfer their learning.

**Maths** – Mathletics minimum of 1000 points per week. This will be celebrated each week.

# Learning to Read

## What is Independent Reading?

It is used in the classroom to assist in developing comprehension.

It involves monitoring reading comprehension through explicitly teaching reading strategies.

Our aim is for students to become critical thinkers who are able to articulate their thinking.





# Reading Strategies ... Things to come

**Schema:** Prior knowledge to make connections.

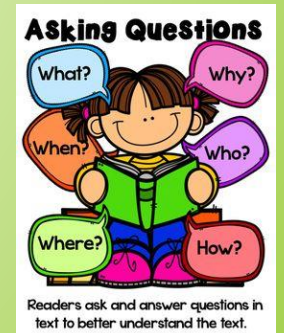
**Visualisation:** Creating visual images from the text

**Inferring:** Drawing inferences from the text to form conclusions and make critical judgements.

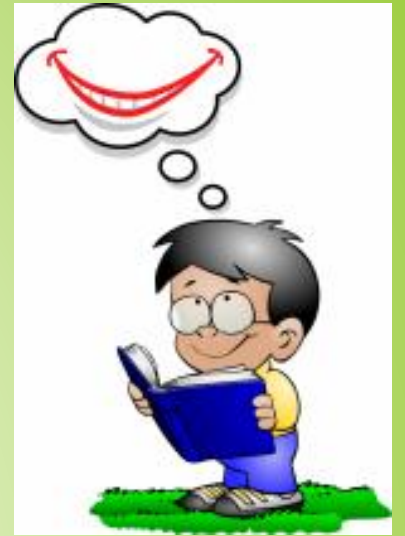
**Questioning:** Asking questions before, during and after reading.

**Summarising:** Determining the most important ideas and themes in a text.

**Synthesising:** To notice how thinking changes and evolves as we read.



# Successful readers :



- Expect what they read to **make sense**.
- Can make **predictions**.
- **Self-correct** (shows that they have noticed that what they read did not make sense).
- **Re-read** (so it makes sense or to clarify what they are reading).
- **Independently attempt to de-code** an unknown word by using our 'De-coding Strategies' taught in the classroom.
- **Notice details** about the story in the **pictures** that are not mentioned in the text.

# Beginning Readers

## The role of Phonics (Decoding an unknown word)

- Part of what makes learning to read difficult is that each letter in the alphabet can represent more than one sound.
- The alphabet has 26 letters but those letters represent 44 sounds. Many English phonemes (sounds) are represented by two or three letters working together to represent one sound.



**‘Sounding out/decoding’ an unknown word can only be used when there is a clear, regular phonetic pattern e.g. w-e—n-t.**

**The role of ‘Visual Words’ is a critical one, we call them ‘Magic Words’**



# What to do when we get to a tricky/unknown word.

## Decoding Strategies



'Eagle Eye' - Look closely at the details in the pictures for clues.



'Lips the Fish' - Get your lips ready and say the sounds you can see in the word.



'Stretchy Snake' - Slide your finger along under the word and s-t-r-e-t-c-h all the sounds out slowly. Do this again until the sounds join together.



'Chunky Monkey' - Look for letter blends you might know (eg. sh, ch, th, ing, and). Look for a part of a word (eg. be, er; pic-nic = picnic) **Use your fingers to frame sections of the word.**



'Flippy Dolphin' - If you have tried the short vowel sound, flip it over and try the word with the long vowel sound. Which one makes sense? Remember: 'If two vowels are walking, the first one does the talking!'



'Sippy Frog' - Skip the word. Read to the end of the sentence. "Hop" back and try the word again.



'Tryin' Lion' - Try to read the sentence again. Read the words you already know to see what might make sense.



'Helpful Kangaroo' - When you have tried all these strategies ask for help!



# **Beginning Readers**

## **The role of a Picture Walk**

- Taking a picture walk is an essential part of the reading process, particularly before the student begins to read the words in a book.
- Too often students get a book and just want to open it and begin reading. It is vital we teach them this important step first.
- A picture chat is an opportunity for you to introduce them to words that they might find difficult to read simply by mentioning them during your talk.
- You can discuss 'possible words they might come across' before they read the book.



# Putting it into practise

We teach readers the strategies to comprehend and decode side by side!



## Independent Reading

What do readers do to help themselves understand and enjoy their reading? They ...

- Use their schema to **MAKE CONNECTIONS** between what they already know and new information in the text.
- Create MENTAL IMAGES (**VISUALISE**).
- Use their schema and clues in the text to **INFER** meaning
- Ask questions **before, during and after** reading.

## Decoding Unknown Words

What do readers do when they come to a word they don't know? They ...

- First LOOK CLOSELY at the picture and THINK about the story.
- Slide their finger along under the word and say the sounds.
- Finger frame some parts of the word, are there any little words or blends / chunks?
- Stretch all the sounds out slowly, saying them together.

Then ... try a word ...ASK :

Does it make sense?

Do the letters match?



# **Punctuation is powerful!**

## **Adding expression brings a story to life!**

- Notice and use punctuation when reading to your child.
- Encourage and model the use of punctuation when reading with your child or when they are reading to you.
- Discuss the purpose of full stops, commas, question marks, exclamation marks and speech marks.
- Talk about what the author is trying to tell you when they use bold text.
- Demonstrate what happens when we ignore these markings on the page ... how boring is it?!





# It's the same book AGAIN!

## There are hardly any words in this book!

*Building **confidence** is everything.*

*Does someone learning to play a piece of music only  
practise it once?*

*Practice makes perfect.*



### It's time to practice:

- Understanding character development, the plot, the problem and then the solution through discussion and questioning.
- Work out how the character feels in the story and thinking about what we do as readers to work that out.
- Work out that tricky word independently, using the decoding strategies and understanding from the text.
- Work towards fluency, expression and phrasing.
- For non-fiction texts encourage research to further knowledge and build on the text topic.
- Encourage your child to write about the story, or write their own story!



# Reading at home

## WHEN?

- Set aside a time each day (10 - 20 minutes).
- It is better to have a regular routine (same time each day)
- Straight after school may not be the most suitable time. Mornings are the best!

## WHERE?

- Find a comfortable place, away from distractions.

## WHAT?

- Take home reader from school,
- Library book from school.
- Favourite home and other library books.
- Write books together and read them.



# **A few of the questions you can ask to develop thinking skills and deepen comprehension:**

- .What did/can you do when you come to a tricky word?
- .How did the picture help you with that tricky word?
- .What is the problem in the story?
- .How do you know?
- .What can you tell me about ...?
- .How does the character feel when ...? How do you know?
- .How did the story end?
- .Did you think that was fair/unfair etc ... when ... happened? Why?
- .Was there any where in the story that you saw clues about ... (what happened in the middle/end?
- .What was the author's message?



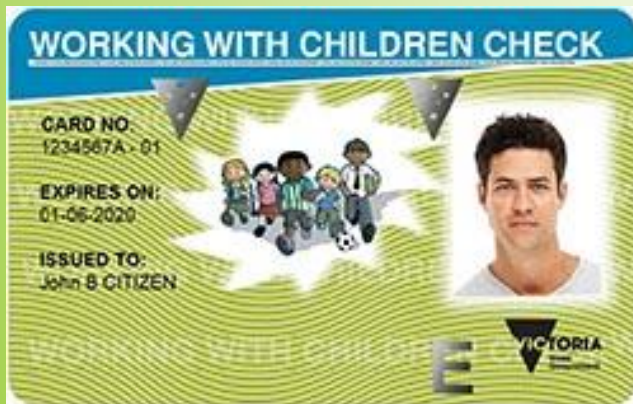


# Reading Helpers in the classroom

Each classroom has a different timetable, your teacher will send a notice out to organise the roster for next term – depending on Department directives .

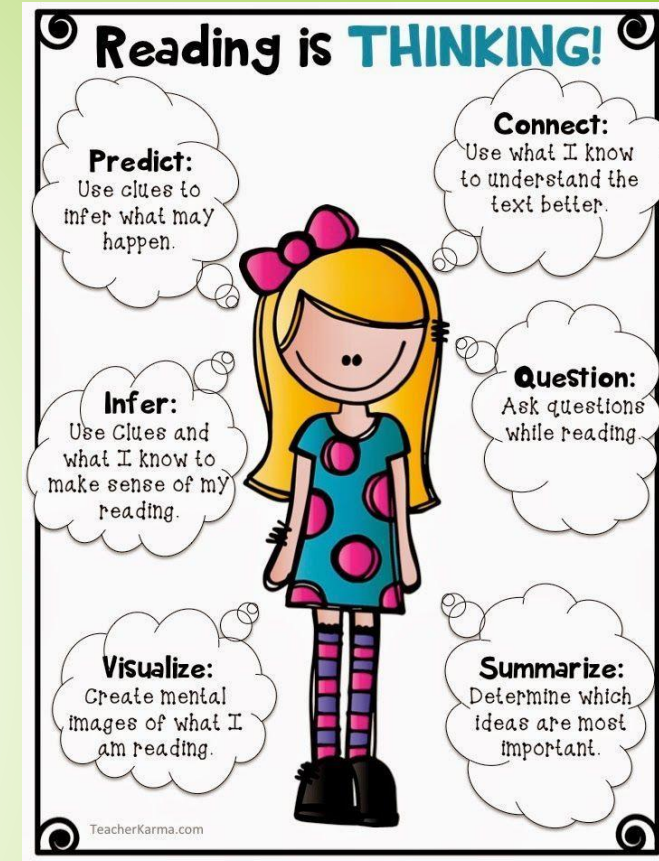
All helpers are required to have a **‘Working With Children Check’** registered at the **school office** and with their **classroom teacher**.

[www.workingwithchildren.vic.gov.au/](http://www.workingwithchildren.vic.gov.au/)



# Ultimately our role in the reading process is:

- To model good reading behaviours.
- Insist the child be **independent** in their reading (holding their own book, turning the pages themselves, pointing to the words, returning their reader bag to their school bag).
- Prompt thinking about **approach and strategies** when necessary.
- Encourage confidence, have an 'I know you can do it' attitude.
- Ask **LOTS** of questions to initiate conversation and deeper thinking.



**Always remember 'READING IS THINKING'!**

# **Thank you for coming.**



**If anyone has any questions please  
put them in the chat box or ask your  
teacher at school.**

