

# FOUNDATION NEWSLETTER

TERM TWO ISSUE TWO PAGE ONE

## Reading

It is great to see our class reading decodable books independently with a little support to blend sounds in unfamiliar words. Children benefit from having lots of practice reading aloud to adults. By making time to listen attentively to your child read regularly you are providing a strong foundation for them as they build their reading skills. Comprehension is also an important part of their reading journey. After they have read the book, please remember to refer to the parent page at the beginning of the book and go through the activities in section four.

If you would like to support our class by coming in to listen to us read, please let me know either through a diary note or an email. Thank you to Tania Williams who is listening to our class read on Monday mornings. If you wish to volunteer at school or accompany us on excursions through the year you are required to have a police check. This is to protect you and the students in our school you will be assisting. Police checks for volunteers are free and can be downloaded from the SAPOL website. You will need our Volunteer Organisation Authorisation Number which can be obtained from Fi or Sonya at the Front Office.

## Sight Words

Building a bank of common words is important. Please spend a little time each night going through the sight words in your child's book which is now kept inside their reading folder. Reviewing letter sounds is also important and should be done regularly.

## Tricky Words

Tricky words are not written exactly as they sound. To remember how to read and spell these words we have been learning to remember the tricky bits. We have learnt the tricky words: the, he, she, me, be and we. The /ee/ sound at the end of these words is written with only one <e>, even though it sounds like there should be two. To and do are similar in that the /oo/ sound is written with only one <o>. We have learnt that the letter <i> is shy, so when it appears on its own as the tricky word I, it puffs itself up and uses its capital letter. The word 'was' is tricky because we write the /oz/ sound as <as>. And the tricky word all has an /or/ sound at the beginning that we write as an <a>. Knowing how to spell 'all' means that we can spell other words like ball, call, fall, hall tall and wall.



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## Mathematics

Even though some of us find maths difficult it is important to model a positive attitude towards mathematics to our children. When we say, 'I'm no good at maths,' we're communicating a message that it's OK not to be good at maths, which can affect the way our children feel about learning mathematics at school. Talking to children about how maths is important in their everyday life makes it relevant and real. Some ideas are:

cooking in the kitchen (measurement)

operating a microwave oven (numbers and counting backwards)

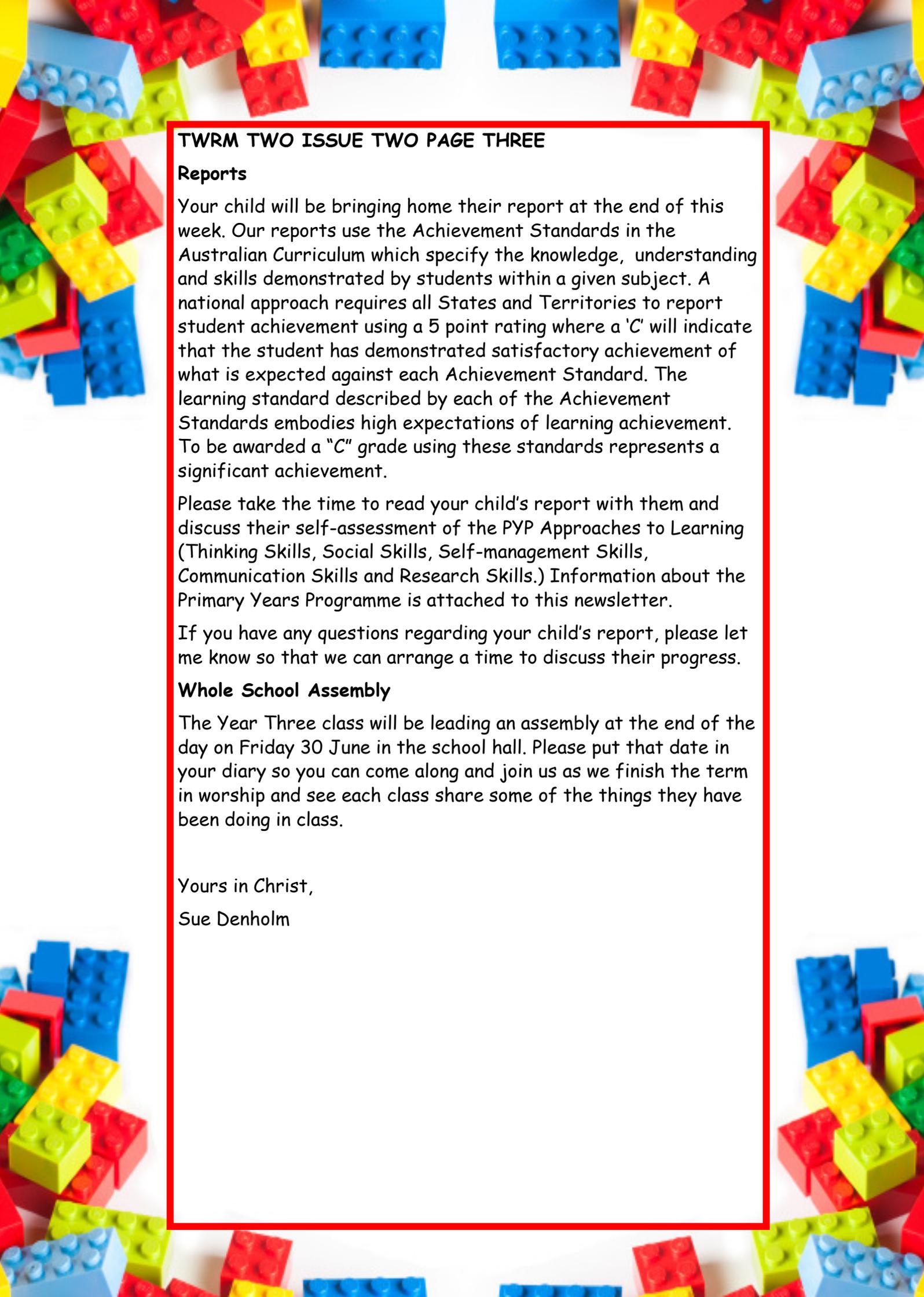
stacking containers in the cupboard (shapes)

finding a certain house number down the street (counting by twos.)

Playing games that involve cards or dice provides valuable opportunities to show that maths matters and helps them to become better mathematicians.

Ask your child to tell you the number of dots on a die each time they throw one during a board game. Eventually they will be able to do this without having to count them. These kinds of activities form the basis of working out number problems in their head. Research shows that kids who can do these things mentally have a deeper understanding of the maths involved.

When your child is adding the dots of two dice together ask them to start counting from the biggest number, eg if the dice rolled were five and two, start with the number five and then count on two more. This helps your child learn to be efficient in their number strategies. When your child works out a maths problem, such as adding the total when two dice have been rolled, ask them how they did it. When you ask your child, 'How did you get that?' they may at first say, 'I don't know', but if they realise there is an expectation that they will need to explain the way they do maths, they will start thinking about it. The more they think about how they did something, the more it might make sense to them.



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### **Reports**

Your child will be bringing home their report at the end of this week. Our reports use the Achievement Standards in the Australian Curriculum which specify the knowledge, understanding and skills demonstrated by students within a given subject. A national approach requires all States and Territories to report student achievement using a 5 point rating where a 'C' will indicate that the student has demonstrated satisfactory achievement of what is expected against each Achievement Standard. The learning standard described by each of the Achievement Standards embodies high expectations of learning achievement. To be awarded a "C" grade using these standards represents a significant achievement.

Please take the time to read your child's report with them and discuss their self-assessment of the PYP Approaches to Learning (Thinking Skills, Social Skills, Self-management Skills, Communication Skills and Research Skills.) Information about the Primary Years Programme is attached to this newsletter.

If you have any questions regarding your child's report, please let me know so that we can arrange a time to discuss their progress.

### **Whole School Assembly**

The Year Three class will be leading an assembly at the end of the day on Friday 30 June in the school hall. Please put that date in your diary so you can come along and join us as we finish the term in worship and see each class share some of the things they have been doing in class.

Yours in Christ,

Sue Denholm