

Term 2 Issue 1

## Foundation & Year One Newsletter

### **Sight Words and Phonics**

Year Ones are continuing to progress through the MIOOW Magic Words as part of their homework task each night. Magic Words are the most common words in English. The first 100 words make up half of all the words we read. Students who have mastered the Magic 200 words know 65% of all commonly used words when reading and students who have mastered all 300 Magic Words know 70% of commonly used words when reading.

Learning sight words enables students to become fluent readers who are able to recognise familiar words in order to save processing time. Common words like "the" and "an" are memorised so that they can read and process what they've read in a more efficient manner.

Teaching phonics allows students to read words that they have not seen before. Our Jolly Phonics program systematically teaches letter sounds so that students can learn to decode words, particularly ones that they don't recognise, when they read.

When the way people read is analysed it can be seen that recognising sight words is important for visual learners. When students learn sight words they are focussing on the image of the word as a whole rather than each letter sound. If your child picks up sight words easily, the chances are that he/she is a visual learner who translates words into pictures in the right side of his/her brain.

At St John's we believe that both approaches are important and as a DAS Aware School we know that a student with learning



difficulties such as dyslexia can find learning sight words challenging because they are not decodable. Our goal is to support all students and their learning styles.

As sight words appear so often and recognising them helps all students to become fluent readers our Foundation students will continue to be provided with the MIOOW Magic Words however they will be organised into groups of decodable words and words that follow particular patterns. Soon Foundation students will have a sheet of sight words at the back their letter sound book. The first group of sight words will be decodable. Please practise reading these words each school night. It is OK for your child to 'sound out' or blend the words. Our aim is to practise until we can recognise these words and say them quickly and accurately. There are some ideas for practising and learning the words in the beginning of the book.

#### **Junior Primary Assembly**

Our Foundations, Year Ones and Year Twos will be leading an assembly in the School Hall on Friday 15 June at 9.15. Please put this date in your diary as we would love to have you attend and see all the things we have been doing in our classrooms.

#### **Reporting**

At the end of this term you will receive a copy of your child's Semester One Report. The Australian Curriculum specifies the knowledge, understanding and skills to be taught and learned within a



given subject area from Kindergarten to Year Ten. Each curriculum area is accompanied by an Achievement Standard. Achievement Standards refer to the depth of understanding, demonstrated by students within a given subject. A national approach requires all States and Territories to report student achievement using the letter ratings A-E, where a 'C' rating indicates that a student is performing at the standard expected of students in that year group. 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. Information about the Australian Curriculum for Foundation students is attached to this newsletter. Please don't hesitate to ask either myself or Mrs Skinner about the Australian Curriculum and school reports if you need more information.

### **Mathematics**

Maths plays an important part in our lives. We use maths when we read a timetable, weighing out ingredients, checking our money at the supermarket and filling up the car. You can help your Foundation student by:

- Talking about their age and helping them recognise numbers up to 10
- Counting groups of objects up to 10 by touching each item once and once only.
- Sorting things into 'similar' and 'different', and talking about why.
- Using words to compare items - biggest, short, empty.
- Using words to describe the position of objects - under, next to, beside.
- Practising writing numbers up to 10.



Year Ones have been working on numbers up to 100. You can help your Year One Student by:

- Practising writing numbers up to 100.
- Grouping in tens when counting larger groups.
- Talking about how many 'tens' and how many 'ones' are in a number. 35 has three tens and five ones.
- Playing 'Guess My Number' with numbers up to 100. ( I am thinking of a number between 20 and 50. Giving clues such as higher or lower, it is an even number, etc.)

### Transition and Pre-school Visits

We have new students starting school next term. They will begin their transition program soon with visits on:

Tuesday 22 May - Eudunda Pre-school Visit to St Johns

Monday 28 May - half day

Monday 4 June - half day

Tuesday 12 June - Preschools invited to attend Bubble Show science presentation in School Hall

Monday 19 June - full day

Monday 25 June - full day

Yours in Christ,  
Sue Denholm

