PREP INFORMATION SESSION 2013
Tania, Emily, Stella, Lisa and Emma
Welcome to Prep

- The Prep team consists of Tania, Lisa, Emma, Stella and Emily.
- As a team we will be working together to ensure that all children are supported in their learning.
- Through personalised assessments we will be identifying students’ individual needs and catering for them through focused teaching groups.
- These groups may be taken by any one of our Prep teachers, who may have a strength in that particular area.
Letter Sounds knowledge

• We aim for all children to be able to recognise all the letters of the alphabet and know the common sounds they make by the end of Term One.
• Students who know already know all their letters and sounds will be introduced to the different ways sounds can be made in words.
• To support your child’s learning follow the newsletter’s handy hints and practise reading daily.
Learning outcomes expected this year in reading

• The Department of Education expects by the end of the year that all Prep students will be reading at level 5.
• At this students need to use visual cues to read a simple text.
• Knowledge of high frequency words and the sounds letters make in words, will assist the student in decoding the text.
“Where is Little Bear?” said Sam.

“Where is he?”

“He is not in here,” said Mum.
Learning outcomes expected this year in Reading

• However, at Williamstown North PS the average student achieves a level 10-12.
• Comprehension is a key component to your child’s reading progression.
• At this level students can answer literal and inferential questions about the text they have read.
The wolf did not want to get a sore mouth.

He laughed and said to the donkey, “First, I will take out the little bit of wood. Then, I will eat you. Now, let me look at your foot.”
Comprehension

Retelling Indicators to Check for Understanding

- Retold events without assistance from teacher prompts or book support
- Retold main events in correct sequence
- Interpreted picture information
- Retold coherently using appropriate vocabulary

Tick relevant boxes

Yes □ No □

Yes □ No □

Yes □ No □

Yes □ No □
Comprehension Questions to Check for Understanding

Literal

1. Why did the wolf want to eat the donkey?  
   (He was very hungry.)

2. What did the donkey say she had in her foot?  
   (a little bit of wood)

3. What did the donkey ask the wolf to do?  
   (to take the bit of wood out before he ate her)

Inferential

1. Why was the wolf very hungry?  
   (because he hadn't had his breakfast yet)

2. After the donkey kicked the wolf, why did she say, ‘You can’t eat me now’?  
   (The wolf couldn’t eat her because he didn’t have any teeth.)
Writing

- We aim for our students to achieve a level 1 in writing. This means they can use:
  - Simple punctuation (full stops and capital letters)
  - Joining words (and, but, because)
  - Spelling high frequency words correctly
  - Full sentences when writing.
Writing

• Students will be working towards using:
  • Adjectives
  • Speech marks
  • Exclamation marks
  • WOW words
  • Developing a good narrative with a beginning, middle and end.
Numeracy

At the end of the year all children should achieve these goals:

• Count forwards and backwards to at least 20.
• Make collections up to 20.
• Identify numbers before and after a given number up to 10.
• One to one correspondence
• Ordinal numbers up to 10th
• Use materials to model addition and subtraction up to 20.
• Students will share and form small collections
• Identify simple 2D and 3D shapes
**Numeracy**

- However by the end of 2013, the average student is able to:
  - Count up to 100 and beyond.
  - Count by 2s and 10s.
  - Read, write and recognise numbers to 100.
  - Recognise odd and even numbers and find number patterns.
  - Solve simple number problems using concrete materials, diagrams and tables.
  - Students’ will develop an understanding of multiplication through the repeated addition and groups of.
  - The concept of division will be introduced through arrays and sharing groups of materials.
Numeracy

• Students will be challenged with open ended problems, where they will identify more than one possible answer.
• Students will be able to use a variety of strategies to solve problems (table, chart, diagram)
• Students will develop their ability to articulate and record their mathematical thinking.
• There is more than one way to solve a problem.
Inquiry

• During our unit of Inquiry students will be:
  • Encouraged to pose their own questions
  • Investigate the concept through areas of interest and their own experiences.
  • We are at school
  • Changes
  • How we can keep ourselves safe
  • Moving things