

# **Welcome**

## **Literacy**

### **Information Evening**

**Sue Peterson – Literacy Coach**

**Giorgia Moss – Literacy Coach and I&E**

**Crissy Samaras – Numeracy Coach and I&E**

**Jess Kennedy - I&E**

# Professional Learning Team- PLT

Teachers work collaboratively in and across year levels in PLTs to plan, assess, gather and discuss data on student learning in order to address four key questions;

1. *What do we want students to learn?*
2. *How do we know if they have learned it?*
3. *What do we do if they don't know it?*
4. *What do we do if they already know it?*

# Teaching & Learning

**Power Standards:-** *At each level the skills and knowledge within key concepts in the national curriculum that we want every student to acquire (currently established in Number & Writing-Language Conventions, Writing process).*

**Pre/Post Assessment:-** **formative, timely, ongoing, summative**

*Valid and fair, examine data and identify areas for discussion, discuss the team's action plan to address the results.*

**Intervention & Extension:-** *To address how we go about responding to the key questions. (Support provided to each Year Level*

**Fluid Groups:-** *The **flexible grouping** strategy utilized by teachers allowing opportunities for them to target the learning focus to their students needs.*

**Teachers:-** *Students will work with all teachers in their year level including the teachers in the intervention and extension program allocated to that particular level.*

## Foundation Level Power Standard~ Writing

**Every student will learn the following Power Standard within this content strand**

### LANGUAGE

1. Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high frequency sight words and known words

#### Elaboration:

- Recognise the most common sounds made by each letter of the alphabet, including consonants and short vowel sounds
- Writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words
- Know that spoken words are written down by listening to the sounds heard in the word and then writing the letters to represent those sounds

### Success Criteria

*What are the knowledge and skills underpinning the standard?*

Skills	Knowledge
<ul style="list-style-type: none"><li>• Use word families to attempt to spell a similar word</li><li>• Change an onset to make a new word</li></ul>	<ul style="list-style-type: none"><li>• Be able to hear initial and end sounds</li><li>• Identify the rime in a word</li><li>• Identify the onset</li><li>• Know that changing the onset can make a new word</li></ul>

## Level 1 Power Standard~ Writing

Every student will learn the following Power Standard within this content strand

### LANGUAGE

#### 1. Know how to use onset and rime to spell words

##### Elaboration:

- The separate sounds in a syllable or one-syllable words (for example, in 'cat' the onset is /c/ and the rime is /at/; in 'shop' the onset is /sh/ and the rime is /op/). Word families can be constructed using common onsets such as /t/ in 'top', 'town', 'tar', 'tap' or common rimes such as /at/ in 'cat', 'pat', 'sat', 'rat'.

### Success Criteria

*What are the knowledge and skills underpinning the standard?*

Skills	Knowledge
<ul style="list-style-type: none"><li>• Use word families to attempt to spell a similar word</li><li>• Change an onset to make a new word</li></ul>	<ul style="list-style-type: none"><li>• Be able to hear initial and end sounds</li><li>• Identify the rime in a word</li><li>• Identify the onset</li><li>• Know that changing the onset can make a new word</li></ul>

## Level 2 Power Standard~ Writing

**Every student will learn the following Power Standard within this content strand**

### LANGUAGE

1. Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words.

#### Elaboration:

- Drawing of knowledge of high frequency sight words
- Drawing on knowledge of sound-letter relationships (for example breaking words into syllables and phonemes)
- Using known words in writing to spell unknown using developing visual, graphophonic and morphemic

#### Success Criteria

What are the knowledge and skills underpinning the standard?

#### Skills

- Can spell the first two-hundred Oxford Words accurately
- Able to take apart multi-syllable words to spell the parts accurately, e.g. unladylike
- Use knowledge of phonics to generate multi-syllable words
- Identify the concept of plurals and plural forms
- Recognise and form past tense by using word endings such as ed, es
- Use known words and word parts (onset/rimes) br+ing=bring
- Identify base words to create new word, e.g. run/runs, runner, running

#### Knowledge

- Examine and study the first two-hundred Oxford Words
- Understand how to use syllabification
- Understand that your knowledge of phonics can be used to generate multi-syllable words
- Understand the concepts of plurals and plural forms
- Understand past tense by using word endings
- Understand how to use known words and word parts

# **Gradual Release of Responsibilities Model ~ Reading**

**Whole Class Learning Focus – Short, Sharp, Explicit Modelling  
Through Read Aloud or Shared Text**

**(Teaching Group)  
Guided Reading  
Reciprocal Teaching  
Literature circle  
Conferencing 1 on 1**



**Independent Reading –  
Student focus  
continues on the  
Comprehension  
Strategies, reading  
their 'Just Right Books'**

**Whole Class  
Articulation  
Connected to the  
Focus & Success  
Criteria for All  
Students**

# Comprehension Strategies

To ensure that our students become more proficient readers during first term we have focused on the teachers selecting the COMPREHENSION STRATEGIES. These Strategies are: -

- ☐ Prediction and Prior Knowledge
- ☐ Visualising
- ☐ Questions and Questioning
- ☐ Summarising
- ☐ Text Structures and Features
- ☐ Think Aloud



# PREDICTION & PRIOR KNOWLEDGE

This strategy requires students to make predictions about what might happen next in the story that they are reading or how a character might react.

Students can use the following sentence starters to explain their understanding: -

- ☐ I think.....
- ☐ I'll bet.....
- ☐ I wonder if.....
- ☐ I imagine.....
- ☐ Based on what
- ☐ **Making connections** in their text to themselves, their world and to other texts.

# Questions & Questioning

Students ask relevant questions about their text before, during and after reading to ensure that they are developing an understanding of their reading.

- ☐ Who is.....?
- ☐ What is.....?
- ☐ Where is.....?
- ☐ I wonder.....?
- ☐ I was confused when.....
- ☐ How could that be.....

# Text Structures & Features

Student use appropriate language to talk about the structure of texts.

❑ Students use text structure and features to locate information from a variety of text. Student look at the language (tense, vocabulary, signal words) for time and order and the type of support such as art work (illustrations, photographs, diagrams) and aids to organise language (context, index, Glossary).

❑ Student use text structure and features to anticipate story line.

# Think Aloud

‘Think Aloud’ is when readers recognise, and talk ‘out loud’ through the process that is occurring in their head, as they read. Students monitor their own thinking process, adjust their thinking to achieve clearer comprehension, and use the ‘adjustment’ for any future refinement , in making, as they read.

An example of the ‘Thinking Aloud’ Strategy maybe..... I‘m thinking..... because....., I‘m wondering..... because.....’

# Visualising

By creating a picture in our minds as we read we can understand the story better.

Creating images not only helps us comprehend, but helps us to remember.

- ☐ When I read this, I imagine this.....
- ☐ As I read, in my mind I see.....
- ☐ What kinds of pictures come to mind when I say the word/phase \_\_\_\_\_?

# Summarising

This is where the main or key idea in a piece of text is identified and any unnecessary information is not included.

Sentence starters are: -

- ☐ The main idea is.....
- ☐ The KEY INFORMATION that I read was.....
- ☐ The most important thing that happened in today's reading was.....

# The Reading Hour at WNPS

- ❑ Daily Independent Reading for all students take place after demonstration or explicit teaching in Read Aloud or Shared Reading so that students may 'practise' the comprehension strategy they have been learning about.
- ❑ What is learned about students in Individual Conferences, and Independent Reading informs what is taught in Read Aloud, Shared Reading, Reciprocal Reading and small teacher focus groups.
- ❑ Independent Reading is taking place when students are able to read the text and can understand what they are reading. We call these text 'Just Right Books'.

# Home Reading

- Home reading is designed for students to consolidate what has been learning in the classroom.
- Students will be taking home a number of Just Right books each day.
- Students may choose to read the same book a number of times and this should be encouraged to improve fluency and comprehension. To rehearse the purpose of reading, to gain meaning from print, the book needs to be familiar to the student.



# Classroom Libraries

All classrooms have a 'Classroom Library' where students are able to self-select texts, borrow and make choices of the types of books, they are interested in having in their rooms e.g. Author, Topic etc.



# **Gradual Release of Responsibilities Model ~ Writing**

**Whole Class Learning Focus – Short, Sharp, Explicit Modelling  
Through Interactive Guided Modelled, Shared Writing**

**Small teaching group**  
- Interactive Writing.  
- Language Experience.  
- Guided Writing.  
- Teacher Conducting roving conferences

**Student engaged in Independent Writing Tasks,  
working on various aspects e.g.**

1. Craft of Writing.
2. Genres – Writing Continuum.
3. Writing Process – planning, composing, recording, revising or publishing.
4. Writers Notebook.
5. Hand Writing/Spelling Investigations.

**Whole Class Articulation  
Connected to the Focus &  
Success Criteria for All  
Students**

# The Writer's Notebook

- It's like an artist's sketchbook of the writing craft, e.g. thinking, planning.
- It is a place to write that is free of risk – The Writer's Notebook should be a low risk, high comfort place for students to write. **No one is checking for grammar and spelling errors (however, individual writing conferences and editing occurs at the later stages).**
- It helps develop writing skills.
- It helps develop a curiosity about writing.
- It helps develop awareness of text types and genres.
- It is a writing tool that is used on a weekly basis.
- Not limited to print, students may include sketches, photos, and diagrams.
- It grows to support the Writer as they strive to 'live' like Writers.



# Parent Helpers

**Assist students in the classroom under the direction of the classroom teacher by;**

- Following the direction/s of the classroom teacher.
- Working with individual or small groups of children as directed by the classroom teacher.
- Providing a role model for learning for all children.
- Support and encourage students by praising their efforts.
- Ask for help when you are not sure.
- Encourage children to remain on task.

## **Retain Confidentiality**

- The privacy of both parents and children **must** be respected at all times. This is a requirement by legislation under the 'Privacy Act'.

# **Welcome**

## **Numeracy**

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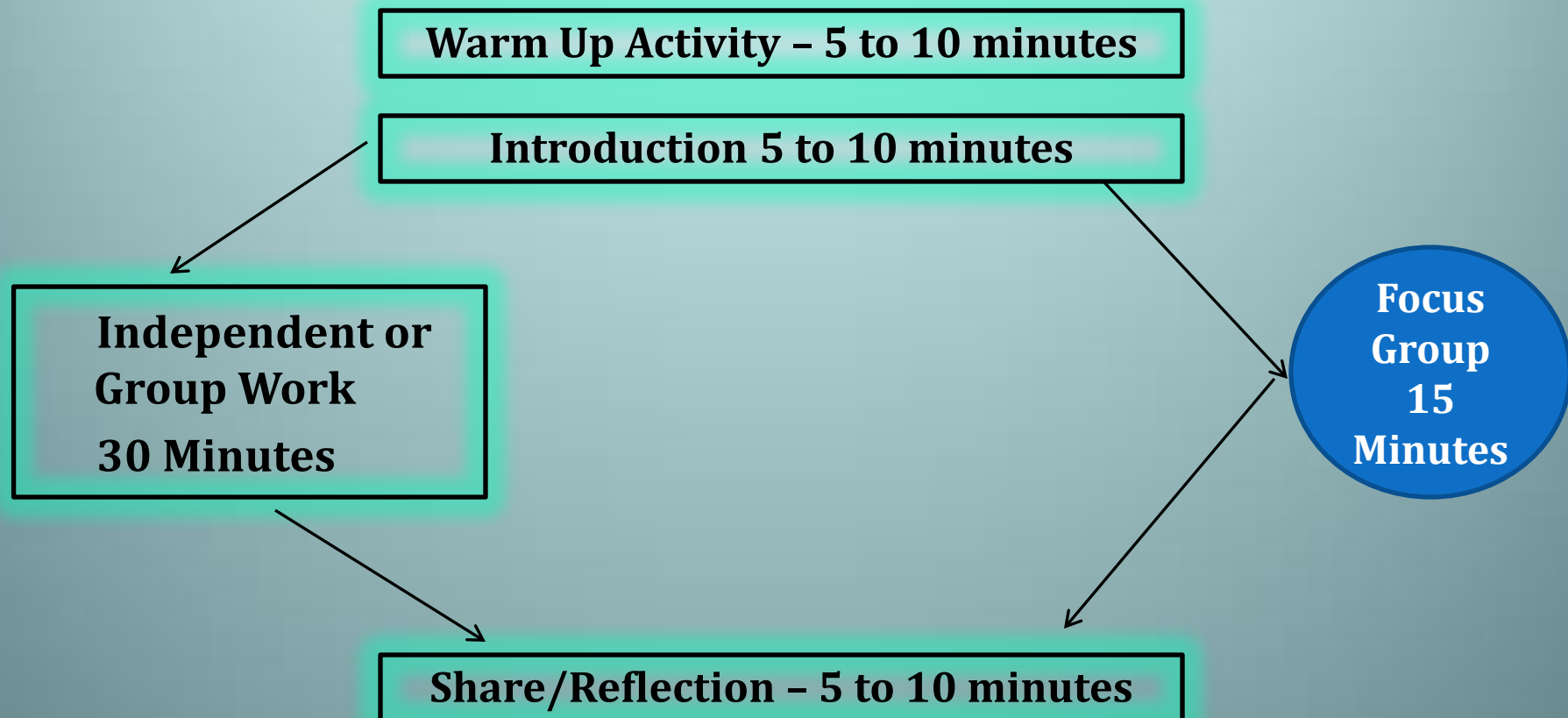
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# Gradual Release of Responsibility Model ~ Numeracy





# The Language of Mathematics

## **+ Addition**

plus  
add  
and with  
joined together  
combine  
how many altogether  
more than  
total  
joined with

## **= Equals**

makes  
same as  
balanced  
total

## **- Subtraction**

take away  
subtract  
less than  
minus  
remove  
difference between

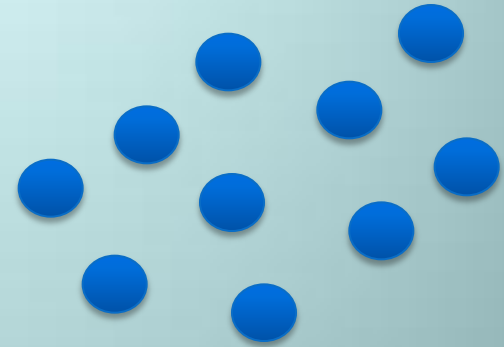
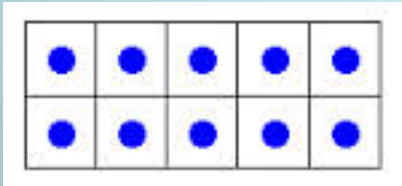
## **X Multiplication**

groups of  
i.e. 3 fours, 2 fives  
lots of  
rows of  
times  
multiplied by  
product

## **÷, Division**

how many  
shared between  
divided by  
quotient

# Teaching concepts...



materials

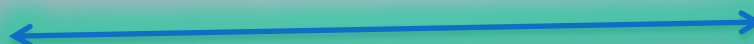
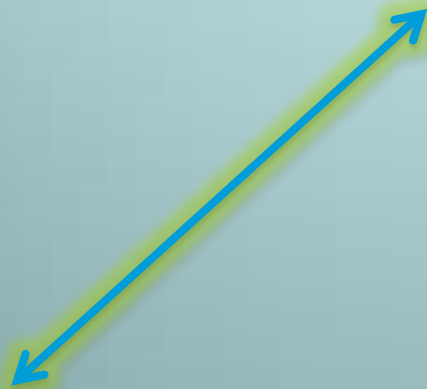
language

*ten*

*10 ten ones*

symbol

*10*



# Problem Solving Strategies

Make a table

4 legs	2 legs	no legs
cat dog	boy emu	snake

Make a list

- 4 dogs
- 3 cats
- 7 rabbits

Draw a picture/diagram



Act it out



Make a model



Identify a pattern

5, 10, 15, 20

Write a number sentence

$$3 \times 4 = 12$$

Solve a simpler, related problem

102, 104 ???  
2, 4, 6, 8, 10...

Guess and Check



Work backwards



# WNPS POWER STANDARDS ~ NUMBER

## Foundation Level Power Standard~ Number

*Every student will learn the following Power Standard within this content strand*

### 1. COUNTING

Count to and back from 20 from any starting point, recognize numbers before and after to 20.

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#### Success Criteria

*What are the knowledge and skills underpinning the standard?*

Skills	Knowledge
<ul style="list-style-type: none"><li>• Say number words in sequence</li><li>• Count forwards and backwards to 20</li></ul>	<ul style="list-style-type: none"><li>• Understand that numbers can be written as words</li><li>• Know numbers are in a particular order</li></ul>

## Level 1 Power Standard~ Number

*Every student will learn the following Power Standard within this content strand*

### 1.COUNTING.

Counts forwards and backwards up to 100

#### Success Criteria

*What are the knowledge and skills underpinning the standard?*

Skills	Knowledge
<ul style="list-style-type: none"><li>• <i>Know numbers before and after a given number</i></li><li>• <i>Recognises that there are patterns in the number system</i></li><li>• <i>Understands skip counting patterns by 2s, 5s and 10s</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Count by ones forwards and backwards correctly in a sequence 1-100 fluently</i></li><li>• <i>Count by ones forwards and backwards from different starting points to/from 100</i></li><li>• <i>Count on from a specified number to a specified number</i></li><li>• <i>Identify odd and even numbers</i></li><li>• <i>Identify patterns on a hundreds chart</i></li><li>• <i>Continue skip counting patterns involving 2s, 5s and 10s from 0</i></li><li>• <i>Skip count by 10s from any given starting point up to 100</i></li><li>• <i>Use materials to demonstrate skip counting</i></li><li>• <i>Complete and create own counting patterns using numbers</i></li><li>• <i>Count collections of groups by 2s, 5s and 10s</i></li></ul>

## Level 2 Power Standard~ Number

*Every student will learn the following Power Standard within this content strand*

### 1. COUNTING.

Count forwards and backwards up to 1000

#### Success Criteria

*What are the knowledge and skills underpinning the standard?*

Skills	Knowledge
<ul style="list-style-type: none"><li>• Know numbers before and after a given number</li><li>• Understand final digit patterns of familiar patterns</li><li>• Understand skip counting patterns by 2s, 3s, 5s and 10s</li></ul>	<ul style="list-style-type: none"><li>• Count orally forwards and backwards by 1s from any number beyond 100 to 1000</li><li>• Count orally by 2s, 3s, 5s and 10s from any given starting point</li><li>• Count backwards by 10s from 3 digit multiples of 10</li><li>• Count by 100s to 1000</li><li>• Describe patterns in number sequences, such as adding 10 always results in the same final digit</li></ul> <p>(* with <b>developing</b> fluency)</p>

# Questions, Reflecting & Feedback

<b><i>When they begin a piece of work</i></b>	<b><i>If they have difficulty</i></b>
<ul style="list-style-type: none"><li>• What / How can you improve...?</li><li>• How did that happen?</li><li>• What did you get out of it?</li><li>• Why was that?</li></ul>	<ul style="list-style-type: none"><li>• Could you try to ...?</li><li>• What about...?</li><li>• Why not...?</li><li>• Have you considered...?</li><li>• Have you compared your ideas with...?</li><li>• Would a ... help...?</li></ul>
<b><i>While they are working</i></b>	<b><i>At the end of a lesson</i></b>
<ul style="list-style-type: none"><li>• Did you decide to...?</li><li>• Where might...?</li><li>• Have you...?</li><li>• Can you think of...?</li><li>• Can you explain how you...?</li></ul>	<ul style="list-style-type: none"><li>• What / How can you improve...?</li><li>• How did that happen...?</li><li>• What did you get out of it...?</li><li>• Why was that...?</li></ul>

# Reflection Sentence Starters

*Today I found out...*

*I really liked... because...*

*I'm still not sure about...*

*Next time I would...*

*I could teach someone else to... because...*

*I discovered that...*

*I hope we..*

*I found it helpful to...*

*Today I used...*

*A great strategy is*

*I have learnt...*

*I was thinking...*

*Something tricky for me was...*

*My greatest challenge was...*

*Something new for me was...*

*A handy hint is...*



# Parent Helpers

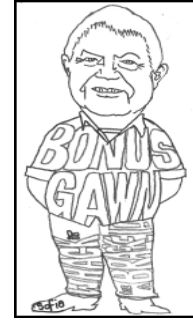
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- Support and encourage students by praising their efforts.
- Ask for help when you are not sure.
- Encourage children to remain on task.

## **Retain Confidentiality**

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# Top tips!



- *Be positive about maths.*
- *Don't tell. Let kids discover.*
- *Give kids think time. Let them process the information.*
- *When a child has given an answer tell them you're pleased before you ask them to elaborate.*
- *Never let a chance go by make connections.*

*Rob Vingerhoets  
Numeracy Consultant*