

Year 1 Parent Information Evening



**Strengthening home-school
partnership**

Information we will be covering includes:

- Classroom experiences
- Monitoring reading progress at school
- Expectations for a year 1 student
- How to help with reading and writing at home





We will also explore:

- The year 1 Maths Program
- How Maths is taught
- Explore how to help with Maths at home



Quality

- Revisiting the school values
- Building the class team
- Helping students establish social links with each other
- Setting up classroom processes



Parking Lot



What is
going well?



What can
we improve?



What are
the questions?



What are the
issues and ideas?

Speaking & Listening:

- Students are encouraged to communicate their ideas
- Help students to use their imagination
- Skill development including, whole body listening, addressing an audience
- Links to all areas of the curriculum




















Writer's Notebook


- Each class have their own Writer's Notebook
- As a class we pick a 'seed' to think about and brainstorm ideas that we have
- A seed can be any topic, object, photograph etc. that we then stem ideas from
- 'Writing is thinking' this gives students freedom to write about anything this seed may allow them to think about








showing movie to 2107



See 

- Movie 
- Popcorn 
- Screen 
- Coke 
- captain underpants 
- McDonalds 
- carpet 
- sleeping 
- People 
- Chocolate 
- chairs 
- ice-cream 
- games 
- darkness 
- drinks 

{feel 

- excited 
- happy 
- flabbergasted
- tickets 
- suprised
- buttons
- normal
- popcorn 
- shocked 
- sleepy 
- seats 
- drinks

think?

- movies
- tickets
- lines
- popcorn
- chairs
- drink
- candy bar
- times
- what you watch

what we can write about

- list cool movies
- list boring movies
- recount of when I went to the movie
- rules when you watch a movie
- story about going to the movies
- going to the arcade
- instructions to make popcorn



The Reading Program



Classroom Reading

- The class program is carefully structured and planned to provide time for effective teaching.
- It involves the use of many resources: books, web sites, games, parent helpers and support staff.

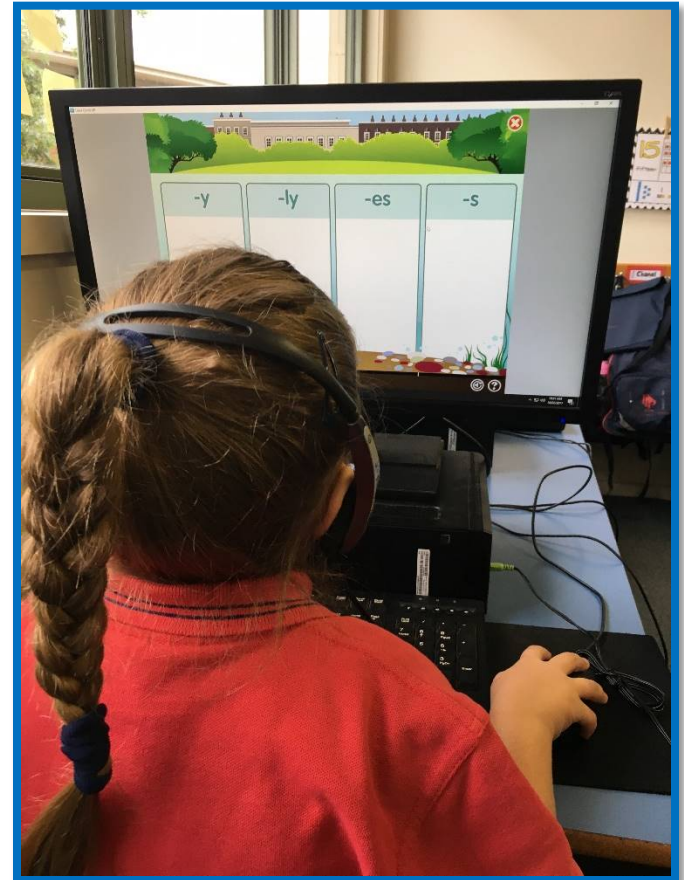




Each reading session is made up of several components.

1. Mentor texts are used to introduce the reading strategy for the week.
2. Students practise a reading strategy in a short independent reading time (5- 10 minutes).
3. Students complete set tasks practising using their reading strategies or participate in a small focus group.
4. Students share their learning with the whole class.

In each reading lesson students will be completing tasks as a group or working independently. These tasks enable each student to practise reading skills suitable for their particular stage of learning.





The Lexia Core 5 reading program


The Core 5 reading program is an online reading program the school is using as part of our Prep to 2 reading program.

- Approximately 60 minutes a week in class as part of our reading workshop activities
- Individualised program
- Skill practise in phonics, hearing sounds in words, rhyming words, comprehension and vocabulary skills
- Additional source of data to work out each child's individual learning needs

Monitoring reading progress

How do we know what level children are on?

- Student records and assessment data are passed on from year to year
- The data collected is regularly analysed and used for planning
- A major part of reading data is a Running Record
- Running Records are taken on an average of once a month or when there is a significant change in a child's reading behaviour

Record of Reading Behaviour 


Name:	Age:	Date:
Title:	Level:	Word Count:
Introduction:		
Decoding Check:	Cue Use:	E SC
	Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics): Word similarity: Letter cluster: Initial letter:	
Strategy Use:	Fluency:	
Directionality <input type="checkbox"/> Searching <input type="checkbox"/>	Fluent reading <input type="checkbox"/>	
1-to-1 matching <input type="checkbox"/> Checking <input type="checkbox"/>	Non-fluent reading <input type="checkbox"/>	
Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/>	Using punctuation <input type="checkbox"/>	
Questions:		
Comprehension: comprehensive understanding general understanding needs help		
Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/>		

6

Monitoring reading progress

A Running Record is used to find out if a child is:

- Reading fluently
- Understanding what they read
- Decoding words
- Thinking about what they read



Record of Reading Behaviour

Name: J	Age: 6.6	Date: August 9
Title: Charlie Helps Save Dad	Level: 9	Word Count: 115

Introduction:
This story tells how Charlie the dog helps out when Dad has an accident.

<p>Decoding Check:</p> <p>Error Rate: $\frac{RW}{E} = \frac{115}{3} = 1:38$</p> <p>Accuracy (%): 97%</p> <p>Self-correction Rate: $(E-SC) = 1: \frac{3+3}{3} = 1:2$</p>	<p>Cue Use:</p> <p>Meaning (Semantics): <input checked="" type="checkbox"/></p> <p>Language structure (Syntax): <input checked="" type="checkbox"/></p> <p>Visual (Graphophonics): <input checked="" type="checkbox"/></p> <p>Word similarity: <input checked="" type="checkbox"/></p> <p>Letter cluster: <input type="checkbox"/></p> <p>Initial letter: <input type="checkbox"/></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>E</td> <td>SC</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	E	SC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E	SC									
<input checked="" type="checkbox"/>	<input type="checkbox"/>									
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<input checked="" type="checkbox"/>	<input type="checkbox"/>									

<p>Strategy Use:</p> <p>Directionality <input checked="" type="checkbox"/> Searching <input checked="" type="checkbox"/></p> <p>1-to-1 matching <input checked="" type="checkbox"/> Checking <i>same</i></p> <p>Monitoring <input checked="" type="checkbox"/> Self-correcting <i>same</i></p>	<p>Fluency:</p> <p>Fluent reading <input checked="" type="checkbox"/></p> <p>Non-fluent reading <input type="checkbox"/></p> <p>Using punctuation <input checked="" type="checkbox"/></p>
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Questions:

How did Charlie help Dad? *He scratched and barked so a man came.*

What other things could Mum have done? *Tried to pull Dad out. Shouted out 'help'.*

Tell me other words that have ch in them like Charlie and scratched. *children, church*

Comprehension:

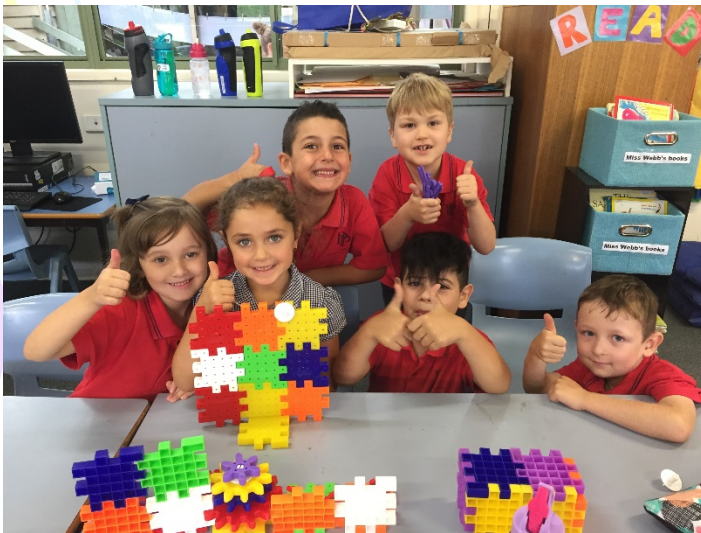
comprehensive understanding ☒ general understanding needs help

Reading Level: Accuracy, cues, strategies and comprehension

Easy ☒ Instructional ☐ Difficult ☐

Fine motor skills program

- Teaching handwriting skills and reinforcing letter/ sound knowledge
- Developing students' fine motor skills using a range of activities and equipment



Home Learning

- Recommendation for year 1 is up to 30 minutes a day
- Reading 10- 15 minutes a day. Please ask your child some questions about the text. All students have access to the school library on a weekly basis and are encouraged to borrow two books
- Mathematics
- Spelling investigations in term 2. Information regarding this will be sent home in the home learning book



Home Learning Guidelines

In Year One students are expected to...

- Regularly borrow books to practise reading. These books are to be borrowed from the home reading book boxes. It is also an expectation that students will borrow from the school library.
- Read for approximately 10 to 15 minutes each night. The details need to be recorded in the home learning book.
- Practise reading and writing the high frequency words.
- Complete fortnightly spelling investigations, beginning in term 2.
- Complete Mathletics tasks.
- Complete any additional activities that will be given by your teacher.



Home learning is ongoing.

If you have any questions or concerns please speak to your child's teacher.
Please sign below

[illegible]

Here is your child's **Mathletics** login details. Go to www.mathletics.com and fill in the username and password to access Mathletics.

As discussed with the students, passwords are private and only to be shared with trusted adults.

If your year one child has older siblings at home, please do not let them login and complete tasks.

If you have any issues with Mathletics please speak to the class teacher.

It is an expectation that Mathletics tasks are completed as part of the home learning program. You will receive more information shortly.



STUDENTS NAME

Username:

Password:

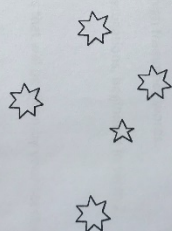
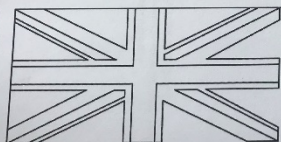
www.mathletics.com/signin



Advance Australia Fair

Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil,
Our home is girt by sea;
Our land abounds in Nature's gifts

Of beauty rich and rare;
In history's page, let every stage
Advance Australia fair.
In joyful strains then let us sing,
Advance Australia fair.



© TeachThisWorksheet.com

Writing the Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

In Year 1 it is expected that students write using unjoined lower case and upper case letters on dotted third lines.

This chart shows direction for correct letter formation.

Please use it to assist your child with their handwriting and to practise their skills at home.

They must use correct posture and pencil grip and understand how each letter is constructed, including where to start and the direction to follow. Letters need to be legible and of consistent size.

Spelling program


- Beginning in Term 2, students will receive a spelling investigation to complete each fortnight.


Year 1 Home Spelling

Name: _____

Remember: We learn to spell pattern by pattern, not word by word. We are Strategic Spellers!

Find words with the same pattern- 'sh', shower, shop or ship

 **Sound Strategy:** It sounds the same.

 **Visual Strategy:** Trace around words with shape boxes e.g.:

the

pen

1.

2.

3.

4.

5.

6.

Home reading experiences



- The home reading program is designed to nurture enjoyment and interest in books
- To establish routine
- Practise and maintain reading skills and fluency
- Further develop comprehension skills

Reading at home

Research tells us that what parents do at home does make a difference

- Regular reading time
- Share home reading books and old favourites from home
- Try to read books more than once. It is very important in the early stages of reading
- Talk about the book. Look at the pictures. What do you think the book will be about? What do you already know about this topic? Do a search for words with your child e.g. find me the word that starts with b.....
- *Pause, Prompt and Praise* – This can be used to help readers when they come across a difficult word



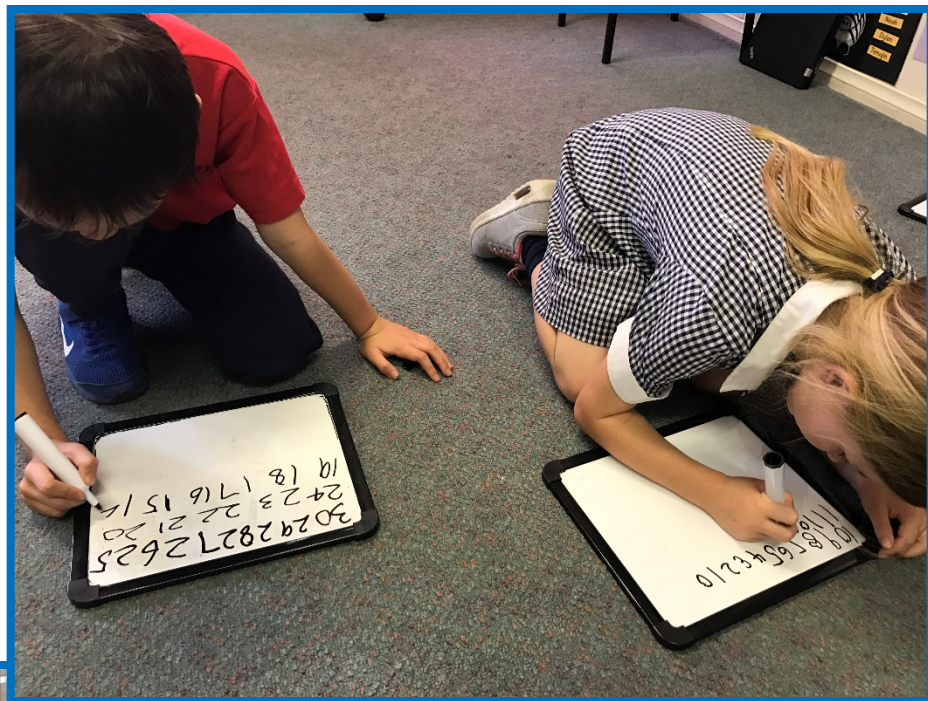
The Maths Program



How we teach Maths

Our PPPS maths program is based on research of how children best learn maths and the Early Years Maths Program.







Focused Maths teaching lessons

- The lesson starts with a whole class warm up game followed by the maths focus. Next, students work on independent tasks to practise the skill. The teacher will work with individual students or small groups of students throughout the lesson.
- Tasks cater for individual abilities and extend and support each student as needed. We use a wide range of materials as well as games and computer programs.
- At the end of each lesson we talk about the maths we have explored and the strategies we used.



Maths Online Interview

- Throughout the year
- Individual testing
- Recorded online
- Checks for individual skills and understanding
- Results are used for future planning

How you can help?

There are many simple yet effective ways that you can help your child develop their Maths skills at home. It is a great way to help children see the Maths in everyday situations.

- Short practise sessions (e.g. whilst preparing dinner, in the car etc..)
- Cooking activities- counting, weighing ingredients, sharing food, measuring quantities
- Shopping activities- handling coins, weighing (hefting) fruit and vegetables
- Numbers around us- street numbers, speed signs, calendar
- Playing games- web site games, dice games, snakes and ladders, Monopoly.
- Calendar- recording family events, counting down the days, months...
- Clock- half past times on analogue and digital clocks
- Shape search around the house/neighbourhood
- Giving and listening to directions e.g. left, right, forward, backwards
- Mathletics



Questions

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