

# **Year 1 Parent Information Evening**



**Strengthening home-school  
partnership**

# **Information we will be covering includes:**

- Classroom and home reading 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.
- Expectations for a year 1 student.
- Explore how to help with Maths at home.



# Quality

- Teaching 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?

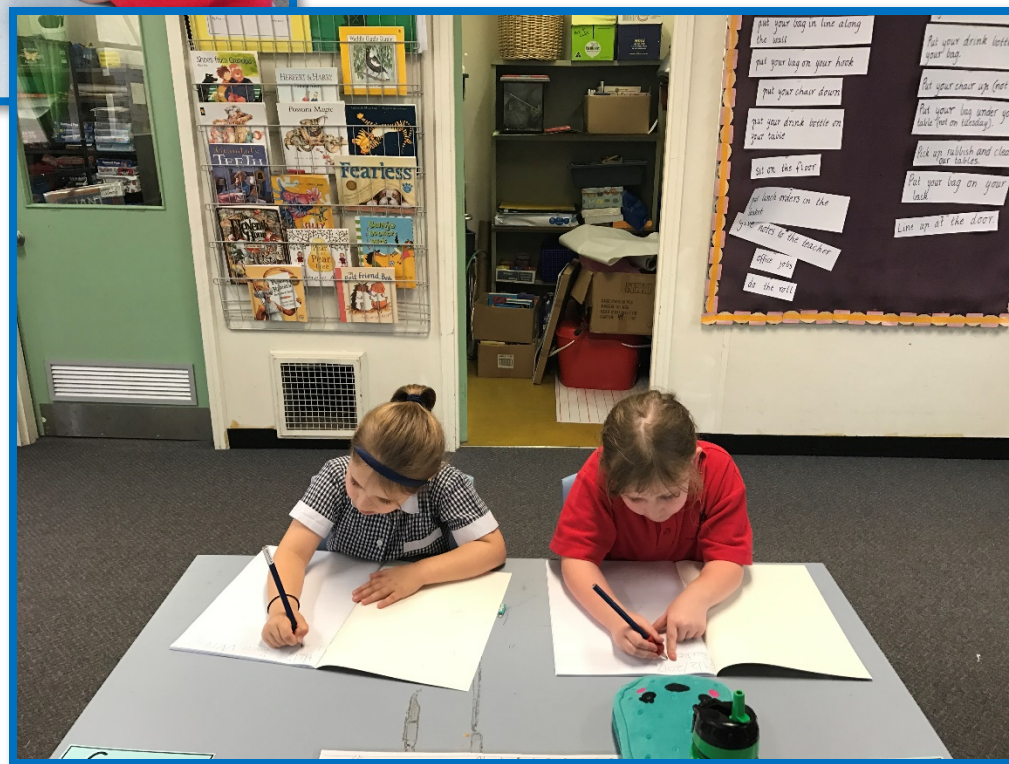


What are the  
issues and ideas?

# Writing / Speaking & Listening

- Students being encouraged to communicate their ideas
- Helping students use their imagination
- Sequential development of skills - handwriting, writing, spelling, speaking and listening
- High levels of engagement
- Link to Science, Humanities and Health content







# Writers Notebook
















- This year each class will have their own 'Writers 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

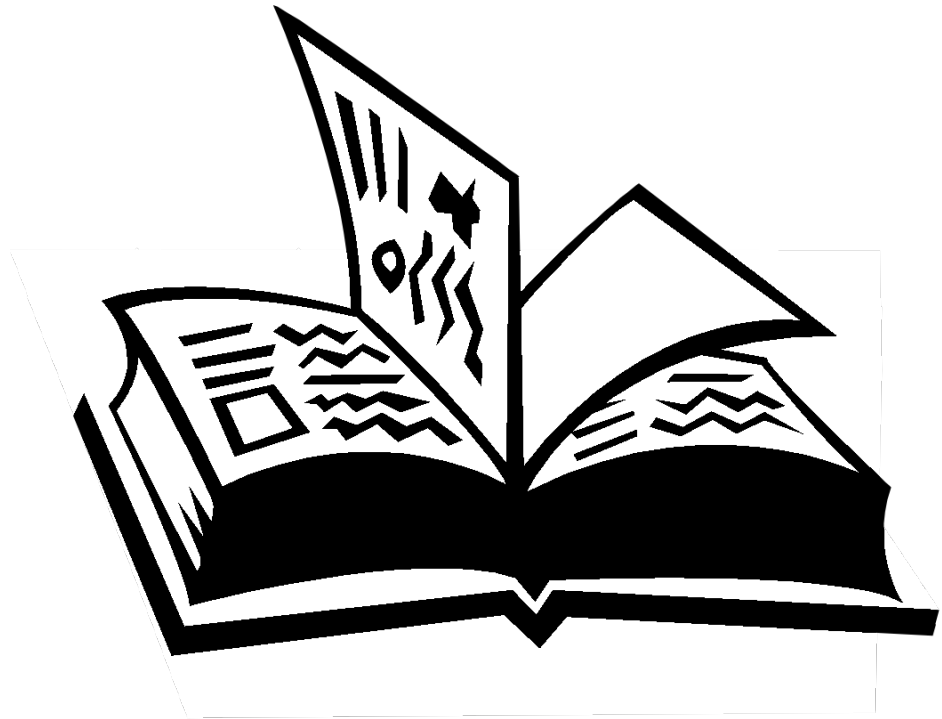
think?

- 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.





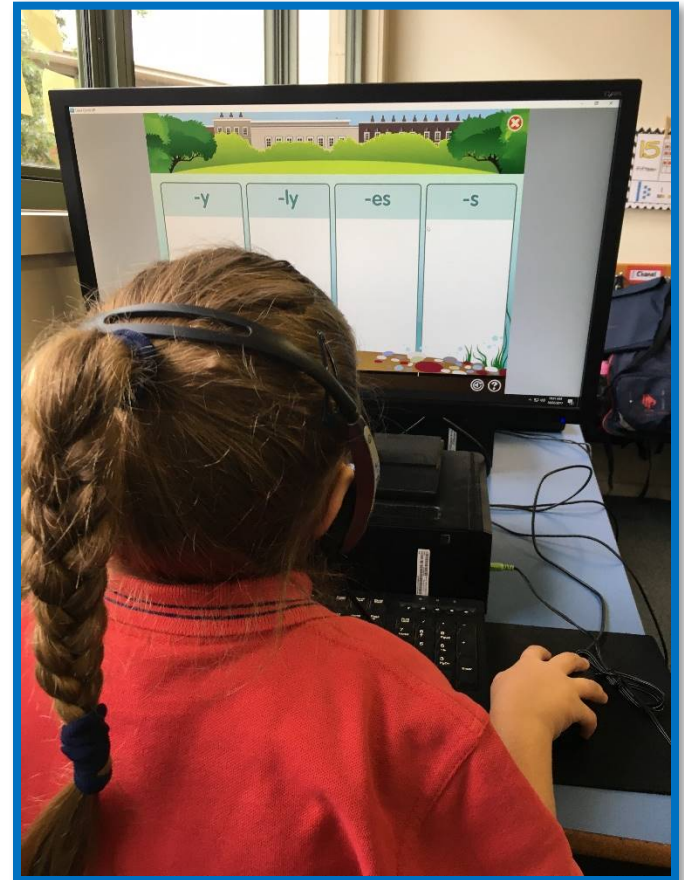


Each reading session is made up of several components.

1. Shared texts are used to introduce the class focus for the week.
2. Students practise the class focus in a short independent reading time.
3. Students complete set tasks to practise their skills or read with the teacher in a small focus group.
4. Students share their learning with the whole class.



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



Teachers use texts similar to the home reading books. Unlike the home reading books however, the texts used in the teaching program are very accurately levelled and designed to assist with specific teaching strategies.





# The Lexia Core 5 reading program

The Core 5 reading program is an online reading program the school is using this year as part of its Prep to 3 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
- Applying word attack strategies
- Thinking about what they read



## Record of Reading Behaviour

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

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

<p><b>Decoding Check:</b>            Error Rate: <math>\frac{RW}{E} = \frac{115}{3} = 1:38</math>            Accuracy (%): 97%            Self-correction Rate:  <math>(E-SC) = 1: \frac{3+3}{3} = 1:2</math> </p>	<p><b>Cue Use:</b>            Meaning (Semantics):            Language structure (Syntax):            Visual (Graphophonics):                Word similarity:                Letter cluster:                Initial letter:         </p>	<div>E</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>SC</div> <div></div> <div></div> <div>✓</div> <div></div> <div></div>
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<p><b>Strategy Use:</b></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><b>Fluency:</b></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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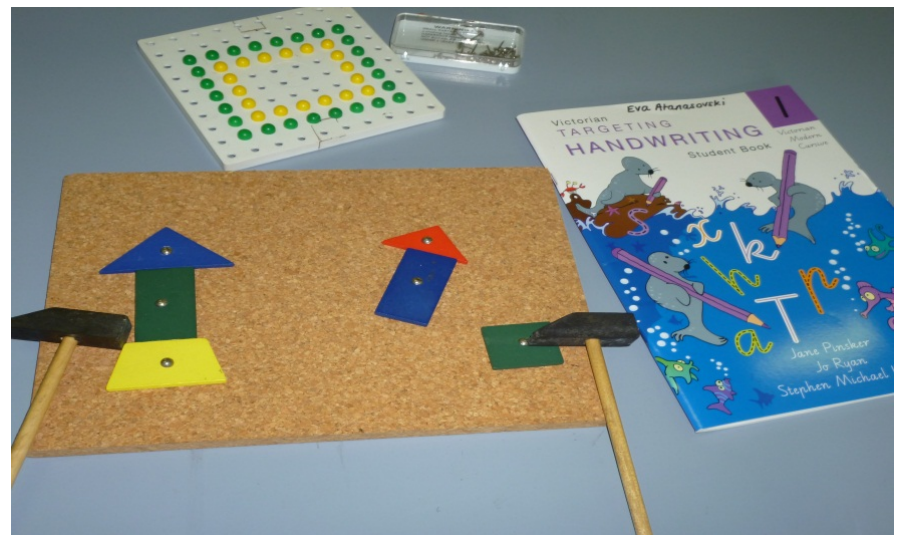
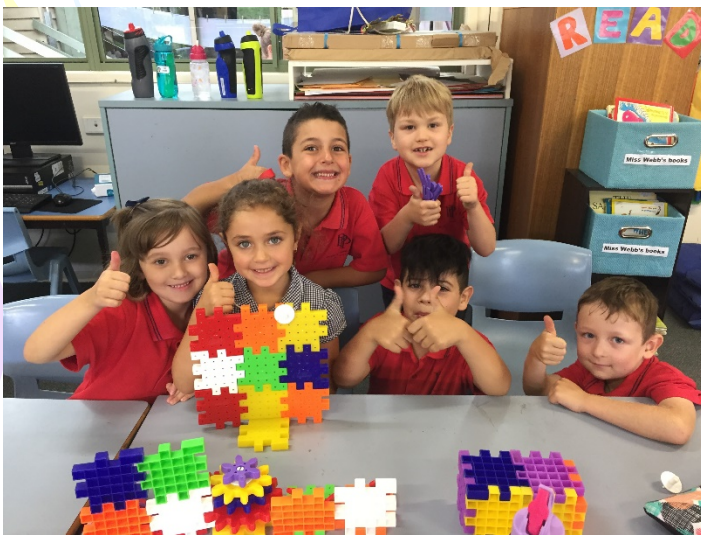
**Questions:**  
 How did Charlie help Dad? *He scratched and barked so a man came.*  
 What other things could Mum have done? *Tried to pull Dad out. Shouted out 'help'.*  
 Tell me other words that have ch in them like Charlie and scratched. *children, church*

**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 their letter/ sound knowledge.
- Developing students' fine motor skills using a range of activities and equipment.



# Home Learning.

- Adheres to governmental guidelines.
- 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.
- Maths home learning program 'Monster Maths'.
- Students will be assigned tasks from Mathletics to complete from time to time. They can do these activities at home if they have access to a computer and the internet.
- Students will commence the spelling program 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.
- Practise spelling words using the suggested activities.
- Complete Mathletics tasks set by the classroom teacher, the Cool Counting Program and the Maths Monster activities when it is their turn to take it home (beginning in term 2).
- Complete any additional activities that will be given by your teacher.



This home learning is ongoing.

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

Please sign below

Student: \_\_\_\_\_

Parent: \_\_\_\_\_



Dear Year One Families,

Listed below are some comprehension questions you may ask your child during or after they have read with you at home.

**HOME LEARNING READING ACTIVITIES**

**Year 1, 2018**

Write out each word saying (stretching) the sounds as you go.

Find all the words with two letters, then three letters etc.

See if you can find your words in your home reading book. How many are there?

Say your words in interesting sentences.

Have a race with a partner and see who can read their list words in the fastest time.

Write your words on cards and make a game of Snap or Concentration

**Word Snakes** (The last letter of the first word is the first letter of the second word etc. am mum my

Use playdough to make your list of words.

Say words out loud to a partner.

Say each word 5 times out loud looking at yourself in the mirror.

Find the words that have the letters that are found in your name.

Find a quiet area by yourself and read your words then close your eyes and say them thinking of what each word looks like.

Date	Book title / Comment	Parent Signature

**Thinking Within the Text**

- Can you tell me what happened in the story?
- What was the problem in this story?
- How did X solve the problem?
- How did the story end?
- What was this story mainly about?
- What sort of information did you get from this text?
- What does the picture/ chart...tell us?
- What were some of the important facts?
- What happened in the story?
- What do you think that word means?
- Tell me about the information in the text.
- What do you think is most important to remember about this story?
- What do you already know about..?
- What new information did you learn?

**Thinking Beyond and About the Text**

- Why did the character (do that)....?
- X learnt a lesson in this story. What do you think she learnt?
- What kind of person was X? How do you know?
- Why do you think that happened?
- Which character in the story would you like for a friend? Explain your choice.
- How do we get information from this book? (ie text, headings, pictures, charts.....)
- Why do you think the author included pictures/ charts in the book? Can you show me one and tell me about it?
- What did the author do to make this information book interesting to read?
- What kind of book is this?



## Handwriting in Year One

Included in your child's homework book is a handwriting "board".

You will see that the "board" shows direction for correct letter formation.

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

*In Year 1 it is expected that students write using unjoined lower case and upper case letters.*

*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.*

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

A handwriting practice board with a green vertical bar on the right. It displays the alphabet in two rows: lowercase letters (a-z) and uppercase letters (A-Z). Each letter is shown on a set of three horizontal lines (top, middle, bottom). Small arrows and numbers indicate the correct stroke order and direction for writing each letter. For example, 'a' starts with a circle on the middle line, goes down to the bottom line, and then has a horizontal stroke across the middle. The letters are arranged in four rows: Row 1: a b c d e f g h i j k l m; Row 2: n o p q r s t u v w x y z; Row 3: 0 1 2 3 4 5 6 7 8 9; Row 4: A B C D E F G H I; Row 5: J K L M N O P Q R; Row 6: S T U V W X Y Z.

*a b c d e f g h i j k l m*  
*n o p q r s t u v w x y z*  
*0 1 2 3 4 5 6 7 8 9*  
*A B C D E F G H I*  
*J K L M N O P Q R*  
*S T U V W X Y Z*



# Mathletics

- Beginning from week 4. Students will be set 1 task to complete at home a week.
- It is based on what focus we have that week in the classroom.
- It is the same login from last year. It will also be pasted in your child's home learning book.



# Spelling program

- Beginning in Term 2. Students will receive 10 new words to practise reading and writing.
- They are tested once a week and if they receive 8, 9 or 10 correct they will go up to the next level and receive 10 new words.

## Cool Counting Program

Dear Year One Parents,

The Cool Counting Program is designed to enable the students to become more confident with their counting skills. In year 1 we are working toward all students being able to confidently count backwards and forwards from any number to 100 by ones and to count by 2's, 5's and 10's.

Students will be given a counting capacity matrix so they can practise their skills at home and this will be pasted into their Home Learning Books. Please encourage your child to practise this counting as part of their home learning as often as possible. This should take no more than 10 minutes at the most and can be done informally. We are mainly focusing on the students saying the numbers out loud but they could also practise writing them. We will test each child at school once or twice a term to assess their counting fluency, speed and confidence.

If you have any questions about this program please do not hesitate to speak to your classroom teacher.

Thank you ☺

Here is your child's **Mathletics** login details. Go to [www.mathletics.com](http://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](http://www.mathletics.com/signin)



## COUNTING MATRIX

A Count by	I can do this
	
1s to 20.	
1s from 10 to 0.	
1s from 20 to 0	
B Count by	
1s from 20 to 39	
1s backwards from 25 to 0.	
1s from 39 to 52.	
One more, One less – up to 20	
C Count by	
1s from 59 to 72.	
1s from 89 to 100	
1s backwards from 50 to 36.	
10s from 0 to 100.	
D Count by	
1s from 89 to 112.	
1s from 89 to 75.	
10s from 0 to 110.	
2s from 0 to 34.	
5s from 0 to 100	

# 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.
- Keep parents in touch with what children are reading.
- Further develop comprehension skills.



Students select their own books to take home. The books they choose are two levels below what they are reading at school.



# 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? Do a search for words which your child eg find me the word that starts with b.....
- What do you already know about this topic?
- *Pause, Prompt and Praise* – This can be used to help when they come across a difficult word.





# Questions

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# The Maths Program

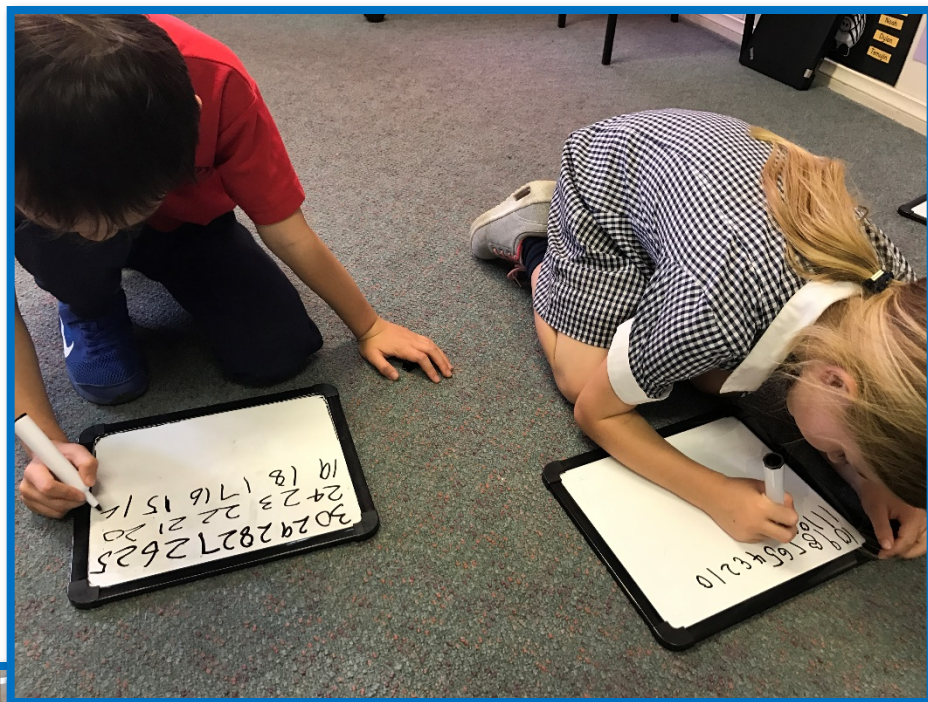


# How we teach Maths

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





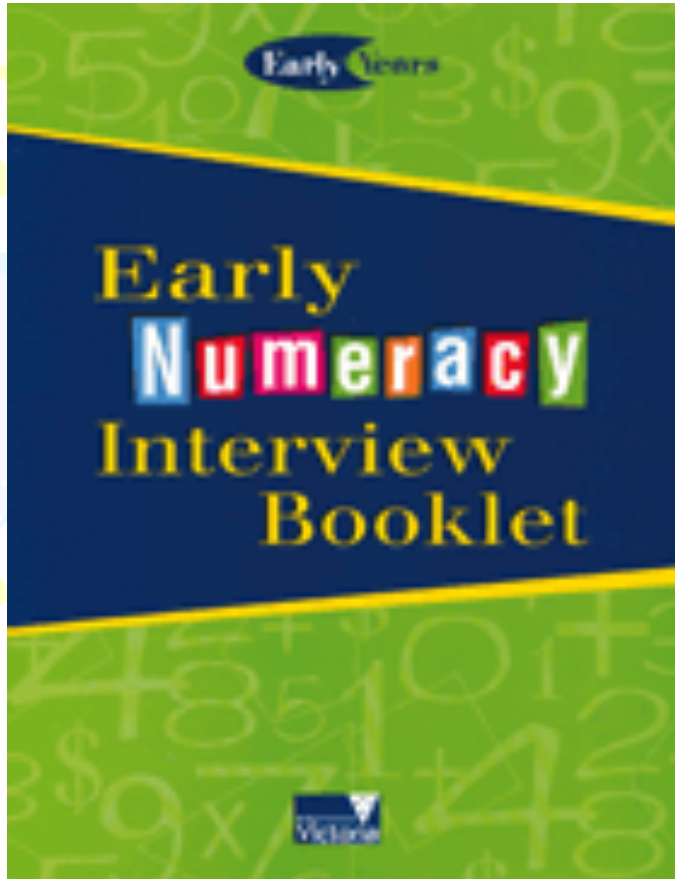




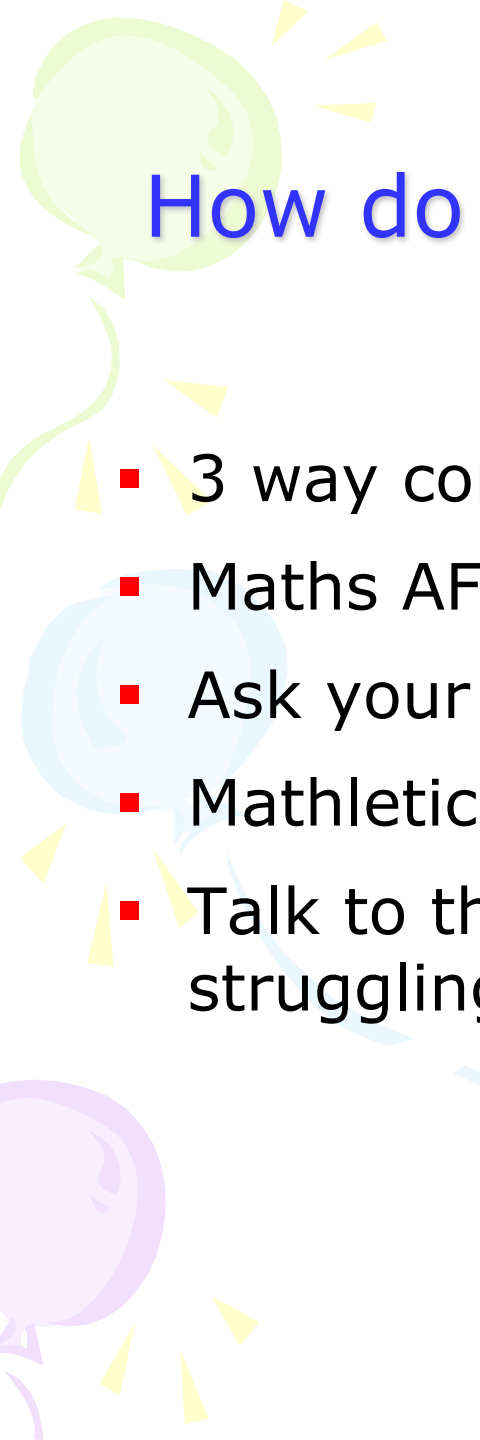
# Focused Maths teaching sessions

- The session starts with a whole group focus and then the children work on independent tasks to practise the skill. The teacher will work with individual students or small groups of students throughout the session.
- The tasks are open-ended so we can cater for a wide range of abilities and extend each child as needed. We use a wide range of equipment and materials as well as games and computer programs.
- At the end of each session we talk about the maths we have explored.

# Early Years Numeracy Interview



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

A green balloon with yellow streamers is in the top left corner. A blue balloon with yellow streamers is in the middle left. A purple balloon with yellow streamers is in the bottom left.

# How do I know how my child is going in maths?

- 3 way conferences
- Maths AFI's
- Ask your child how they are going in Maths
- Mathematics practice lessons and games
- Talk to the teacher if you think your child is struggling to see what you can do to help

# 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.**

- Maths Monster activities
- Short practice sessions ( eg whilst preparing dinner, in the car etc..)
- Cool counting and quick addition or subtraction sums.
- Cooking activities- counting, weighing ingredients, sharing food, measuring quantities
- Shopping activities- handling coins, weighing 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- o'clock times on different clocks
- Shape search around the house/ neighbourhood
- Giving and listening to directions eg left, right, forward, backwards
- Mathletics lessons and other websites





# Questions

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