



## Our Lady of the Way Primary School

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# WELCOME TO YEAR ONE LEARNING

12th February 2018

Dear Parents,

Now that the children have settled into Year One, we thought that it may be helpful to provide families with some information regarding the organisation and learning in Year One.

### Classroom Organisation

As many of you know, at Our Lady of the Way we work together in agile learning spaces. In Year One this includes two Classroom Teachers and a Teacher's Assistant (Mrs Jade Nixon). For administration purposes, your child is assigned a classroom teacher, however, the flexible learning space enables the students to work in a number of different groupings, based on their needs:

- small needs-based groups (within class and across grade) e.g Guided Reading and Guided Writing
- class groups
- whole grade

To cater for the many different learning styles and needs, open-ended tasks are often provided, especially in Mathematics and English. Ongoing assessment informs our teaching and learning and individual feedback is given to children during tasks to help them move forward.

### Learning Support

Ongoing assessment for all students (Mathematical Assessment Interview, Early Years Assessment of reading and word knowledge twice a year, Running Records of reading behaviours at least twice a term, observations and assessment tasks) informs teaching and learning. Data provided from these assessments informs the teachers as to how to adjust learning in order to extend or enable students, as well as placement into small needs-based groups.

Learning support in Year One is provided in the form of two intervention programs, Reading Recovery and EMU (Extending Mathematical Understanding). Collected data also helps identify which students require additional support through Reading Recovery and EMU. You will be contacted by Ms Michele Glynn (Reading Recovery Teacher and EMU Teacher) or Miss Sofia Lamaletie (Reading Recovery Teacher) to offer your child a place in either of these intervention programs.



## Homework

Homework and home readers will be sent home in the coming week. Homework will consist of the following:

- ➡ **Reading at home everyday** - home readers enable your child to practise the reading skills and strategies learnt at school. This is a time to practise reading fluently, with expression and phrasing (reading smoothly, not word by word). It is a time to talk with your child about the story, in order to build their comprehension of the text. The home readers that are sent home are **EASY texts**, as home reading is a practise time. It is important that the children are tracking the words with their eyes and so are encouraged to no longer follow the words with their finger. This promotes fluent reading, that should sound like talking. Using the finger to track the words slows down the reading, and voice intonation then becomes word by word reading.
- ➡ Core/spelling words or Magic 100 Sight Words (depending on your child's reading skills)
- ➡ Grid per term of ideas for English, Maths, Religious Education, Science, History & PDHPE
- ➡ Reading Eggs

More detailed information will be provided with your child's homework tasks when they come home this Friday.






## Reporting in Years 1-6

In Years 1-6 achievement is reported twice a year, through an E-A grading scale:

Your child's achievement for the strands in each of the Key learning Areas is reported using a five point scale:

<b>A</b>	Excellent achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	High achievement	The student has a thorough knowledge and understanding of the content and has a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	Sound achievement	The student has sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	Basic achievement	The student has basic knowledge and understanding of the content and has achieved a limited level of achievement.
<b>E</b>	Elementary achievement	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

A simple analogy for achievement is outlined below:

<b>Kindergarten</b>	<b>Experiencing Difficulty</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>	
<b>Years 1-6</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Formal Terms</b>	Limited achievement	Basic achievement	Sound achievement	High achievement	Outstanding achievement
<b>OLOW Descriptions</b>	<b>Experienced difficulty</b>	<b>Did OK</b>	<b>Celebrate this work</b>	<b>Beyond expectations</b>	<b>Amazing achievement</b>
<b>Looking at this like a driving licence.</b>	<p>A person on their <u>L plates</u> must always be accompanied by an experienced driver.</p> 	<p>A person on their <u>P plates</u> drives independently but is still learning and developing their skills.</p> 	<p>A person who has their full <u>driver's licence</u> is independent to drive on their own without restrictions.</p> 	<p>An <u>advanced driver</u> can navigate through many obstacles and has extra skills.</p> 	<p>A <u>Formula One driver</u> strives for excellence - conquering one challenge and then moving on to the next and even bigger challenge.</p> 

Other ways to find out what your child is doing and how your child is achieving can be through the following:

- ✓ Term overviews
- ✓ Work samples sent home each term (student work books sent home and will need to be returned to back to school ASAP)
- ✓ Celebrations of Learning
- ✓ Facebook
- ✓ Speak to the teachers. Please make a time through the office to talk with the teachers.
- ✓ Learning Goals home twice a year

It has been a positive start to the year and the children are settling into the new routines and expectations of Year One. Many routines are similar to Kindergarten, such as the Literacy and Numeracy blocks, home readers, Crunch and Sip, library and sport. Some routines may be different, such as the children taking responsibility for bringing in their Crunch and Sip and collecting their school bags for packing in the afternoon.

Thank you also to those who have sent in tissues, glue sticks and paint shirts. As you are aware, note folders come home each day and can be used to correspond. Should you wish to write a confidential note to the teacher, please put the note in a sealed envelope with the teacher's name on it.

We hope to have some parent volunteers to assist with reading practise and some classroom activities. A parent volunteer/helper note will be sent home soon.

*We are happy to celebrate birthdays throughout the year and appreciate the quick easy to share treats for teachers to distribute. Please ensure they are individual treats as we are unable to cut cakes.*

*We look forward to working with you and your child this year. We hope to create many special memories filled with laughter, love and learning along the way.*

*Regards,*

*Mrs Jenny Hensen and Mrs Deanne Kuipers*

