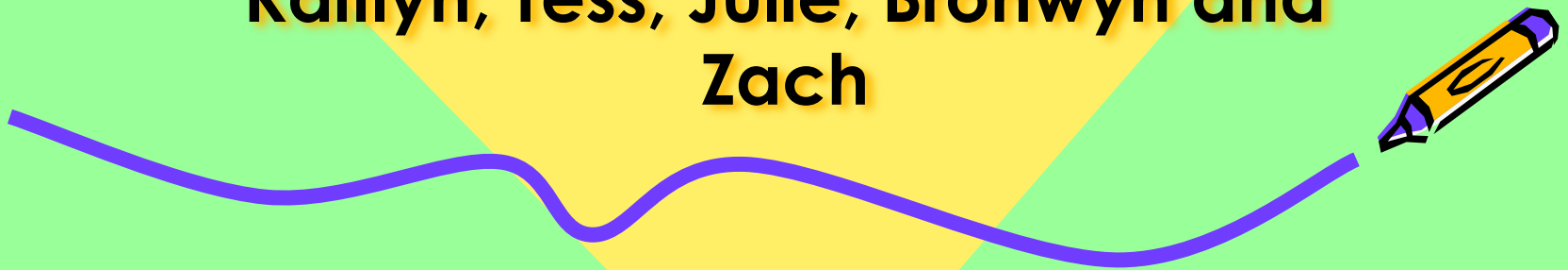


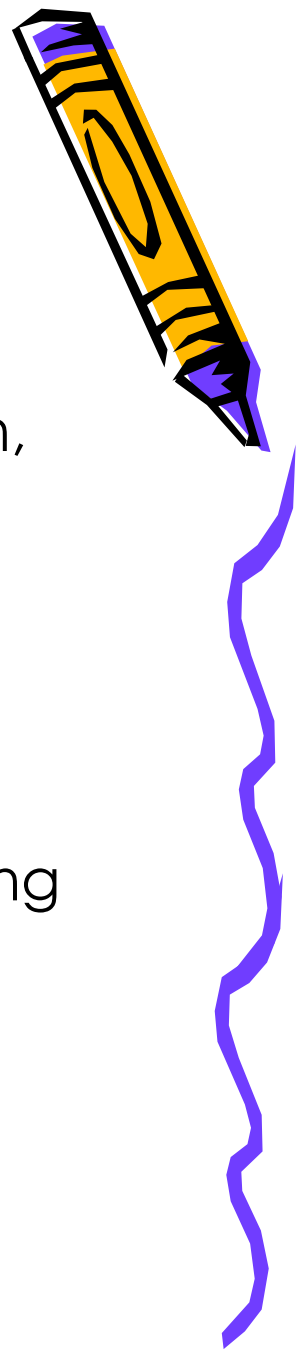


# Foundation Information Session 2018

**Kaitlyn, Tess, Julie, Bronwyn and  
Zach**



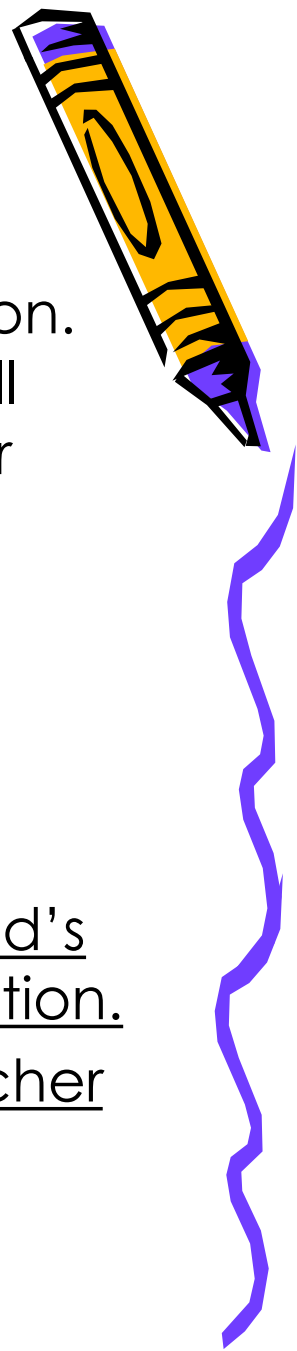
# Welcome to Foundation



- The Foundation team consists of Kaitlyn, Bronwyn, Zach, Julie and Tess.
- As a team we will be working together to ensure that all children are supported and extended in their learning.
- Through personalised assessments we will be identifying students' individual needs and catering for them through focused teaching groups.



# Reading Satchels



This is the most important learning tool for Foundation. Please ensure that your child's reading satchel is full and at school EACH DAY. What needs to be in your satchel?

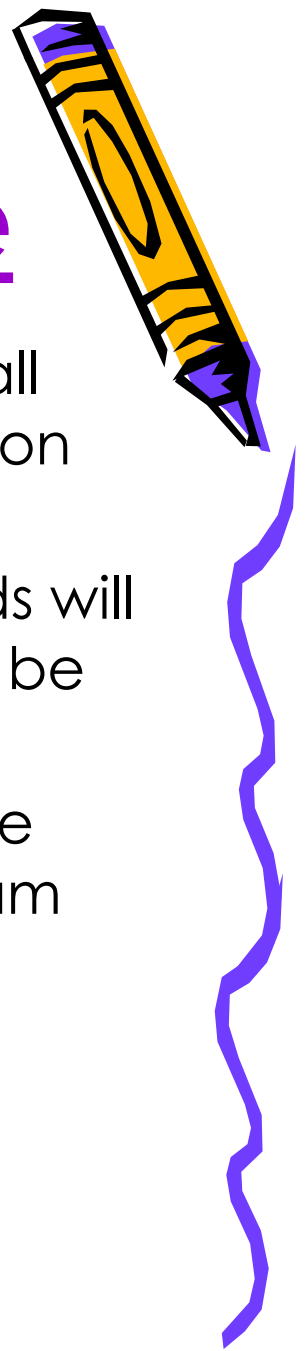
- Four Take Home books
- Reading logbook
- Special Book
- Learning Pack (which includes word ring)

Please continue to check for and empty your child's satchel each night of important notes and information.

If possible, please hand notes directly to your teacher or remind your child to pass them along.



# Letter-Sound 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 already know all letters and sounds will be introduced to the different ways sounds can be made in words.
- To support your child's learning, please follow the handy hints provided through the eNews program and practise reading and writing daily.



# Reading

In our reading block we...

- One hour each day
- Skills and strategies are explicitly taught through Shared and Modelled Reading.
- Independent Reading allows students to practise the skill focussed on during Modelled Reading or work towards an individual goal.
- Students then share, reflect, or demonstrate their learning.
- Students also have the opportunity to use their learning packs, word rings and Special Books.



# Word Rings



- The word rings that we have sent home reflect the high frequency words we are learning in our Special Book sentences each Tuesday and Thursday. We will add new words weekly.
- Practise reading these words as often as you can.
- If your child is confidently reading each word you can work on spelling these words and then putting each word into a sentence.
- If your child is not yet ready to read the words look at the letters/sounds and find the ones they know.



# Reading at Home

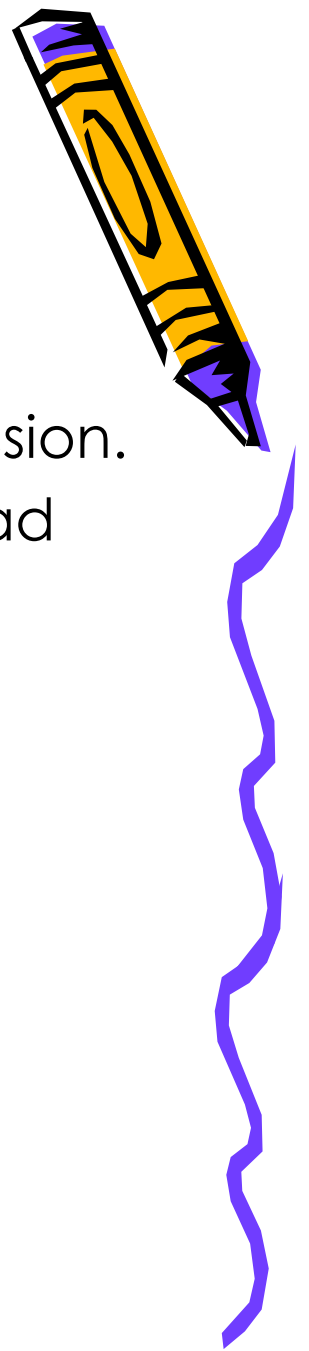
What you can do at home to help your child's reading:

- **Front Cover** - Look at the pictures and read the title. Predict what the story might be about and make connections with your child's own experiences.
- **Picture Walk** - Children can make up their own story based on the pictures, talk about what you see happening.
- **Comprehension** - After reading, discuss the book with your child. Ask them questions or retell the story.

It is okay to read the first few pages or the whole book to your child. Encourage the use of pictures and initial letter sounds to help them predict the words.



# Ideas for Home



- Make sure your child has a go at reading each night. Re-reading texts will assist their word recognition, fluency, comprehension and expression.
- Discuss what has happened in the books you read together and ask your child to retell the story.
- Word Rings: perfect for all ability levels
- Read your Special Book sentences together
- Rhyming words
- Syllables
- Identifying initial and end sounds
- Letters/sounds/chunks (I.e., th, sh, at)
- Practise letter formations

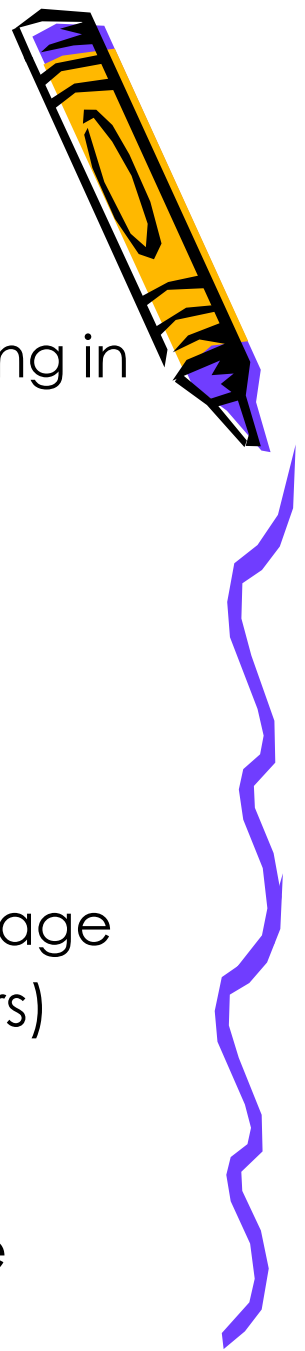




# Writing

We aim for our students to achieve the following in Writing:

- TO HAVE A GO AND DO YOUR BEST!
- Correct pencil grip (pincer grip)
- Correct formation of letters
- Using appropriate casing
- Leaving finger spaces between words
- Writing from left to right, top to bottom of the page
- Simple punctuation (full stops and capital letters)
- Spelling high frequency words correctly
- Full sentences when writing
- Re-reading and understanding what they have written



# Special Book

During Term One, the children will be creating a Special Book that will support them in learning the basics of reading and writing.

We will be looking at:

- The difference between letters, words and sentences
- That there are spaces between words
- Sentences begin with a capital letter and end with a full stop
- Reading and writing from left to right
- Letter recognition, sounds and correct formation

Your child's Special Book will come home in their satchel each night, and must return to school in their satchel every day, as we use these books daily.



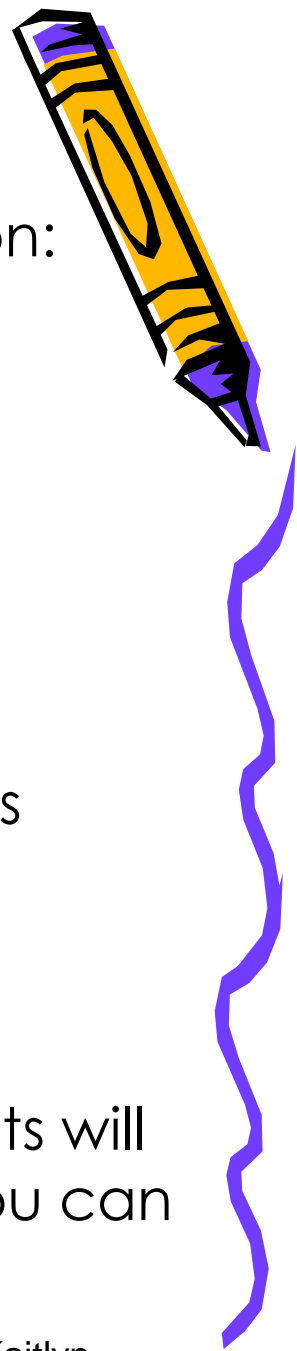
# Numeracy

This Semester in Numeracy we will be focusing on:

- Number recognition
- Correct formation of numerals
- One-to-one correspondence
- Number and shape patterns
- Subitising
- Part - Part - Whole (I.e., 7 is made up of 3 + 4 )
- Addition and subtraction problem solving strategies
- Sequencing and ordering numbers
- Number lines and hundreds charts

Maths is very open-ended in Foundation, so students will ~~achieve~~ be extended wherever required. You can see this already happening in our classrooms!

Kaitlyn



# Intervention and Extension

- We are fortunate to have extra support in Literacy and Numeracy as part of our school's Intervention and Extension program. This assists us in providing a personalised learning platform for your child.
- Student progress is monitored and tasks are scaffolded and adapted as needed. This allows us to assist and extend children as they work both individually and together, based upon their learning needs.
- As a team we share a collective responsibility for each Foundation child, so your child's education is constantly being monitored and extended by a team of professionals.



Kaitlyn



# Fluid Groups and Power Standards



## Foundation Power Standards – Numeracy

### Place Value

*Standard:*

*PLACE VALUE*

- *Can represent numbers to 20, using tens and ones*



# Shared Inquiry

During Shared Inquiry our students will be investigating different concepts through areas of interest and their own experiences.

Our Shared Inquiry this Term is 'All About Me.' We will be sharing information about ourselves and our families through Show and Share, class discussions and activities.

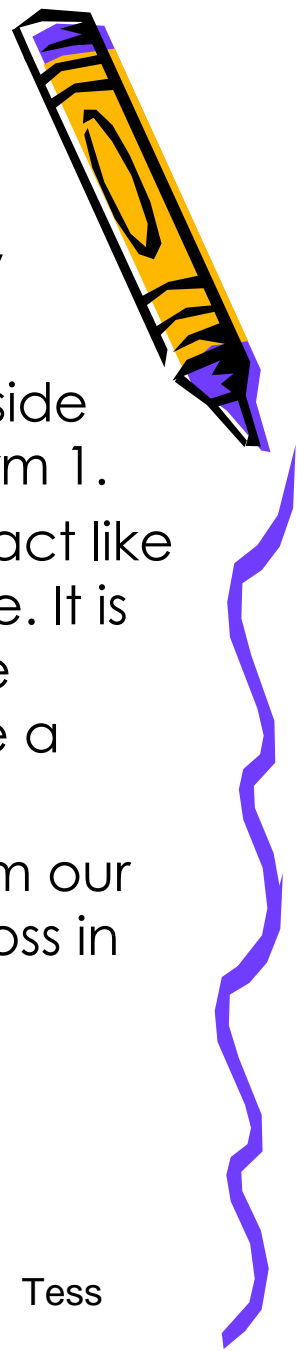
We will be focusing on what makes us similar and different to each other, forming and maintaining positive friendships, getting along with others and being happy and safe at school.

Bron

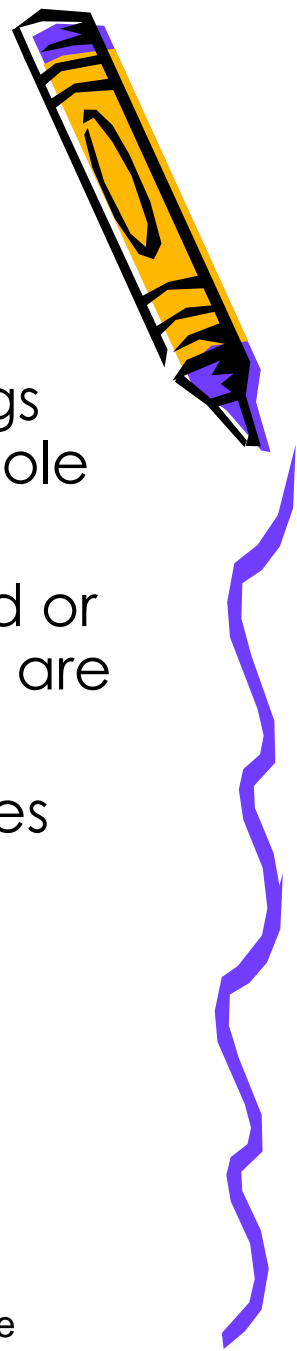


# Social Development

- Starting school can be quite an adjustment for many children.
- Encouraging positive friendships and behaviours outside and within our classrooms will be a main focus for Term 1.
- In the classroom we will be encouraging children to act like a 'Cool Calm Kid ' and use the Three Step Telling Rule. It is important that you continue to reinforce appropriate behaviours at home and encourage your child to be a 'Cool Calm Kid.'
- We are also lucky to have strong welfare support from our Assistant Principal, Wendy Emin, as well as Giorgia Moss in 'The Butterfly Room'.



# Party Invitations and Food



- Please give any party invitations to your child's teacher so they don't get lost and so that feelings don't get hurt (there is no expectation that a whole class is invited).
- Talk to your teacher before bringing in party food or birthday treats, they will let you know if what you are thinking is suitable, based on allergies.
- We need to be extremely mindful of food allergies and anaphylactic children in our grades.





# Lunch Orders

- Lunch orders can be purchased on Wednesdays, Thursdays and Fridays through the QKR App. Please let us know if your child has a lunch order in the morning, so that we know to collect the basket.
- Students will still need their fruit snacks, recess snacks and a water bottle when they have a lunch order, as lunch orders don't arrive until 1.30pm, regardless of what you order.
- We have a no food sharing policy at school, as we have many children with allergies and anaphylaxis. Please remind your child of this.
- At this time of the year, we would highly recommend not sending your child with canteen money.



# SPECIALIST



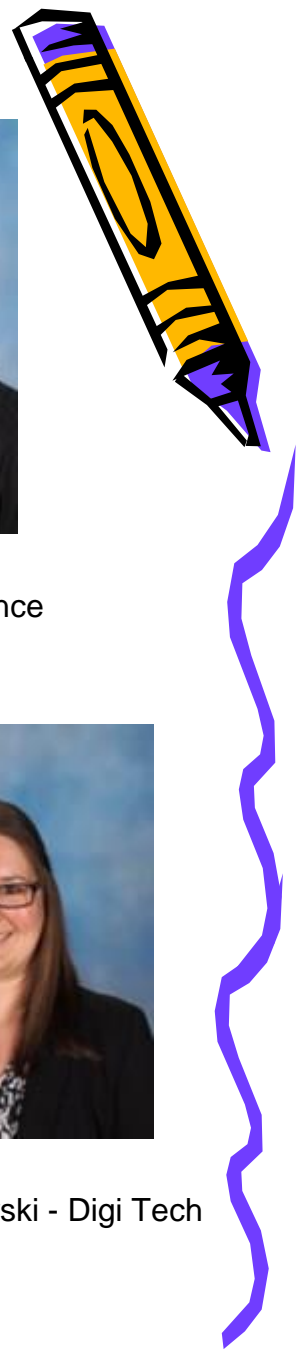
Georgie Petty - Performing Arts



Helen Atkins - Japanese



Simon Radford - Science



Vicky Symons - Art



Melissa Ziebowski - Digi Tech



Sarah Nobbs  
Kristy Rummans  
Felicity Minton

PE Department

# Questions from the audience

