1. **Classroom Atmosphere**

1F is establishing a caring environment where high but realistic expectations are set. Progressing up the learning ladder is celebrated and children are rewarded for “doing their best” and being an active learner.

We have a belief statement about our class which was arrived at by class discussion.

2. **Outcomes**

All subjects have moved to an outcomes-based approach where learning experiences are sequentially planned and this develops each child’s skills and knowledge so that they are able to progress from one level of achievement to the next. An outcome is an observable achievement.

3. **English**

3 strands – Talking & Listening, Reading and Writing

**Reading**

*Shared/Modelled Reading* - Using big books, both fiction and non-fiction, enlarged poems, any piece of writing where the whole class or a large group of children are sharing and discussing the same text.

*Guided Reading* - Where children have the opportunity to read books, etc at their instructional level (ie 90-95% accuracy). This is achieved by grouping the children according to their skills in reading (decoding and comprehension). This will occur 3 times a week and I need parental assistance for this program to work effectively.

Times: Monday 9:20 -10.00am, Tuesday & Wednesday 9:00-9:40am. If you are able to help with Reading Groups please fill in your name in the time slot convenient to you. I require 2 parents per day. (If you couldn’t come to the parent meeting and are reading this at home, please contact me if you able to help.

*These groups are flexible in that if a child’s reading level increases, he/she may be moved to another group, as it is important for the children in the group to be at about the same reading ability.

**Independent Reading** - Children are given the opportunity to regularly read books at their own independent level, ie 95-100% success rate (same level as home reading). This assists them to gain fluency, information and enjoyment.

**Home Reading** - These books are levelled and each child will bring home books at their independent level (95+% accuracy). Children can exchange books whenever they wish but **must** bring it back on their news day so that I can listen to them read the book they are to take home. To go up a level, the child reads an unseen book at their instructional level. If they can read this book at 95-100% accuracy then they are put up a level. They must also understand what they are reading. If they can read accurately (decode) but cannot answer questions about what they have just read then they need to stay at the level they are on in order to increase comprehension. They need to read **with understanding**.

**NB:** It is very important that the reading levels are not regarded as a competition. I have told the children that everyone is on the reading ladder. It doesn’t matter where we start as long as we are climbing that reading or learning ladder. Please support this attitude so that we don’t have a situation where reading levels are compared with other children, particularly in front of your child. We need to encourage each
child to put in maximum effort in reading, both at home and school, so that they will improve and enjoy reading then we can celebrate that improvement. Not only listen to your child read their books, but ask them questions about the story or information, characters, etc to increase their awareness of the importance of understanding what they are reading. **It is very important for your child to read their levelled home readers every day and record this in their reading record book.**

**Writing**

Children will be learning how to write different text types – recounts, narratives, information reports, explanations, etc. In Years 1 & 2, children are encouraged to become more accurate in their writing. *eg* Use their dictionaries, words around the room etc for unknown words. When attempting to write unknown words, a more accurate estimation is required.

**Jolly Phonics**

This is a new program to the school and supports us in the teaching of spelling and grammar.

**Grammar** is now part of the writing strand. They will be learning about common nouns, proper nouns, adjectives, verbs etc. This will then assist them in their writing - *eg* study adjectives and then write a description of someone or something, write a poem on a topic that uses adjectives etc.

**Spelling** - is part of the writing strand. The first two are regular and can be spelt by listening for the sounds and writing the letters for them. The next six words use the spelling pattern for the week followed by two tricky words which need to be learnt by memory. Please support your child as they learn their spelling words each week.

**Handwriting** - is also part of the writing strand. Children have 2 formal handwriting lessons a week. Neat handwriting is also expected in all writing tasks *eg* in books, homework sheets, stencils etc. This year Stage 1 have ordered a handwriting textbook as part of the handwriting program.

**Talking & Listening**

Participating in class or group discussions, topic talks to class or group, discussing ideas. Throughout the year students will have news on their news day.

4. **Computer**

Children have been booked into the computer lab for 60 minutes every Friday. They will be learning specific skills appropriate to their level of computer experience. Teaching specific computer skills will be taught as well as integrating it into other subjects, *eg* Maths & English programs. We will also be using laptops in reading groups.

5. **Mathematics**

Continuing to follow the Go Maths program.

6. **Integrated Units**

All children in years 1 & 2 will be completing the same stage 1 units, this year we will be completing these integrated units, which incorporate HSIE, Science, PD, Health, Creative Arts and some English/Maths. Our unit for Term 1 is "Our Stories".

7. **P.E.**

Sport - Stage one have sports skills on Thursdays from 2.15 to 3.00pm. Fitness - Wednesday and Thursday from 10.40 to 11.00am.

8. **Music / Drama**
Mrs Kirchmajer will use her musical expertise and teach the music program.

9. **Visual Arts/Craft**
Teaching specific skills in Visual Arts once a week as well as a craft activity usually related to the unit studied. Please send in a paint shirt (Mum or Dad’s old t-shirt is the best – no buttons).

10. **Library**
1F’s Library day is on Friday.

11. **Homework**
Given on Monday and to be returned on Friday. They should be pulled out of their homework display folder (if one is being used) and placed in the homework tote tray on a Friday morning. Homework folders should then be placed under their desk for Monday. Please encourage your child to complete the homework neatly and not use pen or textas. Homework is a reflection of what is happening in class.
** Spelling – please insist that your child learns their spelling words each week and use the LOOK - SAY - COVER - WRITE - CHECK method as well as any other ways that assist in correct spelling.
*See Homework Policy *

12. **Portfolio**
For Assessment Tasks

13. **Student Welfare**
Appropriate behaviour is expected at all times. Positive consequences for good behaviour are: positive comments, stickers (happy face), classroom awards given in weekly assembly (2). Consequences for inappropriate behaviour are verbal warnings, name under sad face (see me to talk about behaviour), cross against name (10 minutes classroom detention), 2nd cross (20 minutes detention), 3rd cross (30 minutes detention). The Student Welfare system of the school supports the Code of Conduct and this is reflected in the classroom. Please encourage your child to display good manners and appropriate behaviour in class and in the playground.

14. **Attendance**
It is extremely important that your child attends school every day unless sick. Learning takes place from 9am to 3pm so it is also important that your child is not late. Please try to avoid picking your child up early from school unless it is unavoidable. Afternoons are not necessarily art/craft lessons. Some afternoon sessions include Mathematics and Sports skills. Attempt to make dental/doctor appointments after school. Also if you need to pick up a sibling early, try to avoid also picking up your other children, as their learning is interrupted.

**Absentee notes** - NSW Department of Education regulations require parents and carers to provide notes explaining absences. Student release forms must be completed at the office if your child arrives late (you need to accompany your child to the office before delivering them to class) or if you wish to collect your child early. Absences and partial absences are recorded in the roll, the record card and on reports. See policy.

15. **Healthy Food/Lunch/Fruit/Water Break**
Students in 1F are encouraged to eat healthy food. Each day at 10:00am, students are provided with a 5 minute fruit break. A small piece of fresh fruit or vegetable that can be eaten in 5 minutes can be brought into the classroom as well as water. If the water is cold or iced, please have a covering on the bottle so that the water doesn’t drip onto the desk.
**Lunchbox** - it is important that healthy food is packed for your child's recess and lunch. The fresh fruit/vegetable packed for the fruit break should not be the only fresh fruit/vegetable item in the lunchbox. Try to avoid "health bars", chocolates, lollies and other processed food that are high in sugar and salt. Studies have found that when children eat healthy food for recess and lunch, their concentration levels, engagement in learning and appropriate behaviour are more evident. Consequently, eating foods high in sugar reduces concentration and adversely affects learning behaviour.**

16. **Sleep**
Children need a great deal of sleep each night in order to be able to function effectively the next day. Some children come in to the classroom yawning, obviously tired from a late night. Please assist your child's learning by having them in bed at an appropriate hour. Save the "late night treats" for Friday and Saturday nights.

17. **Miscellaneous**
Label all belongings with your child's name.
Money through the class money folder (envelope with child's name, class and what it is for).
Scripture on Thursday. Note already sent out for you to indicate Anglican or no scripture.

I am enjoying teaching this class. If you have any problems, large or small, please see me directly so that the problem can be solved quickly and painlessly. Sometimes a small problem, when left, becomes a bigger problem. Don't forget to see me when there isn't a problem. It is a great feeling to share in the celebration of your child's successes, large or small.

Mrs Sandra Feltham
Classroom Teacher

Ian Millard
Principal