

Room 3

Welcome to Room 3 for the 2021 school year. I hope that you and your family had an enjoyable and relaxing break over the Christmas and New Year period. It has been great meeting many parents over the last week and a half and I look forward to meeting other parents and caregivers over the course of the next few weeks. I am really looking forward to working with your child this year, developing routines and helping your child fulfill their learning potential.

Here is some information that may help you.

Belinda Fulton

Curriculum

Literacy – Each day Room 3 have a dedicated Literacy block first thing in the morning and at times after recess as well. This block includes an hour of explicit, uninterrupted teaching of synthetic phonics through Read Write Inc. During this time the children are grouped according to need (as shown by data collected) and work at levels best suited to them. At the start of the year the Reception children will be learning the Set 1 sounds as well as learning to orally blend words. The Year 1 students will be in different colour groups and work on speed sounds, reading short decodable texts, comprehension and writing about the text.

Other sessions include small guided reading sessions, oral and written literacy lessons and phonemic awareness activities. These are designed to hone in on and explicitly teach the skills the children specifically need to help them improve or learn how to read and write. Much more detailed information will be given during our “Meet the teacher” afternoon on Monday 8th February at 2.30pm in Room 3 where I will explain the difference between levelled texts and decodable texts as well as how you can help support your child’s reading at home, to help them become ‘balanced readers’.

Upcoming Events

February 8

Meet the teacher – 2.30pm
Room 3

February 15

AGM - Library

March 8

Adelaide Cup Day public holiday

March 11

Pupil Free Day

March 23

Sports Day

March 29 – April 1

Interview week

April 2

Good Friday

April 5

Easter Monday

April 9

Last day of term 2.05 dismissal

We aim to achieve the Department for Education goals for reading which are – Reception children Level 5 and Year 1 children Level 13 by the end of Term 3.

Curriculum

Maths – At IFEPS our numeracy lessons consist of a mental routine, problematized situation or skills lesson and some reflection of learning. Throughout each Maths topic we structure a lesson according to children's needs and focus on building their understanding, fluency, problem solving and reasoning in all areas.

We use Anne Baker Natural Maths resources to help support our teaching of Maths and throughout the year the children will be introduced to mental strategies to help them explain their thinking and focus their thinking on how they are solving problems.



Curriculum

Other learning areas – As well as Literacy and Maths the children will have lessons in HASS (History and Geography), Health, P.E – (Mr Baker), Japanese (Miss H), Science and Technology (Ms Princi) and The Arts (Ms Homes) including Dance, Drama, Music throughout the year.

High Expectations

All teachers at Ingle Farm East PS have high expectations for all students. In Room 3 each child is supported to meet their full potential. Both myself and the SSO's who work in the room expect the children to follow the class rules which align to the school values of Respect, Responsibility, Communication, Safety and Teamwork. At this point of the year we are still unpacking what these values and the rules mean and use positive reinforcement to 'reward' positive behaviours. As is only natural, there will be times when a child may not follow one of the class rules and if this happens the child will receive a reminder or an appropriate consequence to refocus them.

Children need to be actively involved in their learning and understand what and why they are learning a particular skill in any subject area. To help facilitate this I clearly state the learning intentions for each lesson (WALT – we are learning to), providing stretch for all children. Learning intentions are brief statements that explicitly describe what the students should know, understand and be able to do as a result of the learning and teaching.

Covid-19

Thank you to all parents who are observing the Covid-19 restrictions and not coming into the Northern block when dropping and picking up your child. I understand this is hard, especially for the parents of the new Reception children but fully applaud you for efforts by maintaining socially distanced.

Next Monday afternoon when you come into Room 3 for our 'Meet the teacher' session this will give you the opportunity to look around the classroom and ask any questions about our room and the routines we follow, as well as the work the children are completing.

When you enter the building you may (SA Health) dependent need to sign in using the QR code or failing that each class will have a sign in sheet for parent to fill in.

I look forward to seeing you then.

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High Expectations cont.

I then use success criteria (WILF - what I am looking for) to describe, in specific terms and language meaningful to students, what successful attainment of the learning intention looks like.

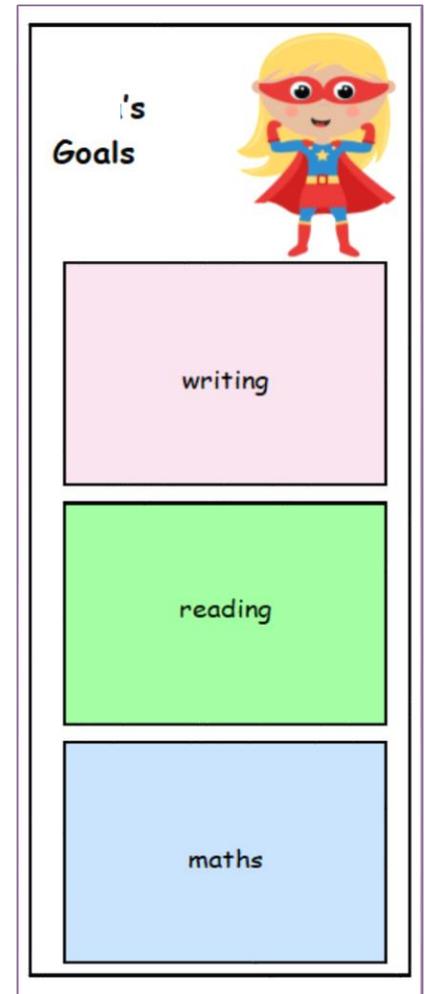
Learning intentions and success criteria have great potential to benefit students learning by removing any ambiguity and help to keep the lesson focused.

Individual Learning Goals are another way in which the children are encouraged to focus on their learning and a way of celebrating their successes along the way. Each child will have an individual learning goal in Writing, Reading and Maths tailored to their needs, which I am happy to discuss with you in 3 way conversations later in Term 1. These will also be sent home to you via their yellow reading diary so you know what goal they are currently working towards. The children are involved in choosing these goals and are asked to reflect on them during lessons and during conferencing sessions with me where they are given specific feedback on how they are going and specific help in knowing the next steps needed to achieve the goal.

Regular Attendance – is the key

Regular attendance is vital for your child's learning, however if your child is unwell please keep them at home. This gives them the chance to recuperate and also means they won't spread the bug to other children. If they are away please let me know either via Seesaw, email Belinda.fulton398@schools.sa.edu.au or text/ring the school.

In week 4 we will begin our Literacy block including Read Write Inc. every day. As soon as the bell goes in the morning and we come into class the children need to unpack their bags and be ready to go to their learning group by 9am. This means that **all children need to be at school by 8.55am at the very latest** so that their learning time is not impacted.



Why going to school is important?

Children who attend school every day and complete year 12 have: better health; better job opportunities; higher income across their lives.

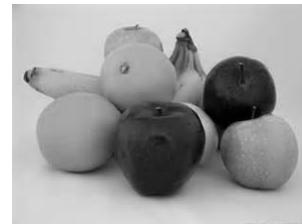
There is no safe number of days for missing school. Each day a student misses puts them behind.

Other important information

Drink bottles: The children are welcome to keep their water bottles on their desk, if possible could you wrap the bottles in a flannel or small towel if frozen, so they do not leave wet patches on the desk. **Water only, in lesson times please.** Any juices or cordials to be kept in bags outside for recess and lunch time only. **Please ensure all bottles and lunch boxes are named.**

Spending money: I would prefer that students give their canteen spending money to me in the morning to look after. I will keep it in a bag labelled with their name and hand back the money at play time. This is a safer option than keeping it in their bag or pocket.

Healthy Snacks: The children will have a chance to have a fruit break at 10am each day so I encourage them to bring a healthy snack of fruit or vegies. This gives children the extra energy needed to help them focus and concentrate on their learning. With the fruit fly issues lately please consider looking at the PIRSA website to help you know what you can send.



Uniform: it has been great seeing all children smartly dressed in school uniform, well done! **No hat – no play!** Please ensure your child has a sun safe hat (named) to wear at school every day, these will be required if the UV levels are 3 or above. Students without hats are required to stay under the new COLA (covered learning area) at playtime. If the temperature before recess or lunchtime is measured at 36.1c or above, all children will play in their classroom under teacher supervision.

Library books: will be borrowed each Wednesday. To avoid our reader bags falling apart it would be great if each child could have a library bag, this can be as simple as a plastic shopping bag, to carry their library books in.

Reader Bags: These carry readers (when the children get them), reading logs and notices. Please encourage your child to keep it in their school bag when not using it. These folders and the reading diaries need to come to school each day and will go home each night.

Tissues: The donation of a box of tissues from each family is greatly appreciated. It certainly helps to stop the spread of germs from runny noses! Thank you!

Early collection/Late arrivals: If you need to collect your child early or during the day for appointments please remember to go to the office first for a sign out slip. When you give this to me I can then record it in the roll book. If you do arrive after 9.00 you will need to get a late slip from the office which is then given to the teacher.

If at any time you have a concern or question about your child and their learning, please don't hesitate to contact me so we can discuss your concerns. My email address is Belinda.fulton398@schools.sa.edu.au or alternatively you can send a private message via Seesaw to arrange a meeting. After school, is generally the best time to meet, except on a Tuesday when we have our staff meeting. It is important that the relationship between school and home is strong, to support your child and their lifelong learning.