

Dear parents,

Please find below information to assist with working with your child on literacy

Reading Routine

For independent reading students read a book that is a 'good fit' (not too hard or easy). We encourage a mix of fiction and non-fiction. Spend 20 minutes reading independently each day. Use sticky notes while reading to record thinking that comes to students as they are reading. We have included a guide for how students might use the sticky notes while reading.

-Read independently for 20 minutes, using sticky notes to record thinking.

-After reading, write a reflection about what you have read today. You can write a short summary of what happened, a prediction, some inferences, connections, cause and effect.

When you finish a book, you can complete a text response using one of the following ideas-

-Open Minded Portrait- picture of the character on the, of the page and write about the character's feelings or thoughts and how they may have changed throughout the book.

- Double Entry Journal- rule line down middle of page- headings can be- 'fact/opinion', 'clues/inference', 'what happened/my feelings', 'cause/effect'

- Sketch to Stretch- divide page in 3, and students draw/write about what happened and how the character felt in the beginning, middle and end of the book.

- Story Line in One Sentence. Students write a summary of the story line in just one sentence.

Shared Reading Tasks

We have provided a list of shared reading tasks that can be undertaken with your child practising skills from class including visualising, predicting and connecting. We have suggested texts that are available online. However if you child would like to complete these tasks using a different text from home that is also acceptable.

Writing

Our writing program works on a routine of independent activity and conferencing with the teacher along with explicit teaching of skills at each child's point of need.

We would expect the students to be beginning with unpacking a 'seed'- idea on a double page of their scrap book (Writer's Notebook). This seed is developed based on a discussion or language experience which will allow students to begin to develop their ideas. We have included a range of ideas or starting points for seeds. It is important that students have a clear idea of what they are going to write before beginning and developing a seed is an effective way to do this.

They can use thinking tools such as:

I know, I think, I feel, I wonder- headings

The 5 senses- headings-example provided in scrapbook

Examples have been provided in their books.

When students have completed the seed pages they can choose one writing purpose to write a draft in the lined book.

Spelling

Our spelling program is based around finding generalisations in the spelling of different words. We investigate different sounds or blends and then try to identify patterns. Perhaps it is usually found at the beginning of the word, or might be after a double letter.

We have provided a choice of activities to complete that will aide in finding and applying these spelling patterns.

Inquiry

Our focus this term has been on developing the students understanding of self and in particular how their brain and bodies work. Some ideas to help students continue to develop these skills at home are listed below.

- **Gratitude Journals** - Identify each day three things that you are grateful for.
- **Mindfulness Colouring**, sometimes we need to look after our brains by doing repetitive actions. Colouring is a great method of this, particularly if you use primary colours.
- **100 Points of Family Fun** - these activities will help build up student's skill sets and recognise the power of spending time with others. Complete this as a family.
- **Random Acts of Kindness** - Acknowledge little things that students may do to assist their siblings or you throughout the day. We all feel better if someone does something kind for another person.