

Term Overview – Term 4, October 2025



Junior Learning Community-JLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 1	Beth Rogers	Beth	Beth.Rogers2@education.vic.gov.au
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- We are using our school website to communicate future events. Please visit our website <https://www.portps.vic.edu.au/>.
- Please send information about specialist supports (eg. speech, OT, psychology) to the school email so it can be given to the correct staff members. Thank you. portarlington.ps@education.vic.gov.au
- **Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.**

Dear Junior Learning Community families,

Welcome to Term 3! We hope you enjoyed a safe and restful break.

We're excited to continue working in partnership with you to support your child's learning in a positive and engaging environment. To help set students up for success each day, we kindly ask that they arrive at school ready to learn between **8:30 and 8:50am**.

Please ensure school bags contain the following.

- School diary – this comes to school **every** day, please read and sign this each night.
- Drink bottle – filled with water only.
- Brain food – fruit or vegetables – this is a **quick** bite, pre peeled or cut in a separate container.
- Lunch Box –we have a healthy eating policy, which means no chocolate, lollies or chewing gum. Please refrain from including items containing nuts and kiwi fruit as we have a couple of students who are anaphylactic.
- Other items: please make sure all belongings are labelled so they can be returned quickly should they become misplaced.
- A reminder that any valuables brought to school are the students' responsibility as we don't have the capacity to secure them.

English

Foundation

Grapheme-phoneme correspondences for reading and spelling

Basic code and consonant digraphs used in CCVC words as in 'trip', CVCC words as in 'best', and CCVCC words as in 'strand'.

Phonemic awareness

- Blending sounds to read words.
- Segmenting sounds to spell words.
- Manipulating sounds to build new words to read and spell.

High-frequency words

into, now, came, oh, about, their, these, people, put, could, house, too, by, day, made, called, asked, saw, make, who, where

Phonological awareness

- Rhyme
- Syllabification
- Alliteration
- Sound identification

Decodable Texts

Decodable texts are used to practise blending/decoding skills as well as build automaticity and fluency (accuracy and rate). Texts containing only previously taught code will be used.

Fluency

Daily fluency practice using decodable or simple authentic texts involving:

- teacher led choral reading
- partner reading
- repeated reading with a partner.

Students read aloud short decodable texts with known code and vocabulary, with emphasis on one-to-one matching and reading accuracy.

Handwriting

Explicitly model and teach:

- pencil grasp
- chair and desk posture and positioning
- letter formation
- finger spacing.

Letters that match code being taught in Sets 4-7 and corresponding capital letters.

Students use blank or single line workbooks.

Year 1

Grapheme-phoneme correspondences for reading and spelling

- er/ir/ur
- tch/dge
- 'c' as /s/ and 'g' as /j/

Spelling patterns

Explicitly model and teach:

- 'tch' is used after /a/, /e/, /i/, /o/, /u/
- 'dge' is used after /a/, /e/, /i/, /o/, /u/
- 'c' as /s/ before e, i, y
- 'g' as /j/ before e, i, y
- 111 doubling rule.

Phonemic awareness

- Blending sounds to read words.
- Segmenting sounds to spell words.
- Manipulating sounds to build new words to read and spell.

High-frequency words

watch, small, ball, also, always, almost, would, should, school

Decodable Texts

Decodable texts are used to practise blending/ decoding skills as well as build automaticity and fluency. Texts containing only previously taught code will be used.

Fluency

Daily fluency practice using decodable or simple authentic texts involving:

- teacher led choral reading
- partner reading
- repeated reading with a partner.

Students read most words accurately and read at an emerging rate.

Handwriting

Explicitly model and teach to mastery:

- all lower- and upper-case letters.
- correct posture (hand and seating)
- pencil grasp
- correct placement of letters when writing words, sentences and short texts.

Students move from 24mm to 18mm dotted thirds as their handwriting develops.

Year 2

Grapheme-phoneme correspondences for reading and spelling

- Schwa spelling
- Revision of spelling patterns covered this year.

Spelling patterns

Explicitly model and teach:

- le/al- discuss base word + al
- y to i suffix rule
- 111 doubling rule
- drop e suffix rule.

Phonemic awareness

- Blending sounds to read words.
- Segmenting sounds to spell words.
- Manipulating sounds to build new words to read and spell.

High-frequency words

Remaining high-frequency words are taught in the context of phonics and morphology instruction.

Multisyllabic words

Reading and spelling 2-4 syllable words.

Morphemes Affixes

- suffixes: -al, -ial (adjective) • -en (verb or adjective) • -able • -er, -or (noun or adjective) • -age (noun)

Fluency

Daily fluency practice using different types of texts involving:

- teacher led choral reading
- teacher led echo reading
- partner reading
- repeated reading with a partner.

Students read with accuracy, rate, and expression

Handwriting

Focus on achieving desired legibility, size and fluency.

Students move from 18mm to 12mm dotted thirds as their handwriting develops.

Comprehension - Writing

Foundation:

The Very Cranky Bear (Persuasive), Farmer John's Tractor (Narrative), My two blankets (Narrative), Are we there yet? (Informative), Somebody's land: Welcome to our land (Informative).

-simple sentences using nouns, verbs and adjectives.

-capital letters and full stops.

Year 1 and 2:

Ella and the Ocean (character development / synonyms / emotions)

The Gruffilo (incorporating dialogue)

Bowerbird Blues (verbs)

Market day (commas and lists)

Jetty Jumping (persuasive writing)

Writing-Seven Steps

Our school uses the Seven Steps framework for developing student writing skills and is applied as required as part of the writing process.

Maths

This term we will cover:

Foundation

- Data
- Location
- Counting and Place Value
- Measurement- length, mass, capacity and time.

Years 1 & 2

- Location
- Fractions
- Measurement (Mass and Capacity)
- Pattern
- Data

Inquiry

This term we will cover:

Foundation

- Bridge and Beyond: Creativity (Science and Technologies)

Years 1 & 2

- Robot Buddies: Creativity (Critical and Creative Thinking, and Design Technology)