



## Learning Overview – Weeks 7, 8 & 9 Term 3 2025

# Junior Learning Community-JLC

### Portarlington Primary School

| Class | Teacher           | Preferred Name | Email                                                                                              |
|-------|-------------------|----------------|----------------------------------------------------------------------------------------------------|
| LC 1  | Beth Rogers       | Beth           | <a href="mailto:Beth.Rogers2@education.vic.gov.au">Beth.Rogers2@education.vic.gov.au</a>           |
| LC 2  | Connor Bloomfield | Connor         | <a href="mailto:Connor.Bloomfield@education.vic.gov.au">Connor.Bloomfield@education.vic.gov.au</a> |
| LC 3  | Brooke McLaren    | Miss Mc Laren  | <a href="mailto:Brooke.McLaren@education.vic.gov.au">Brooke.McLaren@education.vic.gov.au</a>       |

Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.

### English

*This year we are implementing The Phonics Plus Program, a mandatory program across all Victorian classrooms. This program provides schools with a comprehensive approach to teaching reading using the evidence-based systematic synthetic phonics approach. Sessions 1 and 2 of each day will begin with this program, Connor will be teaching year 1 students and Miss McLaren will teach year 2 students.*

*Further information can be found: <https://www.premier.vic.gov.au/new-phonics-plus-program-education-state>*

### Daily Review

#### Foundation

Read and spell explicitly taught GPC code ss, ll, ff, and zz (set 9) and ch, sh and ng (set 10)

#### Year 1

Read and spell explicitly taught GPC codes: oo, ew, ue, u\_e

#### Year 2

Revision of explicitly taught GPC codes: week 7 revision of recent codes. Week 8/9 'le', end 'y' and high frequency words.

### Phonics/Word Knowledge/Morphology

|                                                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oral</b><br>Hearing and isolating sounds<br><br>Say the word<br><br>Segment into sound (visual two hands clasped chopping) | <b>Reading</b><br>play<br>---<br><br>Segment into sound (visual two hands clasped chopping)<br><br>Letter Tiles<br>p, l, ay<br>□ □ □<br>practice blending- don't turn your voice off | <b>Spelling</b><br>Clear the reading scaffolds<br><br>Mini whiteboards<br><br>Repeat<br>Say the word<br><br>Segment into sound (visual two hands clasped chopping)<br><br>Scaffold with<br>---<br>use the whiteboard to check for understanding<br><br>Repeat for 3 other words |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Handwriting

#### Foundation

Using dotted thirds paper to practice writing upper and lowercase letters.

### Year 1

Using whiteboards to practice writing upper and lowercase letters and words with the oo, ew, ue, u\_e pattern.

### Year 2

Students writing their own dictated sentences and teacher supporting students to identify letter formation patterns in their writing (eg. clockwise and anticlockwise letters, ascenders and decenders).

## **Fluency**

### Foundation

Echo and paired reading

### Year 1

Teacher led choral reading and paired reading

### Year 2

Teacher led choral reading, echo reading, paired reading, shared reading, demonstrated awareness of punctuation and asking questions after reading (with literal and inferred with evidence from the text questions).

## **Reading/Vocabulary/Comprehension**

Foundation:

- Giraffes can't dance- narratives, sequencing events.
- Wombat Stew- narrative mapping, adjectives.

Year 1 and 2:

- The Mad Magpie - literary recount focusing on motivations and actions of characters

## **Writing**

### Foundation

Writing simple sentences with a 'who' (noun) and a 'do'(verb).

### Year 1

Working 1:1 with the teacher to co-edit their writing. Taking care with handwriting and spelling when publishing their on texts. Exploring how to and the purpose of using subordinating conjunctions such as because, in our writing. Students are developing their wordbank of verbs in order to write more descriptive pieces of writing.

### Year 2

Exploring how to use subtitles, dot points, verbs and ordering language to compose their own procedural text. Working 1:1 with the teacher to co-edit their writing. Taking care with handwriting and spelling when publishing their on texts.

## **English: How you can help your child at home:**



- Practice learning all the letters of the alphabet and sounds made when letters are combined.
- Celebrate when your child can read a high frequency word without decoding it.
- Read some Information Texts together and discuss the features (title, subtitles, contents page, picture, labels etc)
- Read to your child or listen to your child read texts aloud and support them to decode words.
- After reading, ask them what happened in the beginning, middle and end of the text, why characters behaved how they did or why the author used punctuation.

## **Maths**

### Foundation

Measurement- Sharing (between 2 and 3 groups, working out which numbers can be shared equally).

### Year 1

Time: Exploring how to make, read and match digital and analogue times to o'clock and half past. Recalling the days of the week and the months of the year in order. Determining elapsed time by predicting how many activities they can complete in a minute.

### Year 2

Time: Exploring how to make, read and match digital and analogue times to quarter past and quarter to. Recalling the days of the week, months of the year and how many days are in each month. Determining elapsed time by predicting how many activities they can complete in a minute.

## **Maths: How you can help your child at home:**

### **Foundation:**

- Solve simple real life addition and subtraction problems together.
- Practice skip counting by 2 and 10s.
- Play card games etc where items have to be shared between 2 or more players.

### **Years 1 & 2:**

- Point out the time and support your child to read analogue and digital times at home or in the world.
- Use real world examples to explain what half, and quarter means.
- Practise the days of the week and months of the year in order with your child and ask them to teach you their song that assists with recall.

## **Inquiry**

This term we will cover:

### **Foundation**

- Celebrating Differences- perspectives

### **Years 1 & 2**

- Through generations (including geography)



## **Inquiry: How you can help your child at home:**

### **Foundation:**

- Discuss different cultures including food and traditions.
- Read stories and listen to music from different cultures.
- Explore maps.

### **Years 1 & 2**

- Reflect on how things change over time.
- Discuss where families have migrated from.
- Discuss how life is different for different generations in your family (eg. phones)