

Term Overview – Term 2, April 2025



Junior Learning Community-JLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 1	Beth Rogers	Beth	Beth.Rogers2@education.vic.gov.au
LC 2	Melissa Meaney	Ms. M	Melissa.Meaney@education.vic.gov.au
LC 3	Brooke McLaren	Miss Mc Laren	Brooke.McLaren@education.vic.gov.au

- We are using our school website to communicate future events. Please visit our website <https://www.portps.vic.edu.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 back to term 2, we hope you had a safe and happy term break.
We look forward to continuing our partnership with you and your child to create a positive learning environment.
To help facilitate this we ask that students come to 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

Set 4: b,h,l

Set 5: j,w,v,

Set 6: y,z

Set 7: x,qu

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

all, to, said, says, she he, we, me, with, what, you, your, they, her, his, that, there, this

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

Long vowel ie/y/igh/i-e

Long Vowel ow,o-e,

ph as /f/, oo as in look

Long Vowel or, Long vowel ar

Spelling patterns

Explicitly model and teach:

- silent e making o long
- oi not at the end/oy at the end

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

I'm have , went, be, like, so, were, go, little, as, no, one, do, does, down, it's, see, very, look, don't, because, children into, now, came, oh,about, there, their, these, people, put, could, house, too, by, day, made, called, here, asked, saw, make, who, where.

Multisyllabic words

Reading and spelling 2 syllable words.

Morphemes

- Comparative-er, and superlative-est
- Present tense
- Reading and spelling compound words.

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 with emerging rate.

Handwriting

Explicitly model and teach:

- correct formation of 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 using 24mm to 18mm dotted thirds as their handwriting develops.

Year 2

Grapheme-phoneme correspondences for reading and spelling

- Long vowel air/are
- ch as /k/ ,ch as /sh/

Spelling patterns

Explicitly model and teach:

- y to i suffix 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:

- prefix in non, mis, sub
- suffix ion,(tion, sion), ous (as in joyous) ive (as in supportive)

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 most words accurately, read with increasing rate and begin to demonstrate 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:

Anzac Ted, The Three Little Pigs, Backyard Magic, Tom Tom, The Speedy Sloth, Bubbles in the Park.

Year 1 and 2:

Anzac Ted, Possum Magic, Gary, Feathers for Phoebe, Go-Go and the Silver Shoes.

Writing-Seven Steps

Our school uses the Seven Steps framework for developing student writing skills and is applied in writing.

Maths

This term we will cover:

Foundation

- Pattern
- Measurement and Time
- Location
- Shape
- Counting and Place Value

Years 1 & 2

- Place Value (three and four digit numbers)
- Measurement (Length)
- Addition and Subtraction
- Pattern

Inquiry

This term we will cover:

Foundation

- Where We Live

Years 1 & 2

- Raw to Ready

Inquiry: How you can help your child at home:

- Support them to experience the local community such as: visiting the supermarket, post office and local attractions.

