

Learning Overview – Weeks 5 & 6, Term 1, February/March 2025



Senior Learning Community-SLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 6	Michelle Primmer	Michelle	Michelle.Primmer@education.vic.gov.au
LC 7	Jasmine O'Brien	Jasmine	Jasmine.OBrien@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.

English

Daily Reviews

Weeks 5 & 6 focus:

- Accurately using the correct tense with common words i.e seen and saw

Phonics/Word Knowledge/Morphology

Weeks 5 & 6 focus:

- Build phonological, morphological and vocabulary knowledge of gender terminology such as masculine, feminine, niece, nephew
- Build phonological, morphological and vocabulary knowledge of words that use the /ei/ digraph as in receipt

Dictation

Weeks 5 & 6 focus:

- Applying the letter patterns practiced in phonics and word knowledge lesson to spell new words they hear when spoken
- Weekly dictation sentences to apply phonological knowledge to write simple sentences and questions.

Handwriting

Weeks 5 & 6 focus:

- Developing consistency with letter size when using 8mm lines
- Practicing the formation of commas, talking marks and questions marks
- Practicing Victorian Cursive script joined and unjoined when writing modelled passages of text

Fluency

Weeks 5 & 6 focus:

- Reading levelled texts aloud to different partners to develop confidence
- Self-reflecting on reading fluency
- Tracking and recording goals and growth
- Giving feedback to a peer about their reading rate, accuracy and expression

Reading /Vocabulary/Comprehension

Weeks 5 & 6 focus:

- Taking notes during modelled reading (teacher reads aloud)
- Analysing the authors technique by recording noun phrases, figurative language and complex vocabulary
- Using text clues to compare fictional and real-life representations in our mentor text 'Nevermoor'
- Completing 3 minute 'MAZE' comprehension reading to develop vocabulary knowledge
- Making predictions about the storyline using clues and evidence from the text
- Summarising important events and chapters using precise information and evidence from the text
- Tracking reading by responding to teaching prompts
- Close reading a short text and responding to comprehension and inferential questions.

Reading	
Weeks 5 & 6 focus:	
• Regularly reading 'Just Right Readers' (JRR) during Accountable Independent Reading (AIR) sessions • Using graphic organisers to sort and record their responses to the texts they are reading • Discussing text ideas with a peer	
Writing-Seven Steps	
Weeks 5 & 6 focus:	
• Writing a personal narrative that explores how to develop a character using tier 3 vocabulary • Using adjectives to describe a character, setting and object • Planning the sequence of a short narrative using a planning template • Using dialogue to add detail, mood and information to a narrative • Using punctuation with increasing fluency including talking marks, full stops and question marks	
	English: How you can help your child at home: • Ask your child to discuss our mentor text <i>Nevermoor</i>. We are up to the part of the book where the characters have now entered the place known as Nevermoor. You could ask your child to describe the place to you or how it is different or similar to the real world.

Maths	
Weeks 5 & 6 focus:	
• Factors and multiples • Prime and composite numbers • Using a vertical algorithm to solve multiplication of 2 and 3 digit whole numbers • Identifying errors in maths equations • Give and receive feedback about previous assessment tasks	
	Maths: How you can help your child at home: • Recite multiplication times tables with your child

Inquiry	
Weeks 5 & 6 focus:	
• Continuing to explore our identity via a Mind Map project about ourselves • Developing an agreement about classroom expectations	
	Inquiry: How you can help your child at home: • Encourage them to ask questions about body changes and puberty