

Term Overview – Term 3, July 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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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 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.
- Beginning Term 3, JLC2 and JLC3 will be bringing home 'Readers' to rehearse their decoding skills and develop their fluency. These will be returned and changed weekly. We will also continue to provide short class texts (Blue folders) and or GPC(Grapheme-phoneme correspondence) keyrings that match our weekly spelling focus.

English

Foundation

Grapheme-phoneme correspondences for reading and spelling

Set 8: ck,th/th, wh

Set 9: ll,ss,ff,zz

Set 10: ch,sh,ng

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, be, like, were, so, go, no, little, one, do, does, down, here, it's, see, very, look, don't, because, children

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 ow/ou

Long vowel ore/aw/au

Long vowel oo/ew/ue/u-e

Long vowel er/ir/ur

Spelling patterns

Explicitly model and teach:

- ou not at the end/ow at the end

- au not at the end/ore at the end

- silent e making u long.

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.

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

- kn, gn
- wr, mb

Spelling patterns

Explicitly model and teach:

- schwa spelling
- 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

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: -ity, -ty, -ic

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:

The Unwilling Twin (Information Reports), Poetry (Phonological awareness, producing rhyme), *Pig the Pug* (Synonyms for feelings), *Sad the dog* (character description appearance and feelings).

Year 1 and 2:

How to wash a wooly mammoth (procedural texts), Recounts, *Jetty Jumping* (compound sentences)

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

- Addition and subtraction
- Measurement- length, mass, capacity
- Sharing and grouping

Years 1 & 2

- Shape
- Multiplication and Division
- Measurement- time

Inquiry

This term we will cover:

Foundation

- Celebrating Differences- perspectives

Years 1 & 2

- Through Generations (Geography and history)

We will also be covering dance in preparation for the school concert in week 6, Term 3.

