

Learning Overview – Weeks 3 & 4, Term 2, May 2025



Senior Learning Community-SLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 6	Michelle Primmer	Michelle	Michelle.Primmer@education.vic.gov.au
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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 3 & 4 focus:

- Categorising words into verbs, adverbs, nouns and adjectives
- Developing meaning of complex words by writing them in simple sentences

Phonics/Word Knowledge/Morphology

Weeks 3 & 4 focus:

- Build phonological, morphological and vocabulary knowledge of the prefix */hype/r* and */hypo/* as in hypertension and hypobaric
- Build phonological, morphological and vocabulary knowledge of words that use the suffix */ism/* as in realism

Dictation

Weeks 3 & 4 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 3 & 4 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 3 & 4 focus:

- Rereading selected passage from our class mentor text to improve word knowledge and word accuracy
- Rereading a 'Close Reading' text after a modelled read to improve confidence, reading rate and comprehension
- Peer monitoring and self-reflecting on reading fluency (accuracy, expression and rate)
- Giving feedback to a peer about their reading rate, accuracy and expression

Reading /Vocabulary/Comprehension

Weeks 3 & 4 focus:

- Summarising important events and chapters using main ideas
- Tracking reading by echo reading complex words, choral reading paragraphs, individualised reading of character dialogue
- Recording thinking before, during and after reading (synthesising)
- Discussing how your schema changes as you read
- Using a post it note to mark the page in a text that shows when you have a question, make a connection or infer while reading

• Completing a 'MAZE' assessment to monitor reading comprehension and track growth • Close reading a short text and responding to comprehension and inferential questions	
Reading Weeks 3 & 4 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 3 & 4 focus: • Planning the sequence of an informative text using a planning template (Seven Steps story graph) • Using research questions to write factual TEEL paragraphs with a clear topic sentence, explanation, evidence and linking sentence • Categorising information using subheadings to organise ideas clearly • Using technical language to inform and explain topics accurately • Understanding the difference between fact and opinion • Using rhetorical questions and hyperboles in the introduction of an informative text to engage the reader	
	English: How you can help your child at home: • Ask your child to recall and explain facts about a recent event, holiday, or a book they've read. Encourage them to organise their ideas clearly and use specific details. This supports their understanding of how to structure factual and informative reports.

Maths	
Weeks 3 & 4 focus: • Representing fractions using fraction bars and folding paper strips • Building multiplication fluency by reciting maths facts daily • Comparing fractions using a fraction wall • Ordering fractions on a number line • Exploring equivalent fractions using a fraction wall, number line, multiplication and division • Placing fractions with like and unlike denominators on a number line • Adding fractions with like and unlike denominators using number lines, fraction bars and equations • Solving worded problems using our knowledge of fractions	
	Maths: How you can help your child at home: • Recite multiplication times tables with your child to build fluency • Cook simple recipes together that involve using fractions to measure and add ingredients • Encourage your child to notice and discuss fractions in everyday contexts (e.g. cutting food, sharing items, using measuring cups)

Inquiry

Weeks 3 & 4 focus:

- Exploring endangered animals across the globe and learning about the threats they face
- Investigating animal adaptations and how these features help animals survive in different habitats
- Researching habitat features such as rainfall, plant life and climate
- Exploring the conservation status of Australian animals and what is being done to protect them



Inquiry: How you can help your child at home:

- **Go for a walk around the local area and discuss the features, behaviours and environments of different plant and animal life you see**