



Warradale Primary School

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Teaching and Learning Update Friday 18 February 2022

TERM 1 KEY DATES & REMINDERS

Adelaide Cup Public Holiday - Monday 14 March (Week 7)

NAPLAN online practice test - Thursday 24 March (Week 8)

Last day of Term 1 - EARLY DISMISSAL - 2.10pm Thursday 14 April (Week 11)

Governing Council

Governing Council Meeting - **ONLINE - 7.00pm Monday 21 February (Week 4)**

Finance Committee Meeting - **ONLINE - 6.00pm Monday 7 March (Week 6)**

Governing Council AGM - 6.00pm Monday 21 March (Week 8)

Governing Council Meeting - 7.00pm Monday 21 March (Week 8)

Meet our new reception classes

It has been a smooth and settled start to the new school year for our reception classes who resumed face to face learning in week 1. As for all our classes across the first few weeks, the focus has been on relationship building and the development of positive learning communities. Our reception teachers, Mrs Wade and Miss Yasmin, have provided opportunities for our youngest students to learn the school routines and build independence in the school setting. This has included a combination of play-based learning, explicit teaching and social skill development. Our amazing SSOs, Brenda, Tracey and Sally, have worked with our reception classes each day to ensure students are supported in their transition from a preschool setting to school.



A critical element of learning for our early years students is literacy. As children transition from the preschool environment into the school setting there is a significant shift from independent play and exploration to more structured learning activities. Teachers facilitate learning experiences designed to specifically support students to develop the foundation skills required for reading and writing. In the reception year, this involves several areas, but Phonological Awareness and Phonics are priorities for us here at Warradale that underpin our site improvement goal to increase student achievement in Reading.



Reception teachers at Warradale Primary School deliver a structured Phonological Awareness program, the 'Heggerty Phonemic Awareness Curriculum', with teachers delivering daily lessons for all students to listen to and engage with phonological awareness skills in the classroom. Teachers also embed Phonological Awareness into other activities throughout the day to reinforce this learning.

Phonics is taught using the structured 'Jolly Phonics' program, which teachers follow to introduce a small set of new 'letter-sounds' each week, initially starting with the most useful and common letters: /s/ /a/ /t/ /p/ /i/ /n/. Teachers provide explicit teaching around how to recognise and read a number of letters across reception, how the sounds are made in the mouth and what they feel like, actions that pair with the sounds to support recall, and how to correctly write the letters. As children begin to learn more letters, reading and writing activities are provided by teachers, which use only taught letter-sounds to slowly introduce children into how to sound out words using their letter-sound knowledge and in turn use phonological awareness skills to begin to read and write more independently.

Phonological Awareness (PA):

Phonological Awareness is a sound-based listening skill which is introduced and nurtured in preschool and is later consolidated in the primary school years. It involves the ability to recognise, identify and manipulate individual sounds and larger sound segments (syllables) in words.

Your child's preschool teachers may have talked to you about practising clapping out syllables, being silly with rhyming words, and talking about the first sounds in words. These skills will be consolidated by the school classroom teachers across the year and expanded to include talking about the following areas:

- Final sounds in words - "what's the last sound in the word bag?"
- Blending - "can you push the sounds /b/ /a/ /g/ together to make a word?"
- Segmenting - "what sounds do you hear in the word 'bag'?"



Phonics:

Phonics relates to the teaching of children 'letter-sounds'. This includes teaching the visual letter that we use in writing (e.g. b) and the sound that it represents (e.g. bah). Phonics is a separate area to Phonological Awareness and also needs to be explicitly taught for our children to learn to read and write.

These skills are important for our children as it will support them to begin to read and write with increasing independence. Without a strong skill set in these areas children will always be 'guessing' words. Consider when a child comes across the letters 'c a t'. If a student has phonic skills they can independently recognise each letter and its sound. They can then use their phonological awareness skills to put the sounds together to make the word cat.

