



Welcome to
ROOM 2

WALKAWAY PRIMARY SCHOOL



BELIEVE IT, ACHIEVE IT

Advance the Walkaway Way

WELCOME



I am looking forward to getting to know you and your child throughout the coming year. As your child's teacher, it is my goal to help them become a confident learner.

Communication between home and school is important and your involvement strengthens your child's learning success. Using the Seesaw app allows me to easily communicate with families and showcase student work throughout the year. I am available most days after school, to discuss any issues that may affect their learning. I prefer afternoons, as often there is lots to organise in the mornings before school.

Student's school diaries are a good tool for communication between home and school. Please remind your child to bring their diary and Home Reader to school every day. If there is important information I need to know regarding your child's wellbeing a note is the best way to communicate to respect their privacy.

If you wish to speak about your child's needs or progress please email me on Suzanne.Heywood@education.wa.edu.au, message me via [See Saw](#) or contact the school on [99260200](tel:99260200) to arrange a meeting time. I check my emails daily and this is the easiest and quickest way to get in touch. You can even email me or message me via See Saw to explain why your child was absent.

Regards,

Suzie Heywood

TIMETABLE

Our current timetable ensures your child has access to all areas of the curriculum; this may be subject to change over the year.

Timetable Ms Heywood Term 4 Room 2 Year 3 & 4 2022

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:50	Spelling Guided Reading	Guided Reading Spelling	DOTT Lorraine Writer's Workshop	Handwriting Reading	Reading Spelling
9:50 – 10:50	Writing Grammar 20	Writing Library Exchange 10.20-10.30	Guided Reading or Viewing/Speaking Listening Spelling	Writing Maths	Suzie Room 1 Library Numero Cherith Milnes Phys Ed
10:50 – 11:00AM					
11:10 – 12:10	Maths Sharon	Grammar 20 Maths 60 Sharon	Maths Sharon	DOTT Kristen Hogue Art	Maths Shauna
12:10 – 1:10	Indonesian Ibu Erlin	Health 40	HASS Geography	DOTT Chris Clune Music	Terrific Time Typequick Science
1:10 – 1:40PM					
1:40-2:50	Silent Reading Science	Silent Reading HASS History	DOTT Cherith Milnes Phys Ed	NUMERO 2.15 to 2.20 Assembly Whole School Singing 2.20 to 2.45 DOTT	Silent Reading STEM

Staff in our class:

Ms Suzie Heywood- Classroom Teacher
Mrs Sharon Holliday - Education Assistant

We also have the following teachers:

Indonesian - Ms Ibu Erlin
Writer's Workshop—Mrs Lorraine Chapman
Physical Education - Mrs Cherith Nelson-Milnes
Visual Arts—Mrs Kristen Hogue
Music—Mr Chris Clune

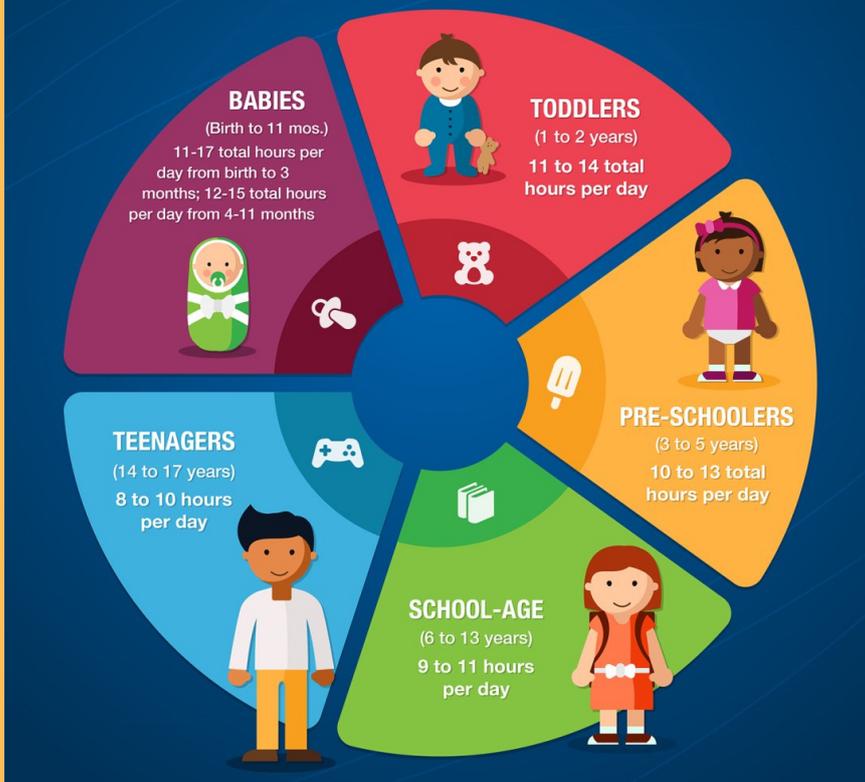
Allergy Aware School



Our Routines

GETTING ENOUGH Zzzz's?

Your little ones need a good night's rest to be healthy.
Here's how to make sure they're getting it.



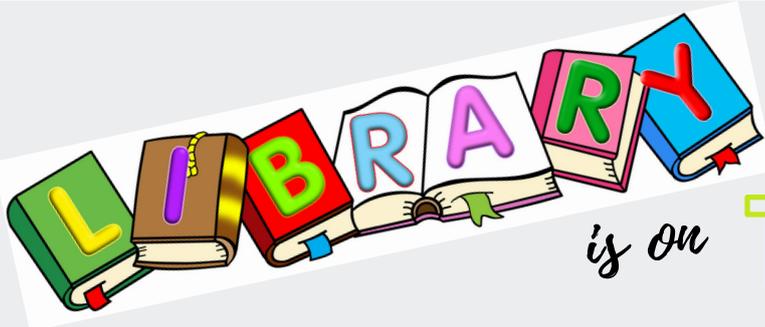
In Room 2, we focus on building independence. To prepare for our day, we need to:

- put out our chair
- put our reading folder in the box
- hand in diary and home reading
- forms and money (if applicable)
- put our Crunch n' sip on our desk and lunch box in the fridge
- fill and put our drink bottle on our desk
- have our pencil case out, with ruler, pencil, eraser and red pen ready

Please help by making sure your child has plenty of rest and arrives on time so they can be ready for the day. Our learning begins as soon as the school day starts.

Don't forget to pack Crunch&Sip® every day...

Crunch&Sip® is a set time for your child to eat vegetables or fruit and drink water in the classroom.



is on

TUESDAY

10 ways to become a better reader...



How you can help your child at home

Home reading is the most important and beneficial homework your child will ever do.

Please support your child to read for at least 15-20 minutes 5 times per week.

Support Parents

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall **AND** thinking, such as, "Why do you think ___ happened?" or "What do you think ___ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

- ☺ You used the first letter & checked the picture!!
- ☺ You tried more than one strategy on your own!!
- ☺ Nice job trying a different vowel sound!!
- ☺ Super work making your eyes go through the beginning, middle & end of that word!
- ☺ Lovely job sticking with it to work on solving!

comprehension

- ☺ You are self-monitoring & working on it when it does not make sense!
- ☺ Your expression is showing that you understand what you're reading.
- ☺ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ☺ You remember the details beautifully!

fluency

- ☺ You sounded just like the character would sound!
- ☺ I could hear you take a break after the punctuation marks!
- ☺ You are reading in phrases, not word-by-word!
- ☺ Your speed is just right! Not too fast or too slow!

Growing firsties

They can borrow books from school, read their library book or read a book from home. Write their reading in their Home Reading Journal and send in to be recorded in class.

From time to time I will send home a task that needs to be finished, or something to think about to prepare for a topic we are working on at school.

as they

Read with their Child

OUR SCHOOL PROGRAMS



At Walkaway Primary School we are committed to whole school approaches. This minimises the load on learning new structures and language, allowing the students to focus on the content.

We employ:

- an explicit teaching model which includes daily warm ups to help students transfer knowledge to the long term memory,
- 'What We Are Learning Today' and 'What I am Looking For' to direct students learning
- full participation strategies to ensure all students are engaged in the learning at all times.

PRIME Maths - we introduced this program to our school in 2021. We are developing common problem solving methods, mental strategies, mathematical language and knowledge.

Sounds Write - Sounds Write is a quality first phonics programme. It is a highly structured synthetic phonics program with the purpose of teaching reading, spelling and writing using a multisensory approach.

The lessons are clearly structured and easy to follow, building conceptual understanding, factual knowledge and the three essential skills of blending (combining sounds to form words), segmenting (separating sounds in words) and phoneme manipulation ("playing" around with sounds in words to make new words).

In Room 2, we apply our knowledge of initial code (single sounds and sound manipulation, along with simple digraphs - sh, ch, th, wh) and extended code (learning the 44 sounds in English) to build our spelling vocabulary, with an emphasis on polysyllabic words and morphology (origins of words). Studying morphology allows us to apply spelling rules to decode and spell unknown words. There is a free parent course on initial code if you would like further information. [Sounds Write for Parents](#)

COMMON SPELLINGS

<p>'s'</p> <p>s sun ss class c cell ce choice se house ce scent</p>	<p>'sh'</p> <p>sh ship ch machine</p>	<p>'l'</p> <p>l leg ll bill le little el panel al final il pupil</p>	<p>'r'</p> <p>r rip wr write rr carry rh rhino</p>
<p>'z'</p> <p>z zoo ze seize zz fizz s is se please ss scissors</p>	<p>'ch'</p> <p>ch chips tch match</p>	<p>'g'</p> <p>g got gg toggle gh ghost</p>	<p>'h'</p> <p>h hop wh who</p>
<p>'p'</p> <p>p tip pp poppy</p>	<p>'j'</p> <p>j jet g gym ge barge dge judge</p>	<p>'w'</p> <p>w wig wh when</p>	<p>'t'</p> <p>f fig ff cliff ph photo gh tough</p>
<p>'d'</p> <p>d dog dd ladder ed giggled</p>	<p>'m'</p> <p>m mat mm slimmer mb climb mn column</p>	<p>'ng'</p> <p>ng sing n sink</p>	<p>'n'</p> <p>n no nn dinner kn knee gn gnaw ne imagine</p>
<p>'b'</p> <p>b bed bb rubber</p>	<p>'v'</p> <p>v vest ve give</p>	<p>'t'</p> <p>t ten tt better bt debt</p>	<p>'k'</p> <p>c cat k kit ck luck ch choir cc occur</p>
<p>'th'</p> <p>th them</p>	<p>'v'</p> <p>v vest ve give</p>	<p>'t'</p> <p>t ten tt better bt debt</p>	<p>'y'</p> <p>y yet</p>
<p>'th'</p> <p>th them</p>	<p>'th'</p> <p>th thin</p>	<p>'zh'</p> <p>s treasure z azure</p>	<p>'ks' or 'gz' (two sounds) box exam</p>

©Sounds-Write

If you want to know more about the spelling of the English language the Sounds-Write team have also written a reference book for schools called **A Lexicon of English Spellings**. This contains comprehensive lists for ALL the English spellings as well as a theoretical overview of the English alphabet code. This book is a totally free resource and may be viewed or downloaded from

www.sounds-write.co.uk/lexicon.asp

COMMON SPELLINGS

Common Spellings of the vowels

<p>'e'</p> <p>e ea ai ie</p> <p>get bread said friend</p>	<p>'a'</p> <p>a</p> <p>cat</p>	<p>'o'</p> <p>o a</p> <p>dot wand</p>	<p>'i'</p> <p>i y</p> <p>pin myth</p>	<p>'u'</p> <p>u ou o</p> <p>but trouble son</p>
<p>'ee'</p> <p>ee e ea ie ey y e-e ei i</p> <p>tree me seat thief key sunny eve receive ski</p>	<p>'ae'</p> <p>a-e a ai ay ea ei ey aigh eigh</p> <p>gate paper train say break vein they straight eight</p>	<p>'oe'</p> <p>o-e o oa oe ow ou ough</p> <p>note so soap toe grow soul though</p>	<p>'ie'</p> <p>i-e i ie y igh</p> <p>bite child tie fly sight</p>	<p>'ue'</p> <p>u-e u ue ew</p> <p>tune pupil cue few</p>
<p>'er'</p> <p>er ir ur or ar ear</p> <p>fern stir burn work collar learn</p>	<p>'oy'</p> <p>oy oi</p> <p>toy boil</p>	<p>'ar'</p> <p>ar a al</p> <p>farm father walk</p>	<p>'oo'</p> <p>oo ou ue ui</p> <p>moon group true fruit</p>	<p>'oo'</p> <p>oo ou u</p> <p>book could put</p>
<p>schwas</p> <p>thē about ended button curtain joker pirate colour collar</p>	<p>'or'</p> <p>a au aw al ar augh</p> <p>water fraud draw talk war daughter</p>	<p>'or'</p> <p>or ore oar our oor ough</p> <p>for more soar pour door fought</p>	<p>'ow'</p> <p>ow ou ough</p> <p>now out bough</p>	<p>'air'</p> <p>air are ear ere</p> <p>air care bear where</p>
<p>©Sounds~Write</p>				

MORPHOLOGY

What is a morpheme?

A morpheme is the smallest unit of meaning within a word. These units of meaning are spelled consistently even though their pronunciation may change within words, e.g., child/children, heal/healthy. Understanding morphemes is important for understanding reading and spelling. English has a complex writing system that is representative of both sound and meaning.

A morpheme can be a whole word (run), a word part (-ing) or a single letter (-s).

Morphemes can be one syllable (eat, church) or more than one syllable (water, carrot, salad), or even a single letter in the case of adding /s/ to indicate plural or third person singular verb eg. waits.

Morphemes include;

- prefixes such as un, re, dis
- suffixes such as s/es, ed, er, ing
- base words such as help, form
- roots such as rupt, port, ject

Most common prefixes		Most common suffixes	
in-	re-	-hood	-ed
un-	de-	-ion	-ing
mis-	pre-	-ship	-er
dis-	a-	-y	-or
fore-		-s	-ible
		-es	-able

The word cats has two morphemes, 'cat', meaning the furry feline animal, and 's' that denotes the plural.

How morphology supports learning

Students should be taught about prefixes, suffixes, roots, and base words because it will help them to understand the words they will encounter in upper grades, words such as predict (pre=before & dict = say or tell), kilometre (kilo = 1000 & metre = unit of length) or biography (bio = life & graphy = process of writing or recording). (Deacon, Kiefer & Laroche, 2014).

Most common Latin & Greek roots (found in more than 100,000 multisyllabic words)	
duct	ten
fic	tain
fer	tim
tent	sist
tend	sta
tens	stat
mit	stit
miss	pon
cap	pose
ceit	pound
ceive	plic
cep	ply
cept	graph
cip	ology

Below are some powerpoint slides which may be used by staff to teach morphemes:

Affixes

An **affix** can be attached to a base word or root to change its meaning or create a new word. There are 2 types of affix; prefixes and suffixes.

• **Prefixes** (like pre-, **anti-** or de-) go at the beginning of a base or root word.

• **Suffixes** (like -tion, -ness and -ment) go at the end of a base or root word.



The core of the word is called the **root word** or **base word**.

What comes before is called the **prefix**
What comes after is called the **suffix**

A **root word** or **base word** makes sense on its own.
A **root** has meaning but can't stand alone.
https://youtu.be/69h7c2ZJ_gl

BAR PROBLEM SOLVING METHOD

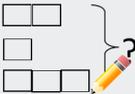
The Bar Model Method is one of the most powerful strategies for mathematical problem solving. It allows students to solve complex word problems using visual representation.

Here are 3 short clip which demonstrate applying the bar model method beginning from understanding the part-part whole premise which is the building block for this method:

Part Whole Method : Draw Part-Whole Model Examples - Singapore Math - YouTube
Problem Solving Basics : Learn Model Drawing Easily with Whole Numbers - YouTube
3 Types of Methods : Bar Models Math Made Easy - YouTube

At Walkaway, we apply the following steps to make sure we are including all parts of the Bar Model Method process:

Step-by-Step Model Drawing

Understand	}	1. Read the entire problem.	
		2. Rewrite the question in sentence form, leaving a space for the answer.	
		3. Determine who and/or what is involved in the problem.	
Plan	}	4. Draw the unit bar(s)	
		5. Chunk the problem, adjust the unit bars and fill in the question mark.	
Answer	}	6. Correctly compute and solve the problem.	
Check	}	7. Write the answer in the sentence and make sure the answer makes sense.	

PRINTING

Aligned with our whole school approach, we have a common printing/handwriting font across the school. In Room 2, we focus on the cursive alphabet so we are preparing to do speedloops and developing our own style in Room 4. Below are the 4 stages of introducing this font, showing the progression.

QUEENSLAND
PRINT ALPHABET

a b c d e f g h i
j k l m n o p q
r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

A B C D E F G
H I J K L M
N O P Q R S T
U V W X Y Z

EdAlive®

QLD Print Wall Chart.
Created using Aussie School Fonts Plus
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QUEENSLAND
PRE CURSIVE ALPHABET

a b c d e f g h i
j k l m n o p q
r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

A B C D E F G
H I J K L M
N O P Q R S T
U V W X Y Z

EdAlive®

QLD Pre Cursive Wall Chart.
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QUEENSLAND
CURSIVE ALPHABET

Aaa Bbb Ccc Ddd Eee Fff
Ggg Hhh Iii Jjj Kkk Lll
Mmm Nnn Ooo Ppp Qqq
Rrr Sss Ttt Uuu Vvv Wwww
Xxx Yyy Zzz 0123456789

LINKING GUIDE

babe ajar aqua taxes
iced likely first stayed
after palms stunt haze
Roger none avid Lassie
thick Pope awe effort

EdAlive®

QLD Cursive Wall Chart.
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QUEENSLAND
SPEEDLOOPS ALPHABET

Aaa Bbb Ccc Ddd Eee Fff
Ggg Hhh Iii Jjj Kkk Lll
Mmm Nnn Ooo Ppp Qqq
Rrr Sss Ttt Uuu Vvv Wwww
Xxx Yyy Zzz 0123456789

LINKING GUIDE

babe ajar aqua taxes
iced likely first stayed
after palms stunt haze
Roger none avid Lassie
thick Pope awe effort

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QLD Speedloops Wall Chart.
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BEHAVIOUR MANAGEMENT

We follow the Positive Behaviour in Schools approach with the focus on encouraging productive behaviours. We reward positive choices both extrinsically (reward WALK faction tokens) and intrinsically (could be an individual conversation celebrating choices or progress).

Room 2



Respect	Achieve	Cooperate	Responsible
<ul style="list-style-type: none"> Hands and feet to yourself Respect class/others' property Put your hand up take turns to speak Use encouraging words Look and listen when the teacher is talking Let others deal with their own business Consider the size of the problem and let it go 	<ul style="list-style-type: none"> Have a growth mindset Try, try, try and then you'll fly Get started and try to finish on time Set high goals Work to improve 	<ul style="list-style-type: none"> Share equipment, ideas and turns Read along Listen to the reader Let others have a go Remind others to stay on task Working together quietly 	<ul style="list-style-type: none"> Keep your work and belongings graffiti free Follow teacher instructions Help others Put things away Follow IT agreement Walk in classroom Use inside voices

RESPONSE TO POSITIVE BEHAVIOUR (INCLUDE THOSE RELEVANT FOR INDIVIDUAL CLASSES)

- WALK tokens
- Verbal praise
- Classroom reward
- Message to family
- Certificates
- Office visit

RESPONSE TO UNPRODUCTIVE BEHAVIOUR (ALL CLASSES) – BEHAVIOUR STEPS IN ANY ONE DAY

Stage 1: First minor misbehaviour

- Verbal reminder is issued with an explanation of the undesired minor misbehaviour.

Stage 2: Second minor misbehaviour – 1 dot recorded next to name

- Choice Language – restating desired behaviour or consequence
- 1 dot recorded next to name; recorded by teacher

Stage 3: Third minor misbehaviour or first major misbehaviour – 2 dots recorded next to name; to be indicated on the red slip by ticking the Stage 3 Time Out box

- Student may be sent to the Principal for time out of the classroom and a redirecting of behaviour.
- Student to complete reflection page
- Classroom Teacher communicate to parents or carer/s
- Classroom Teacher to enter on Integris
- 5 minutes play time detention at next break

Stage 4: Fourth minor misbehaviour or severe misbehaviour – 3 dots recorded next to name

- Sent to the Principal with red slip (behaviour slips are developed in each class for staff to fill out with the required information on the non-productive behaviours)
- Principal to contact parents
- Principal to enter on Integris
- Consequence is behaviour and individual case dependent – may include additional detention time, in school suspension, a natural consequence for behaviour, individual behaviour agreement/plan
- If necessary, the Principal in conjunction with staff will determine if a period of suspension is in the child's best interest.

VIEWING

Viewing films and television programs is an important aspect of our literacy program. Teaching students how to understand the devices and techniques used to influence the viewer and understanding a range of visual, written and multi-modal (combination) texts is integral in developing their comprehension and literacy skills. When studying a novel it is a good opportunity to compare how events are portrayed in film.

Many suitable movies are rated PG. I need your permission to show PG rated movies at school. I would only be showing PG films suitable for Year 3 or 4; however I do need your permission to select an age appropriate film that is not G rated. We sometimes use clips to show a story orientation or to show how dialogue is used to describe characters. For example; in the movie "Up" how does the setting reflect the mood of the main character?

What does the main character say that gives you a clue about his personality?

The PG rating can vary from covering some simple and mild themes such as 'Ice Age', 'Shrek', 'Charlie & The Chocolate Factory', 'Chronicles of Narnia', & 'Up' and for students in Year 5 or 6 can include some more difficult or challenging content such as 'Bridge to Terabithia' (main character dies) 'Harry Potter' centred around a scary Wizard Voldemort who has power over all.

The following explanation of PG rating is from Australian Government Department of Communication and the Arts

"The impact of PG (Parental Guidance) classified films and computer games should be no higher than mild, but they may contain content that children find confusing or upsetting and may require the guidance of parents and guardians. They may, for example, contain classifiable elements such as language and themes that are mild in impact." It is not recommended for viewing or playing by persons under 15 without guidance from parents or guardians.

Should you wish to discuss this further, please contact me via seesaw or email and I can give you a call. If you DO NOT give permission for your child to watch PG films at school as related to their learning program, please email me.

GROWTH MINDSET

How we respond to setbacks and the challenges of school life can determine how we learn and grow. You can make the most of setbacks and challenges by adopting a Growth Mindset. A Growth Mindset is essentially about learning how best to respond to challenges that come your way, now and into the future.

A growth mindset is not fixed and can be developed.

PARENT'S GUIDE TO A GROWTH MINDSET

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*

PRaise FOR:
EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR:
TALENT
BEING SMART
BORN GIFTED
FIXED ABILITIES
NOT MAKING MISTAKES

THE POWER OF "YET" SAY
"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"IF YOU LEARN AND PRACTICE, YOU WILL!"

BRAINS can GROW

FIXED MINDSET: MY INTELLIGENCE, TALENTS, and ABILITIES are FIXED.

GROWTH MINDSET: I CAN DEVELOP MY INTELLIGENCE, TALENTS, and ABILITIES.

FAILURES AND MISTAKES = LEARNING SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNIZE YOUR OWN MINDSET
BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY THAT WAS HARD TODAY?"

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Coaching a Growth Mindset

5 Questions to Develop a Growth Mindset

- What did you learn from today's performance?
- What steps did you take to make you successful today?
- What are some different strategies you could have used?
- How did you keep going when things got tough?
- What can you learn from your opponent today?

5 Feedback Comments to Develop a Growth Mindset

- This will be a challenging concept to learn, but I believe you can master it.
- You haven't got it yet, but you will if you keep working and thinking about it.
- I really appreciated your effort today.
- It is okay to take risks, that's how we learn.
- Getting better takes time and I see you improving.

@BelievePHQ @SportPsychDunc

ZONES OF REGULATION

To assist our students with social and emotional regulation, we use the Zones of Regulation program. Students are explicitly taught the four zones, how to recognise which zone they are in and strategies to help them regulate back to the green zone. We are all in different zones at different times and that is okay.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2 Storybook Set | Available at www.socialthinking.com

Please contact me if you have any queries

Suzanne.Heywood@education.wa.edu.au

Call the office on 9926 0200 and they will help you set up an appointment

Website: walkawayps.wa.edu.au