



Welcome to



ROOM 6 - PRE-PRIMARY WALKAWAY PRIMARY SCHOOL

BELIEVE IT, ACHIEVE IT

Advance the Walkaway Way

WELCOME



I truly value the amazing opportunity I have in providing the foundation of learning for your children at Walkaway. Open communication between home and school is invaluable for successful learning. I encourage you to contact me should you have any queries or concerns:

- via email Donna.Rowe@education.wa.edu.au
- via Seesaw; or
- call the office on 9926 0200 and they will help you set up an appointment

Kind regards

Donna Rowe

Staff in our class:

Ms Donna Rowe - Classroom Teacher
Mrs Lyn-Lee Austin - Education Assistant

We also have the following teachers:

Mr Chris Clune - Music
Mrs Cherith Nelson- Milnes - Sport
Ms Kristen Hogue - Library

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.



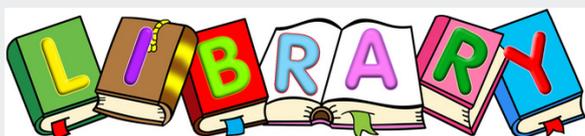
Our school day begins with our organisation for learning. To prepare for our day, we need to:

- put our reading folder in the box
- put our lunchbox in the fridge
- get out our Crunch n' sip
- put our drink bottle in the tray

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

THURSDAY



READING: LEARNING AT HOME

READING STAGES

Your child goes through different stages as they learn to read. Remember that children learn in different ways and at different rates, so be patient and always encourage your child's efforts.

Read things your child really enjoys so they learn to love reading!

Role-play readers

As your child grows and develops, they begin to take an interest in books and the words they see around them.

They may start to imitate you by holding books the right way up, turning the pages carefully and pretending to read by using the pictures and their memory to retell stories. They also learn the difference between the front and back of a book, understand that words and pictures are different, and that printed words contain messages.

You can support your child by:

- reading with them every day
- encouraging and praising any attempts at pretend reading
- showing them that pictures help tell the story
- reading their favourite stories again and again – familiarity builds confidence
- not criticising them when they make mistakes – learning to read takes time!

Experimental readers

During this stage, your child often reads by looking at the pictures and using their memory of a story. They also recognise some words, but their focus is on the meaning of a text rather than reading every word properly.

You can support your child by:

- reading with them every day
- encouraging them to have a go at reading and praising their attempts
- talking with them about sounds, words and interesting features in books and other texts like labels, shopping lists and newspapers
- talking with them about book characters and storylines
- encouraging them to express opinions about what happens in a story
- continue reading their favourite stories again and again.

Turn off the television. It's easier for your child to concentrate when there are no distractions.

**You'll find more
learning at home factsheets
at education.wa.edu.au.**



Key Area: Literacy

Ages and Stages of Literacy Development

P L D
Promoting Literacy
Development

Many parents wonder if their child's reading skills are developing at the normal rate. While there are individual differences, there is a general progression of skill development. It is recommended that if you child has not attained the skills outlined for his/her age, that a school-based meeting be scheduled. Following this, it is likely that a referral to a specialist (e.g. Speech and Language Pathologist) may be necessary to provide an in-depth check on your child's development. Research clearly states that the earlier intervention commences the better the outcomes for the child.

3 Year Olds Start to Discover "Writing" Around Them.

They become interested in the print on signs or labels and may come to recognise some of these in particular.

They may recognise several books by their covers, know the titles, understand that they are read from front to back, from left to right and by looking at the print rather than just the pictures.

They may understand that one can use writing for communication through cards and notes, for list making, for finding television programs in the guide and for a host of other purposes.

Through focusing on print, 3 year olds start to become familiar with letters and may learn to recognise and name some.

Story telling skills are important for literacy. 3 year olds should start to move from just requesting and commanding to explaining their experiences and telling stories.

3 to 5 Year Olds Start to Engage in 'Sound Play'.

They begin to focus on the sounds within words (phonological awareness). 4 year olds begin to appreciate and produce rhymes, clap syllables in words and start to notice how certain words sound the same.

They continue to make progress identifying and reproducing letters. They may even be able to write their own name and mix scribble, some letters and drawing in "writing" notes and stories.

Story telling skills should continue to develop. Their stories should become fairly easy to follow.

1

4 to 5 Year Olds Start to Figure Out How the Alphabet Works.

They begin to hear the beginning sound in words. (E.g. 'sun' starts with /s/).

They learn that the sounds they hear at the start and end of words are represented by alphabetic letters. (E.g. /s/ at the start of 'sun' is represented by a /s/).

They are able to tell a story without support.

2

5 to 6 Year Olds Start Formal Literacy Learning.

Learn to recall the alphabetic letter sounds with accuracy and with speed.

Learn to "sound out" words and over the year reading should become accurate and automatic.

Are expected to demonstrate their comprehension skills and discuss books they have read or that have been read to them.

Initially writing is phonetic in nature. Over the year children integrate early phonic concepts such as sh, ch, th, ing, oo, ee, ar, or, all, ck etc. to written tasks.

3

Children in Year 2 Start to Acquire Automatic Processes.

The challenge in Year 2 is to achieve fluency. This means reading becomes "effortless". It is through lots and lots of reading practice that children become fast and automatic readers.

Writing becomes more automatic and less phonetic as children acquire early vowel digraphs such as ou, oa, ow, ir, ur, ue, ew etc.

4

Children in Year 3 and Above are Required to Focus on Comprehension, Writing and the Curriculum

Children are required to read and write at length and with relative ease. Children are increasingly expected to read silently rather than aloud and are increasingly expected to write independently.

The content of reading material becomes much more complex and the focus of reading shifts to developing comprehension skills.

5

PLD's programs that develop the above skills can be viewed by searching the codes: 1) CCst 2) CCaI/CCalc, CCpfa, CCpfr, CCpfs 3) CCfrw, CCfsw, CCsight, Mfwa, Bsw1, CHph1, Md1 4) CCread, CCspell, Bsw2, CHph2, Md2 5) Bsw3, CHph3, Md3 on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>

NUMBERS: LEARNING AT HOME

MAKING SENSE OF MATHS

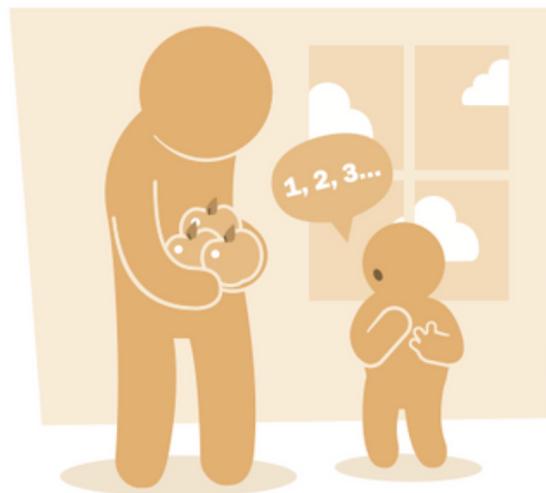
Here are some ideas to help you bring maths to life for your child:

- Think out loud when you use numbers, time, position and measurement so your child sees how useful maths can be. For example: *I wonder if we have enough apples?* and *Let's count to make sure.*
- Encourage your child to talk through what they are doing. Ask questions and let your child ask questions too. This helps them make sense of things and helps them understand what they are doing. It is an effective way to learn.
- Use maths and number words when you describe things. Instead of saying: *The bucket*, you might say: *The 10 litre bucket*. This helps your child learn about the different words that are used to describe how to measure things.

Turn off the television. It's easier for your child to concentrate when there are no distractions.

Follow the golden rule of 'little and often' – a few minutes each day learning about numbers is better than a 30 minute maths session.

- Ask your child questions while you are doing everyday activities so they begin to think and talk about maths from an early age. Ask questions such as: *How many are there? Which way is it? Will it fit in there? Is there enough for all of us?* and *How big is it?*
- Get your child to help sort items at home according to size, length, colour and shape, for example buttons, socks, pegs and blocks.
- Praise your child for trying, even if they give the wrong answer. If they don't know the answer, give them time to work it out. If you do give them the answer, talk about how you worked it out. This builds their confidence in learning. Give them time to think and time to answer your questions. Be patient.



Department of
Education

**You'll find more
learning at home factsheets
at education.wa.edu.au.**

COUNTING



Principles of Counting: - These are a part of the Kindergarten Curriculum but, as they are the building blocks for all number understandings, are an important part of our initial assessment and focus in Pre-Primary. The 5 Principles are:
The first five curriculum content descriptions in this document are called the Principles of Counting. We have ordered them based on development.

- How to Count
 - a. Stable Order: say the number names in order.
 - b. One-To-One Correspondence: match the counting names to the items being counted.
 - c. Cardinal Value: the last name said in the count represents the total of the set.
 - What to Count
 - d. Order Irrelevance: the count can start anywhere.
 - e. Abstraction: children will at first count objects that are similar. Later they will count collections of different objects and later still, unseen objects.
-

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, helping 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 programme 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 programme 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 1, we move on from initial code (single sounds and sound manipulation, with spelling up to 4 and 5 letter words, along with simple digraphs - sh, ch, th, wh) to extended code (learning the 44 sounds in English).

There is a free parent course if you would like further information:
[Sounds Write for Parents](#)

Sounds~Write™ A guide for parents of children in reception

What can you do to help your child learn to read?

Over the following weeks, we will be introducing these sounds in the following order:

Unit 1: a, i, m, s, t

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, f, v, e

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced.

We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.

If you are not sure which sounds we are teaching, simply refer to the key on the back of this leaflet.

What are we trying to teach?

We want the children to learn that letters are symbols for sounds, so that when they see the letters < m > < a > < t >, they say and hear /m/ /a/ /t/ 'mat'.

To begin with, we shall be working only with 2- and 3-sound words. Your child needs to say the sounds and **listen** to hear what the word is. For this reason, sounds need to be said very precisely. For example, when we see the letter < m >, we say /m/ and not 'muh'. Of course, some sounds are much more difficult to say without adding a bit of an 'uh', but, with practice, it can be done. When your child has said all the sounds in a word and then read the word, ask them to **write** the word on a piece of paper or a small chalk board.

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds and that we can pull these sounds in words apart: thus, 'cat' can be separated into /c/ /a/ /t/; and we can put these sounds back together again to form recognisable words: thus, /c/ /a/ /t/ gives us 'cat'. Names often make useful examples to begin with: 'Jack' would be /j/ /a/ /k/ and 'Emily' would be /e/ /m/ /i/ /l/ /ee/. If you are not sure, just close your eyes and say the sounds in a word to yourself.

Key to alphabetic code knowledge:

Unit 1: a, i, m, s, t

/a/ as in 'cat', /i/ as in 'pin', /m/ as in 'map',
/s/ as in 'sip' and /t/ as in 'ten'

Unit 2: n, o, p

/n/ as in 'not', /o/ as in 'pop', and /p/ as in 'pen'

Unit 3: b, c, g, h

/b/ as in 'big', /c/ as in 'cup', /g/ as in 'get',
and /h/ as in 'hen'

Unit 4: d, f, v, e

/d/ as in 'dog', /f/ as in 'fun', /v/ as in 'vet',
and /e/ as in 'leg'

Unit 5: k, l, r, u

/k/ as in 'kit', /l/ as in 'leg', /r/ as in 'run', and
/u/ as in 'bun'

Unit 6: j, w, z

/j/ as in 'jug', /w/ as in 'wig', and /z/ as in 'zip'

Unit 7: x, y, ff, ll, ss

The letter X represents two sounds /ks/ or /gz/
(depending on the word and/or the speaker's

accent), so /ks/ as in 'fox'; /y/ as in 'yes'. The
double consonants <ff>, <ll> and <ss>, represent the sounds /f/, as in 'sniff',
/l/ as in 'fill', and /s/ as in 'miss'.

When you are reading a reading book with your child, do all the things you would normally do, such as talking about the story, discussing the characters, predicting what is going to happen next, and so on. But, whenever you come to a two- or three-sound word, which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

If you do this, you will find that your child will quickly move on to more complex words, such as words with four and five sounds, such as 'lamp' and 'crisp'.

After your child has tackled three-sound words, their teacher will be moving on to words with four and five sounds and, again, you can best support you child by giving them as much practice as you can.

If you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your child's teacher. Good luck and enjoy working together with your child.

©Sounds~Write™

PRINTING

Aligned with our whole school approach, we have a common printing/handwriting font across the school. In Room 6, we focus on the print alphabet so we are preparing to do the pre-cursive in Room 1. Below are the 4 stages of introducing this font and building progression to developing our own style as we leave Walkaway to move onto high school.

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
© Pathfind No. 167 Trading as EdAlive

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.
Created using Aussie School Fonts Plus
© Pathfind No. 167 Trading as EdAlive

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.
Created using Aussie School Fonts Plus
© Pathfind No. 167 Trading as EdAlive

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

EdAlive®

QLD Speedloops Wall Chart.
Created using Aussie School Fonts Plus
© Pathfind No. 167 Trading as EdAlive

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

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

VS

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

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?"

PRINTABLES BY BIG LIFE JOURNAL - BIGLIFEJOURNAL.COM

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

Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
Adapted from The Zones of Regulation 2 Storybook Set | Available at www.socialthinking.com

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 6



Respect



Achieve



Cooperate



Responsible

Respect	Achieve	Cooperate	Responsible
<ul style="list-style-type: none"> • We follow rules at school • We look after the people and the toys at school 	<ul style="list-style-type: none"> • We try very hard to do things on our own • We listen to our teachers in learning time 	<ul style="list-style-type: none"> • We share with our friends at school • We take turns • We are kind and gentle 	<ul style="list-style-type: none"> • We are big kids and we can unpack our bag • We love to help each other clean up at pack up time

Rewards for Productive Behaviours (GREEN Choices)

- ◊ Verbal Praise
- ◊ WALK tokens
- ◊ Class reward
- ◊ Messages home (email, seesaw, phone call, message system)
- ◊ Office Visit

Consequences for unproductive Behaviours (RED Choices)

Stage 1: First minor misbehaviour
⇒ Verbal reminder is issued with an explanation of the undesired minor misbehaviour.

Stage 2: Second minor misbehaviour
⇒ Time Out

Stage 3: Loss of Play time

Stage 4: Fourth minor misbehaviour or severe misbehaviour
⇒ Sent to the Principal with red slip
⇒ Principal to contact parents
⇒ Principal to enter on Integris

TIMETABLE

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

TIMES	MONDAY K/PP	TUESDAY PP	WEDNESDAY K/PP	THURSDAY PP	FRIDAY PP
8:50 – 9:45 Literacy Block	Whole class Mat session Greetings Movement Initial Sounds Hegarty Shared Reading Crunch and Munch EA with individuals	Mat Session Hegarty Sounds Write Phonics Word building Blending Segmenting Sounds Book	Whole class Mat session Greetings Movement Initial Sounds Hegarty Shared Reading Crunch and Munch EA with individuals	Mat Session Hegarty Sounds Write Phonics Word building Blending Segmenting Sounds Book	Health with Miss Hewitt
9:45 – 10:50 Rotations- 10 minutes at each activity	Small Group Literacy Rotations Teacher Independent EA Free play	Recount Writing Shared Reading	Sport with Mrs Mines	Recount Writing Shared Reading	Science with Miss Hewitt
10:50 – 11:00AM	Duty				
11:10 – 11:30 11:30-11:50 Numeracy Block	10 mins outside play Obstacle Course Mat session Counting Days of the week Shapes	HASS	10 mins outside play Obstacle Course Music with Mr Clane	Maths Daily Drill Mat session Maths Lesson	STEM with Miss Hewitt
12:10- 1:10 Rotations- 10 minutes at each activity	Small Group Maths Rotations Danna Fine Motor EA Free Play	HASS	Small Group Literacy Rotations 1. Teacher 2. Fine Motor 3. EA 4. Free play		Sport with Mrs Mines
1:10 – 1:40PM	1st Duty	2nd Duty	LUNCH		
1:40-1:55 1:55-2:10 2:10-2:45 2:50 Home	10 mins outside time/pack up time Folders in bag Rest time Library Visit- book swapping	Maths Daily Review Mat Session Maths Lesson	10 mins outside time/pack up time Folders in bag Mindfulness and Rest Free Play	Miss Hogue Whole School Singing	Terrific Time

Toys

- Please do not allow your child to bring toys to school unless a specific request has been made by the classroom teacher.
- The school is not responsible for lost/stolen toys brought to school.



Allergy Aware School



- Notes -

Please contact me if you have any queries

Donna.Rowe@education.wa.edu.au

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

Website: walkawayps.wa.edu.au