

# Inquiry Unit: Seasons Change and So Do We!

Year: Prep Term: 2 2014

<p><b>Reading Non-Fiction:</b> <b>instruct, describe, explain</b> Procedural Texts-purpose and audience, Information Texts, PM Maths Big Books and Guided Readers</p>	<p><b>Thinking:</b> Explain Interpret Apply Perspective Empathy Self-Knowledge</p>	<p><b>Reading Fiction:</b> <b>Prediction, Questioning, Connection, Retell, Comparison, Visualising</b> Picture Story Books Poems</p>
<p><b>Writing Non-Fiction:</b> <b>explain, describe, narrate and instruct</b>  <b>Procedural Writing-</b> text structure, present tense, lists  <b>Personal Recounts-</b> orientation, sequenced events using past tense verbs</p>	<p><b>Vocabulary and spelling:</b> <i>Repeated Interactive Read Alouds</i> <i>Picture Chats</i>  Environment, Adapt, Observation, Experiment, Wondering, Question, Creation, Caretakers, Change, Cause, Effect  Senses; Touch, Sight, Smell, Hear, Feel, Eyes, Ears, Mouth, Nose, Hand, Fingers, Tongue Seasons; Summer, Autumn, Winter, Spring, January-December Weather; Temperature, hot, Cold, Cool, Warm, windy, Storm, Rain, Humid, Sunny, Wet, Cloudy</p>	<p><b>Writing Fiction:</b> <b>Describing</b>  <b>Poetry-</b> Senses Poetry  Nouns, Adjectives</p>
<p><b>Oral Literacy Non-Fiction:</b> <b>Scientific Observations</b> Looks Like/Sounds Like/Feels Like (5 Senses) Forming Questions</p>	<p><b>Visual Non-Fiction:</b> Diagrams Pictorial Flow Chart You Tube Clips (Mister Maker, How to Make) Sunshine Online</p>	<p><b>Visual Fiction:</b> Storyline Online Sunshine Online</p>

## Prep Literacy Overview Term 2, 2014

Reading & Viewing	Writing	Speaking & Listening
<ul style="list-style-type: none"> <li>• Recognise that sentences are key units for expressing ideas.</li> <li>• Understand that texts can take many forms &amp; that stories and informative texts have different purposes.</li> <li>• Recognise the letters of the alphabet &amp; know that there are lower and uppercase letters.</li> <li>• Identify some differences between imaginative and informative texts.</li> <li>• Use comprehension strategies to understand &amp; discuss texts listened to, viewed or read independently.</li> <li>• Explore the different contribution of words &amp; images to meaning in stories and informative texts.</li> <li>• Recognise Golden &amp; Red Words.</li> </ul>	<ul style="list-style-type: none"> <li>• Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.</li> <li>• Know that spoken sounds and words can be written using letters of the alphabet.</li> <li>• Retell familiar literary texts through performance, use of illustrations and images.</li> <li>• Produce some lowercase and uppercase letters, using learnt letter like forms.</li> <li>• Understand that punctuation is a feature of written text, different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and ends of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Share feelings and thoughts about the events and characters in texts.</li> <li>• Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and body contact.</li> <li>• Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.</li> <li>• Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures.</li> <li>• Listen to and respond orally to texts and to the communication of others through informal and structured class discussions.</li> </ul>

# Agenda: Foundation-Two LITERACY PLT Term 1 Week 3 - Tuesday 11<sup>th</sup> February 2014



## School Improvement Plan Goals

*To build and implement contemporary pedagogy & practices to maximise student learning and engagement.*

## 2014 Annual Action Plan

### Learning and Teaching Intended Outcomes (Literacy specific)

1. That students are more engaged in all areas of their learning
2. That a higher percentage of students will be operating at or above the expected level (NAPLAN) in both Literacy and Numeracy

**Foci:** Analyse data gathered to differentiate spelling foci, teaching students at their point of need

**Learning Intention:** To identify future spelling rules and patterns to be taught, differentiating for individual students learning in spelling

## Apologies

## Reading Recovery Candidates

### Term One Literacy PLT

- Week 3 11<sup>th</sup> February
- Week 5 24<sup>th</sup> February Writing Moderation

### Writing Analysis (Plan for student writing in Week 4)

- Piece to be analysed to support future teaching
- Choose writing sample

### Learning Intentions

- Team goal for literacy

### Period One Testing

- Testing to be completed this week
- Are there any outstanding tests

### Parent workshops

- Name week to have parent helpers commence

### Focus Booklets

- Please advise before leaving PLT

### Take home readers

- Nominate when to commence

### Literacy Support

- Writing – Vanessa, Fergal
- Nominate at level area of support

### PLT Action

- Group students, identify rules and spelling patterns, brainstorm teaching strategies
- Identify spelling sessions

### Action after PLT

- Spelling to be uploaded to SPA
- Spelling workshops to commence
- Discuss use of school officers