Niddrie Primary School Foundation 2023

Parent Information Session #2

A deeper dive into Literacy and Numeracy



Acknowledgement of Country

We respectfully acknowledge the Traditional Custodians of the land on which Niddrie Primary School is located – the Wurundjeri People of the Kulin Nation, and we pay our respects to their Spirits, Ancestors, Elders and Community Members past, present and emerging.

We extend this respect to other Aboriginal and Torres Strait Islander Peoples who call Moonee Valley home.







A deeper dive into Literacy and Numeracy



Literacy and Numeracy



The Victorian Curriculum



https://victoriancurriculum .vcaa.vic.edu.au/

Litero V + What to expect at NPS



Since then, **6. Oral Language** has been added as the 6th essential element of reading.

THE SCIENCE OF READING RESEARCH SNAPSHOT.



LEARNING TO TALK VS. LEARNING TO READ.

Learning to Talk

 Happens naturally by just being immersed in spoken language.



Learning to Read

Does <u>NOT</u> happen naturally.

 Students need to be explicitly taught to match sounds they hear to letters that represent the sounds.





PHONEMIC AWARENESS	PHONICS
Focus – sounds (phonemes)	Focus – letters (graphemes) and the sounds they make
Communication – Spoken Language	Communication – Written Language
Lessons – Oral	Lessons – both visual & oral
Students – work with manipulating sounds	Students – work with reading and writing letters according to their sounds, spelling patterns and structure.
 A critic who is phonemically aware can: Isolate sounds Blend sounds Segment a word into sounds Manipulate sounds in words. 	



Phonemic Awareness:

The Skills That They Need To Help Them Succeed!

A 35 Week Curriculum of Daily Phonemic Awareness Lesson Plans Developed on a Systematic Scope and Sequence of Skills with Explicit Modelling

Michael Heggerty, Ed.D.

With Revisions by Alisa VanHekken, M.Ed.

Updated and aligned to

Let's have a go together



DECODING and DECODABLE TEXTS





Red Ted met a pig in a pen.

Research tells us decodable readers, showcasing the sounds that have been taught, are necessary to help students apply their newly learned phonics skills to reading in connected texts.

Crucial for learners to see the link between their phonics lessons and learning to read.

If students are explicitly taught particular sound/letter relationships but then asked to read texts that have many different sounds they don't know, this creates confusion.

It doesn't prioritise decoding as the single most beneficial skill in reading, but rather promotes guessing at words using the context of the story to help.

Guessing words and relying on context is what poor readers do.

The sounds we hear

Are they **sounds** we **write** when **spelling** (encoding)

The letters we see

We match to the sounds we know when Reading (decoding) There is **no guessing** or looking at the **picture** to help Us **with words**

Pictures can help us with comprehension























Students were given a sentence each and had to find the student in the room with the same one as them. Anika and Ashton have the same sentence.



Asher and Mason are making jumbled sentences and reading them to each other. Look how many they made!





We have been writing our own nonfiction books about farm animals. Zara has used her letter-sound knowledge to write some facts about sheep and pigs.



Summer is practising using her finger to point to the words as she reads.



Mason is using a mini mirror to watch the way his mouth forms the sound 'ch'



Isla is practising writing some words with the sound 'ch'



How to support your child at home



We have some resources to add to your packs today also.

300 Nights of Reading

- Students are encouraged to read every school night
- Reading is recorded in reading diaries
- This is acknowledged by teachers
- Milestone reading numbers are acknowledged at assembly with a certificate



Mattematics What to expect at NPS

What the science tells us about learning maths

- Brains have enormous capacity to grow and change
- Hippocampus has high levels of plasticity
- Hippocampus related to spatial and mathematical thinking
- Productive struggle necessary to learn
- 2 of the 5 brain pathways activated when engaging in maths are visual
- Maths is developmental



Concrete materials support all learners

- Concrete materials support connections
- Move from materials to abstract ideas – number symbols
- Introduction to concepts and processes







Students are learning to make and name 2-digit numbers.

Everly sees 8 because she sees 2 and 2 is 4 and 3 and 1 is 4. 4 and 4 is 8

Zak see 6 and 2.

Pepper Jo

sees 2 and

and 2 and 2

make 4 so

that makes

2 make 4

make 8.

8

There is 3 and 3 that

makes 6 and 2 more

Isla sees 4 and 4 which makes 8 Millie sees a tens frame and on a tens frame the top row is 5 and 3 more down the bottom makes 8



Jess says in the tens frame there are 2 blank spaces. I know that 10 take away 2 equals 8. Mila sees that its full on the top and down the bottom there is 3. Two spaces are empty.



Students are ordering numbers from 0-10 on a number line.

A number talk to share their maths thinking.



Students created a graph using different coloured blocks to find the most common.



Subitising a key indicator of future mathematical success

- Subitising is the skill of recognising a collection or amount of items without counting them
- Subitising begins very early for children for eg. Identifying who has more and who has less

Subitising supports students to

- add
- compare collections
- identify and visualise numbers

Strategies for teaching Mathematics



Explicit Teaching



Worked Examples



Collaborative Learning



Multiple Exposures



Differentiated Teaching

Number Talks

What do you see? How do you see it? What do you know?



How you can help your child at home

- Cooking
- Games
- Marking important dates on a calendar
- Identify numbers out and about
- Shopping

Questions

