

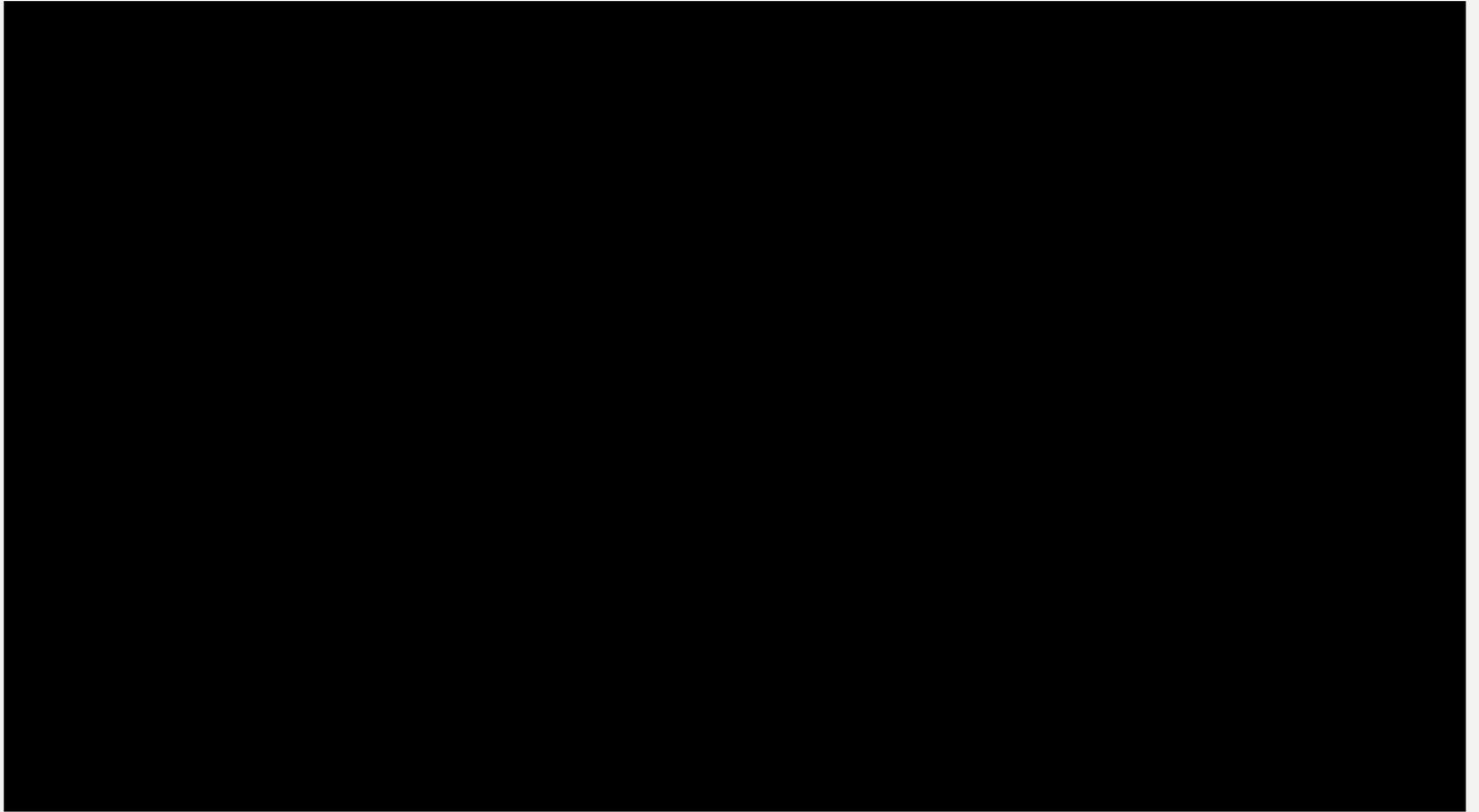
Mansfield State School



CLEVER • SKILLED • CREATIVE

**MANSFIELD STATE SCHOOL
PREP MINIS PRESENTATION
19 – 21ST OCTOBER, 2021**

ACKNOWLEDGEMENT OF COUNTRY





PRESENTERS

HEADS OF DEPARTMENT – TEACHING AND LEARNING: PAULA MORTON, ANNETTE FOSTER





SCHOOL PRIORITIES 2021

Systematic Curriculum Delivery

Pedagogy – through reading instruction

Inclusion

Well-being



OUR CHAT TODAY

What do we teach in Prep?

How do we identify your child's readiness for reading and track their reading progress?

How do we teach reading in Prep?

How can you support us to teach reading to enhance your child's literacy development?



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How can you support us to teach reading your child's literacy development?



What do we teach in Prep?

The Australian Curriculum

- Foundation learning areas of the Australian Curriculum

Embedded across the learning areas:

- General capabilities
- Cross-curriculum priorities





What do we teach in Prep?

The Australian Curriculum





What do we teach in Prep?

The Australian Curriculum





What do we teach in Prep?

Foundation learning areas of the Australian Curriculum

ENGLISH:

View, listen to and enjoy texts that entertain and inform, such as picture books or rhymes. They begin to learn to read and create texts.

MATHEMATICS:

Develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

SCIENCE:

Learn how science works and explore their world to find answers to questions.



What do we teach in Prep?

Foundation learning areas of the Australian Curriculum

HEALTH AND PHYSICAL EDUCATION:

Learn through active play and practise fundamental movement skills.
Learn about their strengths, how to be healthy, safe and active and about respectful relationships with others.

HUMANITIES AND SOCIAL SCIENCES

Experiment, practise and play in familiar situations using curiosity to make sense of the world and to develop history and geography knowledge and skills about people and places.



What do we teach in Prep?

Foundation learning areas of the Australian Curriculum

THE ARTS

Share their experiences and understanding of themselves through exploring the arts and artworks.

TECHNOLOGIES

Learn how technologies work through exploring, designing and problem-solving

LANGUAGES (YEAR 5 & 6)



What do we teach in Prep?

The Australian Curriculum – Parent information

AC Australian CURRICULUM acara AUSTRALIAN CURRICULUM AND ASSESSMENT AUTHORITY

Information for parents
THE AUSTRALIAN CURRICULUM – FOUNDATION YEAR

Foundation | Years 1–2 | Years 3–4 | Years 5–6 | Years 7–8 | Years 9–10

THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*

THE FIRST YEAR OF SCHOOL



In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling such as 'Reception', 'Kindergarten', 'Pre-Primary' or 'Prep'.

Foundation Year Learning Areas



School choice

English

Maths

Health & PE

Languages

Science

The Arts

Humanities

Technologies

1



What do we teach in Prep?

The Australian Curriculum

General capabilities (embedded in learning areas):

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- **Personal and Social Capability**
- Ethical Understanding
- Intercultural Understanding



Personal and Social Capability learning continuum

Example:
**Personal and
Social Capability**
(by the end of Foundation
Year)

Sub-element	Typically by the end of Foundation year	
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others
Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning
Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought
Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence

What do we teach in Prep?

The Australian Curriculum

Cross-curriculum priorities (embedded in learning areas):

- Aboriginal and Torres Strait Islander History and Culture
- Asia and Australia's Engagement with Asia
- Sustainability



What do we teach in Prep?

How do we know the children are engaged in teaching and learning aligned to the Australian Curriculum?



MANSFIELD STATE SCHOOL – KNOW AND DO

LEARNING AREA: English

YEAR: Prep

UNIT NUMBER: 4

TITLE: Responding to text

TASK: Responding to and creating an imaginative story. To read aloud and respond orally to text comprehension questions.

What do the students need to **KNOW** to be successful in this unit of work? (KNOWLEDGE)

What do the students need to be able to **DO** to be successful in this unit of work? (SKILLS)

KNOW	DO
Language	
Language variation and change	
<ul style="list-style-type: none"> Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community ACELA1426 	
Understand people speak different languages	Share texts with home language
Language for interaction	
Understand that language can be used to explore ways of expressing needs, likes and dislikes ACELA1429	
Recognise how to use language to communicate feelings	Express how characters feel in the story (infer).
Text structure and organisation	
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes ACELA1430	
Understand the purpose of a text	Identify if it is a (story) fiction v (information texts) non-fiction.
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 end of sentences ACELA1432	
Understand where to use capital letters and full stops.	Pointing to letters and punctuation in text.
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ACELA1433	
Understand concepts about print	Learning about direction of print, left-right, spaces, front and back cover.
Expressing and developing ideas	
<ul style="list-style-type: none"> Recognise that texts are made up of words and groups of words that make meaning ACELA 1434 	
Understand letters makes words which have meaning, and words join to form sentences.	Explore spoken, written and multimodal text identifying words and images.
<ul style="list-style-type: none"> Recognise that sentences are key units for expressing ideas ACELA1435 	
Understand the word order of a sentence is important for meaning	Write sentences, read aloud to teachers and peers.
<ul style="list-style-type: none"> Explore the different contribution of words and images to meaning in stories and informative texts ACELA1786 	
Understand that words and images give meaning. Images can add to the meaning of the written text.	Explore how print and images combine to create meaning.



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WEEK	LINK TO AUSTRALIAN CURRICULUM	TEACHING AND LEARNING SEQUENCE	COMPREHENSION FOCUS	RESOURCES
1	ACELT1578 ACELA1426 ACELY1658 ACELT1578 ACELA1430 ACELT1575 ACELA1433 ACELA1434 ACELA1437 ACELT1580 HEGGERTY ACELA1439 ACELA1819	<p><i>The purpose of this week is to introduce the unit/set the scene.</i> <i>Discuss characters and event and revise concepts about print.</i> <i>Reading a few Hairy Maclary books throughout the week (shared/modelled reading) would be beneficial to exploring characters and events in texts.</i></p> <p>Text: Hairy Maclary's Bone Learning Intentions: (choose one or two a day to cover all throughout the week)</p> <ul style="list-style-type: none"> To identify English is one of many languages To recognise texts are made up of words To understand purpose of a text To identify a character in a story To identify an event/s To understand authors tell different stories To retell events in text <p>Success Criteria:</p> <ul style="list-style-type: none"> I can point to letters, words and pictures I can point left to right, spaces, front and back cover I can say if a book is a story or information text (fiction/non-fiction) I can name a character I can tell an event I can compare events in stories to my own experience I can retell beginning, middle and end <p>Key learning activities</p> <ul style="list-style-type: none"> Discuss this text is written in English and discuss languages spoken at home Ask students to come and point to the front cover and back cover of the book Point to words as you read to show left to right direction Point out sentences have meaning Practice retell events in stories Discuss students experiences with dogs and compare to that of hairy Maclary – are they the same or different? Is this book a story or fact. Why did the author write this book? Close activity There is no writing by the students this week as we practice orally changing an event (gradual release). In each Hairy Maclary book you read discuss what the characters are doing and as a class think of new events and endings. Model writing these sentences together as a class. Eg. Hairy Maclary's bone...Hairy Maclary went to the shop and got a toy ball. He went to the park to play with his friends. <p>Key vocabulary to be explicitly taught from the text</p> <ul style="list-style-type: none"> Unit Metalanguage <ul style="list-style-type: none"> Character Event Ending Setting Text Fiction / Non fiction 	Text to self-connection Prediction Visualising ACELY1650	Hairy Maclary's Bone https://www.youtube.com/watch?v=xj9k3CikUKE Hairy Maclary From Donaldsons Dairy https://www.youtube.com/watch?v=x8eGwF64l9g Hairy Maclary Scattercat https://www.youtube.com/watch?v=wwwVRl0JKW0 Hairy Maclary Slinky Malinki https://www.youtube.com/watch?v=2qDMztNuLx8 Hairy Maclary's Rumpus at the Vet's https://www.youtube.com/watch?v=Bo0BVKSAGH0
2	ACELT1578 ACELA1432 ACELT1580 ACELY1651 ACELA1429 ACELY1646 ACELA1817 ACELA 1820 ACELA1438	<p>Text: Pete the Cat – I love my white shoes</p> <p>Reading Focus Learning Intentions: (choose one or two a day to cover all throughout the week)</p> <ul style="list-style-type: none"> To identify a character in a story To identify an event/s To talk about how a character feels To listen to things in a text and answer questions To understand concepts of print <p>Success Criteria:</p> <ul style="list-style-type: none"> I can point to letters, words and pictures 	Text to self-connection Prediction Visualising ACELY1650	Text: Pete the Cat – I love my white shoes https://www.youtube.com/watch?v=fi_z6zGQVVm Example of art work
	ACELT1578 HEGGERTY ACELA1439 ACELA1430	<ul style="list-style-type: none"> I can name a character I can tell an event I can say how a character feels I can answer questions about a text <p>Key learning experience</p>		



BURNING QUESTIONS?





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How do we:

- identify your child's readiness for reading, and
- track their progress

Early Start

Literacy Continuum

Sight Words

Diagnostic Assessment – PM Running Records

Summative assessments

This data informs curriculum planning and resourcing decisions and supports more effective differentiation for students in the early years of schooling.



EARLY START

At Mansfield, Early Start is used across the early years of schooling to track **literacy** and **numeracy** development:

On Entry Prep

End of Prep

End of Year 1

Support the school and teachers to:

- identify your child's early literacy skills,
- gather information about your child's abilities and learning needs,
- identify what needs to be taught next for their learning.
- generate purposeful data about literacy and numeracy achievement to track progress and measure growth for students



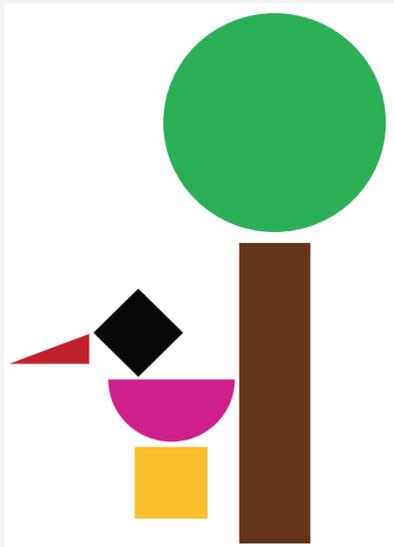
EARLY START

Example literacy and numeracy questions:

Show a picture of a road sign. Point to some writing in the picture.

Listen to this word. PET. What is the first sound in the word pet?

When you are counting, what number comes after three?





CONCEPTS OF PRINT

Critical aspects	Prior to school	
	Cluster 1	Cluster 2
Concepts about print involves understanding and using conventions and concepts about print. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	<ul style="list-style-type: none">• Shows beginning awareness that print relates to spoken language.• Identifies writing in a picture or poster.• Recognises the meaning of some letters and symbols, e.g. common logos, street signs.• Knows how to handle books, e.g. turns pages, looks at detail in pictures.• Shows awareness that print and images are different (in print and on screen).• Shows beginning awareness of reading from left to right.• Is learning to point to the first word to read a sentence or story.	<ul style="list-style-type: none">• Identifies one or more capital letters when prompted. OE• Names a full stop.• Identifies a word in print. OE• Identifies a letter in print. OE• Indicates left to right. OE• Points to the first word to read. OE• Indicates return sweep to left at the end of a line of text. OE• Identifies a letter on a keyboard.• Knows the difference between letters and numerals.• Understands that print conveys meaning.• 'Reads' storybooks beginning at the front and finishing at the back of the book.



CONCEPTS OF PRINT

Department of Education

Reading Centre
making a difference

Concepts of print

Queensland Government

The image shows the cover of a book titled 'Reading Centre: making a difference' with the subtitle 'Concepts of print'. The cover features a light blue background with several colorful, pixelated circles and two stylized figures of children sitting on the ground. The text 'Department of Education' is in the top right corner, and the 'Queensland Government' logo is in the bottom right corner. A circular refresh icon is also present in the top right.



STAGES OF READING DEVELOPMENT





SUMMATIVE ASSESSMENTS

Year Prep English: Unit 2 — Enjoying and retelling stories: Retell a story

Name: _____

Purpose of assessment: To respond to and retell a familiar story to peers.

Knowledge and understanding (Receptive)	Creating texts (Productive)	Creating texts (Productive)
<ul style="list-style-type: none"> Recalls one or two events from a text with a familiar topic. Identifies connections between text and their personal experiences. 	<ul style="list-style-type: none"> Uses images to convey ideas. Shows evidence of beginning writing behaviours. 	<ul style="list-style-type: none"> Identifies and describes likes and dislikes about the text, objects, characters or events. Retells events and experiences with peers and known adults. In informal group settings, communicates clearly.
<ul style="list-style-type: none"> Describes and sequences two or more events from the text. Shares a personal experience related to the text. 	<ul style="list-style-type: none"> Uses images and words or simple sentences to represent events. Uses letter-sound relationships and simple conventions of print. 	<ul style="list-style-type: none"> Independently retells a familiar story using a retelling planner. Uses voice levels and vocabulary to engage the listener.
<ul style="list-style-type: none"> Describes a character or event from the text. 	<ul style="list-style-type: none"> Uses images and groups of letters to convey events in retelling planner. 	<ul style="list-style-type: none"> Explains likes and dislikes in text.
<ul style="list-style-type: none"> Recalls one or two events from a text with a familiar topic. Identifies connections between text and their personal experiences. 	<ul style="list-style-type: none"> Uses images to convey ideas. Uses beginning writing behaviours. 	<ul style="list-style-type: none"> Identifies and describes likes and dislikes about the text, objects, characters or events. Retells events and experiences with peers and known adults. In informal group settings, communicates clearly.
<ul style="list-style-type: none"> Identifies a character. 	<ul style="list-style-type: none"> Differentiates between writing and drawing. 	<ul style="list-style-type: none"> Makes a statement about the text.
<ul style="list-style-type: none"> Listens to a familiar story. 	<ul style="list-style-type: none"> Makes marks on retelling planner. 	<ul style="list-style-type: none"> Uses words and body language to communicate in one-to-one settings.

Applying
Making connections
Working with
Exploring
Becoming aware



BURNING QUESTIONS?





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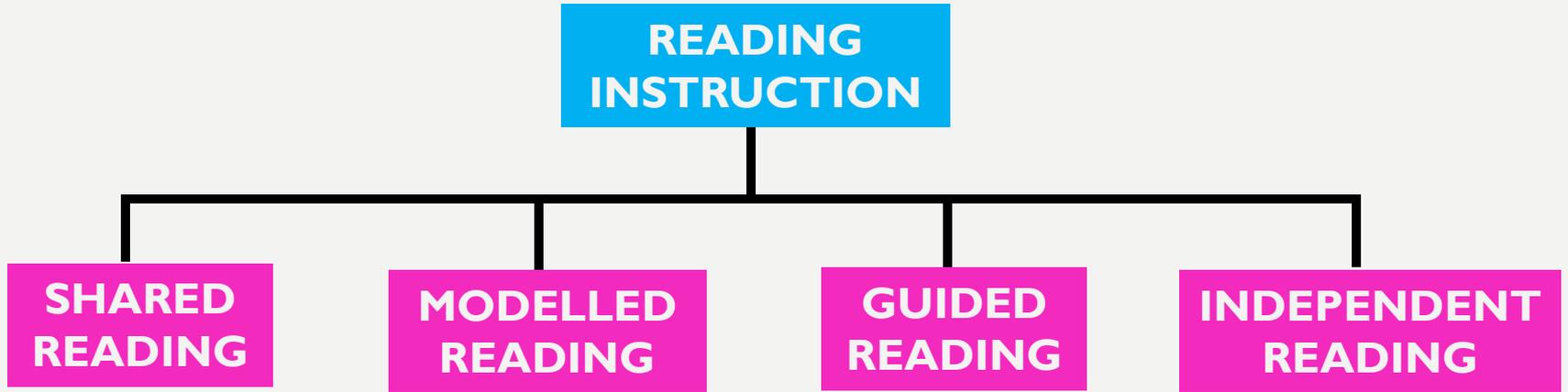


AGE APPROPRIATE PEDAGOGY





READING INSTRUCTION





PHONICS INSTRUCTION

Phonics

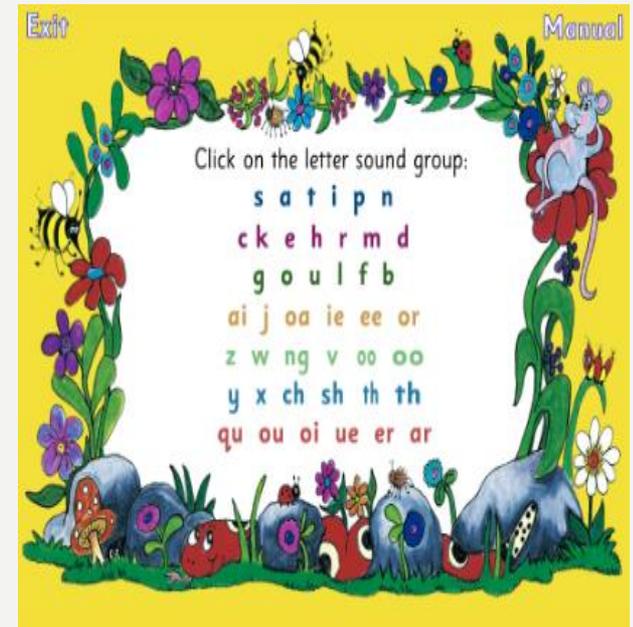
- ✓ Identifies letter names
- ✓ Writes letters to correspond with sounds
- ✓ Uses knowledge of sounds to attempt to read and spell unknown words

s	a	t	i	p	n

sat	at	tip	pit	tap	pat
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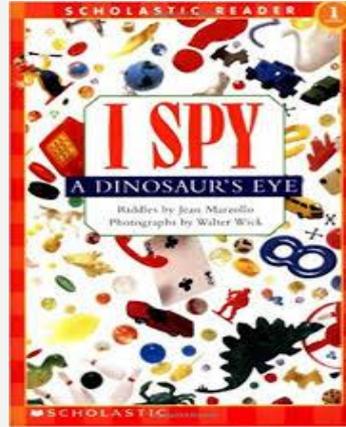
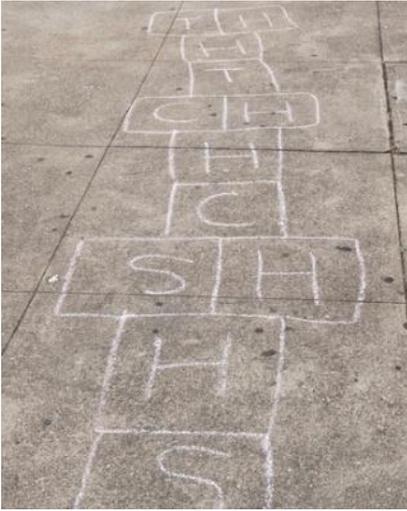
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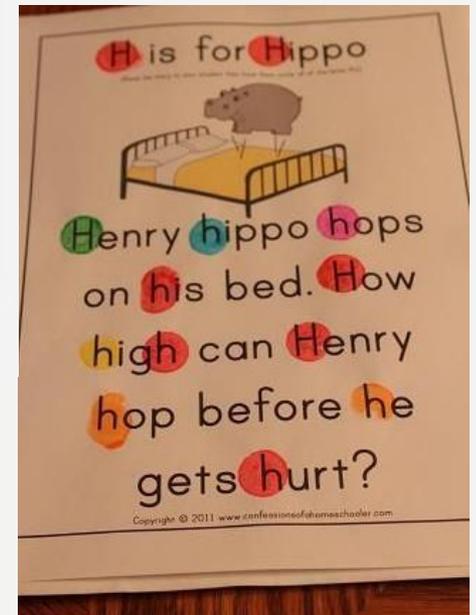
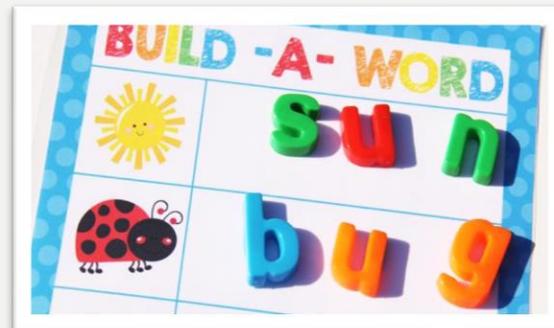




PHONICS INSTRUCTION



Create a collage with a particular focus using junk mail, old magazines or your child's drawings – this could include pictures of things beginning with an 's' sound or all pictures showing a particular colour.





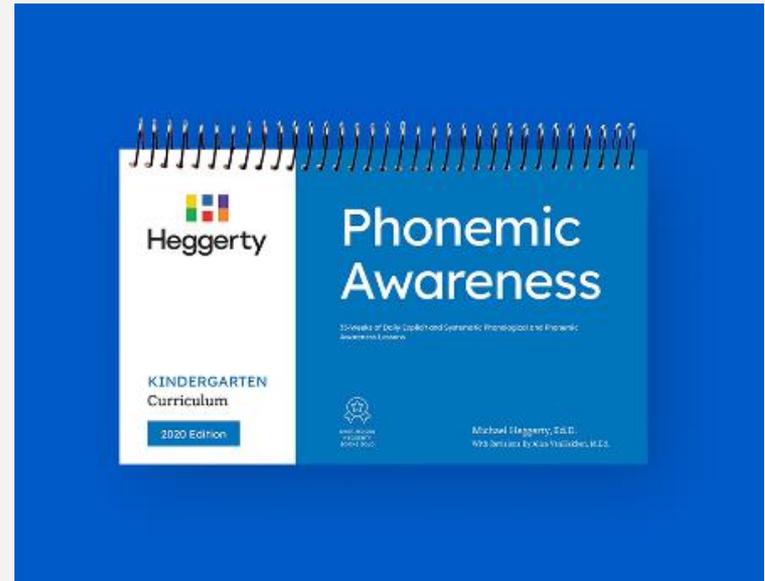
PHONEMIC AWARENESS

Phonemic awareness

- ✓ Identifies rhyming words
- ✓ Provides a word starting with a given sound
- ✓ Claps syllables of spoken words e.g. ba/na/na
- ✓ Makes new words by changing sounds e.g. swap the /p/ in spin with /k/
- ✓ Repeats familiar rhyming verses, chants and jingles



Sing songs or nursery rhymes while taking a walk, packing away toys or in the car.





COMPREHENSION

Comprehension

- ✓ Responds to stories by connecting information and events to personal experiences.
- ✓ Retells events in a story.
- ✓ Predicts a plausible next event in a story.
- ✓ Talks about information in factual texts.
- ✓ Analyses and evaluates a character's actions / motives in a story.

Use comprehension strategies to understand and discuss texts listened to, viewed or [read](#) independently (ACELY1650 - Scootle [↗](#))



- talking about the meanings in texts listened to, viewed and read



- visualising elements in a text (for example drawing an event or character from a text read aloud)



- providing a simple, correctly-sequenced retelling of narrative texts



- relating one or two key facts from informative texts



- finding a key word in a text to answer a literal question



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PARENTS AS PARTNERS

Help your child settle into school.

Do they

- Know and recognise their preferred name?
(if it is different to the one they might use at home)
- Know some 'school' language?
e.g. please, thank you, food, drink, water, toilet, sit, chair, desk, pencil

Can they:

- Recognise and write their name?
- Write some letters of the alphabet?
- Open their lunch box, drink bottle and food items?
- Toilet themselves?



SUPPORTING YOUR CHILD'S READING IN PREP

Department of Education

Supporting your child's reading in Prep

Learning to read is a significant milestone in any child's life, and one that will bring many benefits over an entire lifetime. You play an important role in modelling reading behaviours and supporting your child's reading efforts. You make a difference to how your child will discover the world of literacy and how they view themselves as a reader.

What can you do to help your child become a reader?

What can you do to help support your child's reading skills?

In Prep your child will:



Vocabulary knowledge

- ✓ increase their range of vocabulary
- ✓ explore a range of listening, speaking and writing opportunities

Comprehension

- ✓ ask questions about their knowledge of the topic of a story
- ✓ make connections between what they know and a story
- ✓ predict and draw an event in a story

Phonemic awareness

- ✓ explore individual sounds in words
- ✓ alter sounds in spoken language

Concepts about print

- ✓ know direction of written words
- ✓ explore features of picture books

Phonics

- ✓ understand the relationship between printed letters and speech sounds
- ✓ match letters with sounds

Ways you can help your child's reading in Prep

Model reading Let your child see you reading, read to yourself and read to your child – often.

Join your local library Find out where it is and what programs and activities they offer, and of course borrow books regularly! Librarians are full of ideas about which books your child might enjoy reading.

Make time for reading Make regular time for reading, even if it is only ten minutes a day!

Sing! Singing nursery rhymes, jingles and fun chants helps your child have fun with language and to develop their phonological awareness. Even making up silly songs is great for literacy development – have fun with words!

Sounds like Play talking games that require your child to hear the same beginning sounds, for example, 'Let's look for all the things in the fridge that begin with the *mmmm* sound', or 'I can think of lots of words that start with *sssss*, snake, Sammy, silly, can you think of more?'

Encourage and praise Reading should be enjoyable for you and your child. Always encourage their attempts and praise their efforts.

Talk to your child's teacher about how you can support your child's reading.



ORAL LANGUAGE



- Use every opportunity to ask questions and engage in conversation with your child.
- Look for the times that your child is most talkative and capitalise on those moments.
- Speak clearly in adult-like sentences.
- Talk whilst you are out and about – name objects and encourage curiosity about the world.
- Use correct names for things
- Encourage your child to tell stories. He/she can tell stories about things that happened to them, retell a favourite children’s book, or make up stories.
- Play card games, puzzles and word games like “I Spy”.
- Have your child think of words that rhyme with “bat,” “car,” “moo,” or “pie.” The rhyming words your child picks can be real or made-up words.

Research tells us that children who have strong oral language skills often have strong reading and writing skills.

(Audrey W. Prince, M.Ed.)



LISTENING



- Use 2 or 3 step instructions to encourage listening.

Jump. Turn around.

Jump. Turn around. Blink your eyes.

Jump two times and turn around three times.

Jump three times then turn around twice while clapping.

- Ask children to repeat back instructions.





READING



- Read aloud and talk frequently about storybooks, factual books and rhymes.
- Use the illustrations to help tell the story - ask 'Why?' and 'What is happening in this picture?'
- Develop comprehension and understanding.
- Encourage and praise attempts to pretend read.
- Read favourite books and rhymes over and over again.
- Read together and talk about everyday items such as signs, notices, letters, catalogues, magazines, TV guides and food packaging.





WRITING

- Encourage your child to use a variety of pencils, pens, crayons etc.
- Encourage their drawing and writing attempts.
- Use scissors to cut paper and light card.
- Play with Lego, playdough and other manipulatives to build hand strength.
- Encourage your child to write their name – using upper case for first letter only. It's ok if they start with all capitals.

Sahib

- Draw lines, simple shapes and letters.
- Encourage your child to hold their pencil correctly.





THRIVE BY FIVE



How Every Child can Thrive by Five – (Molly Wright)
TED TALK



THANK YOU 😊

Remember

- All children are different. One child might not enjoy the same books, or be at the same reading level as another child, or as an older brother or sister did at the same age.
- Many children (and adults) like to return to old favourites from time to time, even when they can read much more difficult stories. This can also happen if the children are unwell or unhappy because familiar loved stories can help them to regain a sense of security and well being.
- Beginners need books with simple words for success and enjoyment. Books that are too hard can put them off.



If you make it fun and enjoyable, your children will love reading too!



BURNING QUESTIONS?



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