

**St Emilie's Catholic Primary School**

# **Year One**

**Information Booklet  
2020**



## **Year One Teachers**

**Miss Tanya de Gooijer and Mrs Simone McKenzie**

## **Year One Teacher Assistants**

**Mrs Jo Roberto & Mrs Amy Andrews (Tue-Thurs)**

## Reflection

# TWO SCULPTORS

I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind  
And they fashioned it with care.  
One was a teacher and the tools that were used  
Were books and music and art,  
One was a parent with a guiding hand  
And a gentle, loving heart.

Day after day the teacher toiled  
With touch that was deft and sure,  
While the parent laboured side by side  
And polished and smoothed it over.  
And when at last their task was done,  
They were proud of what they had wrought,  
For the things they had moulded into the child  
Could neither be sold or bought.

And each agreed they would have failed  
If they had worked alone,  
For behind the parent stood the school,  
And behind the teacher, the home.



# Welcome to Year One!

We are really looking forward to getting to know you and your child and building a positive partnership together  
We trust that the year will prove to be a fruitful and happy time for us all!



## Our Philosophy of Teaching

- We believe in encouraging the development of the *whole child* - spiritually, physically, socially, emotionally and cognitively.
- We believe in the importance of a supportive and nurturing environment. As we progress to more formalised learning experiences, the children will be encouraged to simply 'have a go'...to try their best...to surprise themselves with their abilities...to learn from their mistakes...to take risks and to challenge themselves.
- We believe in the importance of rich oral language experiences and opportunities that develop creativity and imaginative thinking.
- We believe in providing rich learning experiences that will encourage children to make meaning of the world in which they live and to become confident and capable learners.
- We believe that each child needs to be respected and acknowledged for their diversity and individuality.
- We believe that parents and educators play a key role in supporting children to develop a positive and enthusiastic attitude towards learning, thus enabling them to continue discovering their wonderful potential.

Year One will be a fun and rewarding year and also a challenging one in many ways. There are many new skills for the children to learn, as well as new rules and routines. It is a year of significant transition and change as they move into 'big school'. The transition from Pre-Primary to Year One can be slightly daunting for some. At St Emilie's however, we aim to ease students through this transition in a supportive, respectful and caring way. You can really help your child at home by listening to any of their concerns and then speaking positively and confidently about their own ability to manage whatever comes. With our encouragement and support, any little worries your child may be experiencing usually sort themselves out in time. As they start to settle into class routines, explore and develop new relationships and learn new skills, you will see your child flourish! Trust that all will be well and please allow valuable time for your child to develop. Also remember that each child will develop and learn at different rates, so please don't stress if your child takes a little longer to learn something. Comparison is the thief of joy and if we want our children to learn, we need them to believe that they CAN and WILL learn - it just takes time, practice and a positive mindset!

Comparison is the  
Thief of Joy

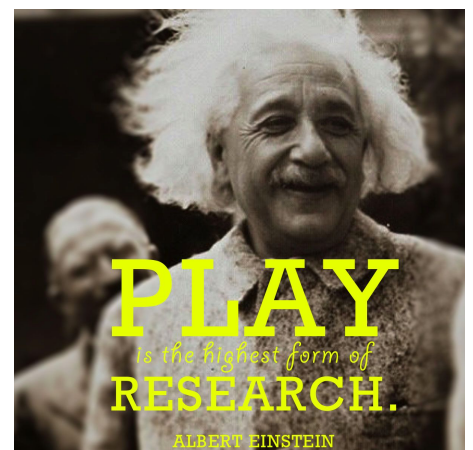
# Year One Aims

- To establish an environment where children become more independent and motivated learners, who do their best and take pride in their work.
- To continue to develop a positive attitude and a healthy sense of self worth.
- To develop an environment where children feel secure enough to seek assistance when it is needed.
- To encourage each child to be able to listen to and follow instructions and class expectations, in order to contribute to a cohesive learning space where children develop a sense of responsibility and where they experience the benefits of cooperation and collaboration.
- To work together to create a harmonious environment where good manners are expected and all are treated with respect.
- To develop children's confidence to always **HAVE A GO!** - knowing mistakes are part of the learning process.
- To cultivate a sense of responsibility in each child - for their words, actions and belongings.
- To promote a sense of pride in our school environment and learning spaces.



## Some of the things we will be learning in Year One!

- We will be learning to confidently share our thoughts, ideas and opinions - rich oral language opportunities lay the foundation for good literacy learning!
- We will be involved in many shared and modelled reading opportunities. This allows children to develop and learn new reading strategies that they can apply when reading a variety of texts.
- We will be learning how to sound out unfamiliar words in our writing and reading- (having a go) when we are unsure. We will be learning about spelling sounds blends and sight words and incorporating these into our reading and writing. We will be learning how to read and comprehend texts and write a range of texts for different purposes.
- We will be learning how to write neatly using the correct letter formations.
- We will be learning about numbers and counting, simple addition and subtraction, shapes, patterns, times and measurement.
- We will be learning how to be independent.
- We will play and learn through our play!
- We will be learning how to develop positive relationships with our peers and with adults.
- We will continue to learn the importance of regulating our emotions and dealing appropriately with frustration, disappointment, and conflict.
- We will have fun and learn a lot!



# Class Organisation

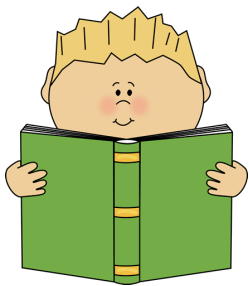


There are two Year One classes - One Blue and One Gold. Miss de Gooijer, Mrs McKenzie (Class teachers) and Mrs Roberto and Mrs Andrews (Education Assistants) will work together in order to provide the best possible learning environment for your children. Essentially we are one learning community - fortunate enough to be able to draw on a range of teacher skills and abilities so as to support different needs and learning styles. Learning experiences will involve opportunities for the children to work as a whole class, as well as in small groups.

We program together in the areas of Literacy, Mathematics, Integrated Studies and Religious Education, in order to provide our children with a variety of rich learning opportunities. Our classes will not always look the same, however the concepts taught from the WA Curriculum will be.

## Extra Information

- Each child has their own Note Folder in which they keep their reading book, sight words book and other necessary forms of correspondence between school and home. Please check this daily.
- Individual reading books will be sent home in Week 5 along with a set of sight words.
- Formal reporting takes the form of Parent Teacher Interviews (Terms 1 and 4), Three Way Interviews (Terms 2 and 3), Open Nights (Terms 1 and 3) and Written Reports (Terms 2 and 4).
- The standard uniform is to be worn at all times. Hair is to be tied up at all times, no jewellery is to be worn and children are to wear the correct footwear and socks as outlined in the school Uniform Policy.
- Please continue to pack a spare pair of underwear in case of accidents.
- Toys or electronic devices are not to be brought to school.



## Purposeful Practice

The children will receive a 'Purposeful Practice Homework Grid' now they are in Year One. Our grids run over a two week period and will be sent home three times a term. These grids allow for flexibility within families and tasks set are a reflection of the concepts taught in class. We have two non-negotiable literacy tasks that are compulsory four nights a week - reading books and sight words.

**The two main purposes of assigning PURPOSEFUL PRACTICE in our school is:**

1. To provide students with an opportunity to practice and reinforce what has been learned in class, at home.
2. To include and value the time spent engaging with the family in positive, helpful and meaningful ways as home 'work'.

Further information on St Emile's Purposeful Practice can be found under 'Homework Policy' on the school website <http://www.stemiliescps.wa.edu.au>

# Reading Books

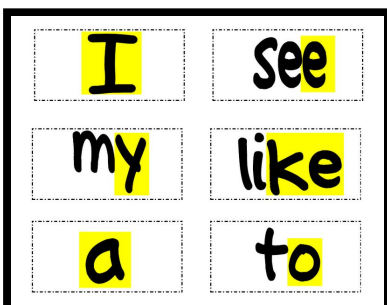
Children will have reading books to read from Monday to Thursday. Please fill in the book title and sign the reading log each night. Depending on your child's level, you may like to **read the story to your child, share the reading with your child, listen to your child read, or ask your child to retell the story to you.** Some helpful hints for reading time are below:

- ✓ Talk about the cover of the book and what the book might be about.
- ✓ Discuss the title and the author.
- ✓ Discuss capitals and full stops and how these help us to understand what we are reading. Point out how the picture relates to the text.
- ✓ Ask questions about the story afterwards.

Emphasis should always be on the **enjoyment of reading** and comprehension of the text (in a relaxed and non-interrogative way!). Children will bring home reading books in their folder for the week on a Monday. Please return folders with their reading book to school each day for morning reading. All reading books need to be returned on Friday to enable new books to be allocated. Reading books will be sent home once children have settled into the school routine and we have had time for adequate assessment. Learning to read takes time - please be parents who support your child to enjoy books rather than place undue stress on a child as they learn to read! 'Levels' should not dominate in your conversation with the child or other parents.

The Home Reading Program has been developed to encourage students to acquire confidence and develop their reading strategies through the continued reading of a book **over a week**. Your child will bring home **one** levelled reader each week where they have the chance to practise reading with **lots of praise for effort**. **A short and positive experience each day is what you are aiming for!**

Having a book for a week means that children have an opportunity to read a text where they can develop their skills, knowledge and confidence. It enables students to become familiar with the text and develop very important skills such as, recognising high frequency words, familiarising themselves with new words and develop their vocabulary, revising and applying skills learnt in class, developing fluency and oral language skills as they discuss characters, retell the story, answer a range of comprehension questions and most importantly, develop self-confidence. Sometimes you may feel that a book is 'too easy' for your child and that they need to be put up to another level. Please remember that the texts sent home are of an **independent level**, this means it gives children an opportunity to revise reading strategies, develop fluency and expression, read for enjoyment and increase their confidence. On other occasions, texts may be at an **instructional level** which means they may challenge students a little and require them to apply reading strategies learnt in class. Children are required to read each night. Remember, we provide books from school, but there is nothing to stop you from also introducing other books to your child - in fact, this is vital! The more you read to your child the better - they learn about reading the most from being read to, so please head off to the local library and grab some exciting, funny, fabulous books to enjoy with your child throughout the term - it is a great bonding time and it keeps books and reading as special! Reading is a gift that you give your child for life!



School **library books are also important**. Please make sure your child brings their library bag to school so they can borrow a book for you both to read together each week. Remember it is ok for children to want to read a book over and over again. Your child will choose a school library book with some guidance but essentially they are selecting this based on their interest so it may need to be read to them, rather than them reading it independently.

# High Frequency Words

High frequency words are common words used in everyday reading and writing. This means, your child will see them constantly in the texts they encounter. When they are able to identify these by sight, they will begin to experience fluency and greater success when reading.

The children will bring home a list of high frequency words to learn to **read**. Please practise these with them and remember these words are not always 'sound-able'. Have your child cut the words out and ask them to read the word as you are showing it to them. It is a good idea to mix up the order so they are reading the word rather than memorising the order it comes in. If they don't know the word, tell them, then repeat this process a few times.

Doing this daily would be most beneficial because of the consistency however if you miss one day due to family commitments, outside school activities or tiredness please don't worry as we will be practising these words at school too. You can even make up your own fun games such as memory and searching for the words in other texts around the house!

Each week children will be tested on their weekly words and given the next level when they are ready (only if they can read them with fluency). If your child is experiencing any difficulty they will keep the same list of words...this is ok! Please remember the high frequency words aren't a competition and emphasise this with your child! We all learn in different ways and at different rates.

## Specialist Teachers

### TUESDAY

Music - Mr Dabbs

### WEDNESDAY

Physical Education - Mr Davis

(Children to wear coloured House Sport Shirt)

Japanese - Mrs Aroozoo

### THURSDAY

Library (Requires library bag)

### FRIDAY

Health - Mr Davis

Science - Mrs Cogger

Yr 1 & 2 Sport (Children to wear yellow St Emílie's Sport Shirt)



# Behaviour Management

Our goal is to develop a safe, caring and secure environment where students accept responsibility for their own behaviour and respect the rights of others. **We encourage the development of children's self control and self confidence, so in the long term they can take responsibility for their own behaviour.**

**We will be placing a great deal of emphasis on:**

- showing mutual respect to all,
- practicing active listening,
- being the best 'me' I can be,
- no put downs and
- not being afraid to ask questions.



**As teachers, we will:**

- Positively reinforce effort.
- Be consistent, setting clear limits.
- Establish group rules.
- Make learning relevant, purposeful and manageable for children, anticipating potential problems.
- Allow self-choice and, if necessary, make suggestions or give direction.
- Encourage children to take responsibility.
- Empathise with child's problems but only intervene when appropriate and after the child has been given the opportunity to solve the problem.
- Help children recognise and express feelings.
- Provide opportunity and time for discussion and problem solving skills.
- Discuss consequences of unsafe behaviour.

If a student has continued to ignore class rules and teacher reminders, or if a particular one-off behaviour is worthy of further investigation, a member of the Leadership Team may become involved. While this generally doesn't happen often, if it does happen there is no need to panic - parents are reminded that decisions made are always in the child's best interest and the Leadership Team act in a formative rather than a punitive way. Facing the consequences of their choices is part of growing up and is character building. Here at St Emilie's we work as a team to address behaviour as close as possible to the time it happens so that a child can learn from any inappropriate choices made. When parents and staff work together and support one another, the result will always result in better outcomes for the children.



## Birthdays

Parents, you are requested not to send in any treat or party favour, whether food or otherwise, on the day of your child's birthday. Rest assured we will certainly celebrate them on their special day as a class. Thank you for your cooperation in regard to this matter. Party invitations are to be handed out or sent during out of school hours, thank you.



# Attendance & Medical Information

Our classroom door will open at 8:30am. Our day will commence at 8:40am. It is important that the children arrive on time so they settle comfortably into routines without feeling rushed or unsure. If your child is unwell, do not send them to school, **even if they want to come**, as it unfairly spreads illness to other children and staff. If your child has medication for Asthma/Allergies please ensure the appropriate forms are completed and any changes updated at the office. If at any other time your child needs to take medication at school please complete the appropriate forms at the office. Medication is to be stored in the office only not in your child's school bag.

## Absentee Notes

A signed note with a simple explanation of your child's absence from school is required upon their return. You may lodge your child's absence on the day by emailing your classroom teacher and the Office.

## Leaving Early

In general terms, children should not need to leave school early. Appointments with doctors, speech therapists, dentists etc need to be made **outside of school hours**. We understand that occasionally a specialist appointment may be required. If you must collect your child early, a note is required. Parents must inform the office before collecting your child from the classroom and you will be required to sign your child out in the Departures Book.

## Family Holidays

The learning process requires continuity - giving children enough time and practise to consolidate skills, therefore family holidays in term time is a practice that is not supported by our school. All families are asked to try as much as possible to organise these holidays in **school holiday periods**. If a family must take a holiday in term time for an extenuating reason, a form must be filled out (available from the office).



## Healthy Recess and Lunches

Please ensure that you pack your child a **HEALTHY lunch** - no lollies/junk food etc please. We ask all parents to remember that we are an allergy aware school so nuts and nut products eg. **Nutella and Peanut Butter sandwiches are not permitted.**



## Crunch and Sip

The children will stop to have Crunch and Sip each morning. They will need one serve of fresh fruit or veg (no packet fruit bars etc) in a reusable container plus a water bottle.

## Emails

While regular communication is important, please keep emails short, to the point and not too frequent. With 30 children and families to oversee, while your request or series of questions etc might not seem much to you, multiplying this by 30 can mean that much needed planning and preparation time, after and before school, can be severely impacted upon.

Thank you for your consideration.



## Parent Help

We will need some parent helpers to assist us with listening to the children read during the morning. A reading roster will be up and running as of week 6. More information will be sent home closer to the date. Confidentiality is of utmost importance while on parent help. There will be other opportunities to help out over the year through incursions and excursions.

## Drive Through

A written note detailing regular collection arrangements for your child (if being collected by various people) is helpful and assists in the smooth transition for the Year One children. We will walk the Year One children to the car park in the afternoon. Teachers are on duty to supervise the children in this area. Please display your family name in your car to assist with identification. We encourage the children to begin using the drive through system as soon as possible to develop their independence.

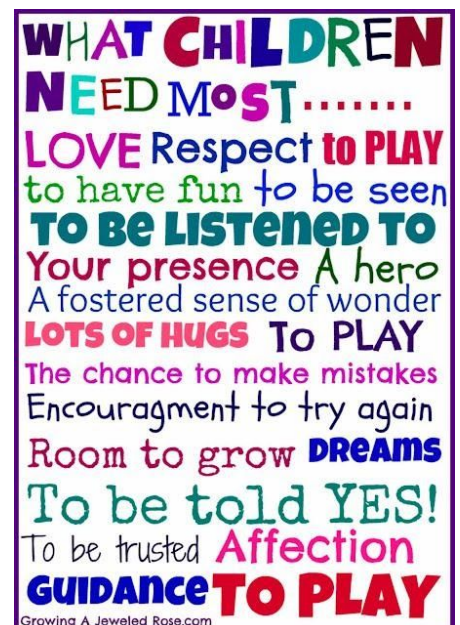


## Hats

The children will need to have their school hat each day. In warm weather the children will wear their hat home. Please ensure your child's hat is placed back into their bag in preparation for the following day.

## Reading Books

The children will each receive a reading book and sight words to learn later in the term. We are easing them into Year One slowly! More information will follow closer to the date.



# Questions

If you have any questions that we haven't answered here in this booklet or in the presentation, please feel free to email us and we will endeavour to reply by email, phone or in person as soon as we can.

Thank you for taking the time to attend our Year One Information Night!

We look forward to an enjoyable year!

Miss Tanya de Gooijer and Miss Simone McKenzie

[Tanya.DeGooijer@cewa.edu.au](mailto:Tanya.DeGooijer@cewa.edu.au)

[Simone.Hilton@cewa.edu.au](mailto:Simone.Hilton@cewa.edu.au)

## Our Learning this Term

### Literacy

Some of our learning experiences include...

- revising letters and sounds
- using sounds to make three letter words
  - introducing sight words
  - introducing new sounds
- having a go at writing on a line
- predicting and discussing stories
- working cooperatively in small groups

### Mathematics

Our learning experiences focus on number and shape this term. Some of our learning experiences include...

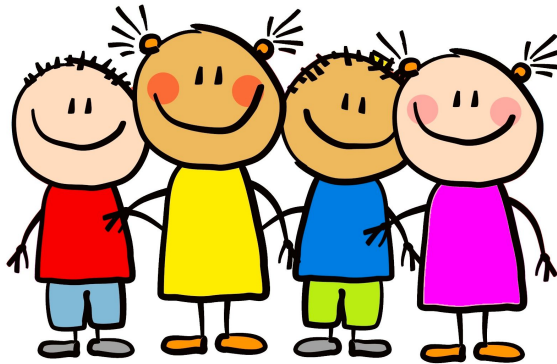
- revising recognition of numbers to 20 then beyond
  - counting using correct sequence
  - correct formations of numbers
- introducing place value through the language of 'tens' and 'ones'
  - revising and adding to our knowledge of 2D Shapes

# Guided Inquiry

Our Guided Inquiry topic this term sees us investigate the concept of **'Identity'** through our unit titled **'Growing Older and Wiser'**. Through planned learning experiences the children will learn about staying safe and taking responsible risks, healthy food, expressing their emotions clearly, and dealing with conflict. They will consider how they have changed in their life and reflect on the things that they will be able to do in the future.

## Rationale of Unit

By understanding how we grow and change we can help ourselves to be the best that we can be.



## Religious Education

We will explore three units of work throughout the term.

### I am Special (Baptism)

The children will explore the ways in which each of us is special and how we can use our special gifts and talents to show love to others like Jesus.

### A Special Holy Time (Lent)

This unit of work prepares the children for Lent and Easter through the concept of 'new life'. The children will listen to the Easter story and share ideas as to how we can celebrate Jesus' new life.

## Helpful Information

# Reading Strategies

Here are a range of different reading strategies you can use at home. You may choose one or two to focus on each night so your child is trying some different reading strategies with the text throughout the week.

- Have your child predict what they think the story will be about before they begin to read it and why they think this. Encourage them to look at the pictures on the front cover of the book and read the title to help them decipher what they think the book will be about.
- Allow your child to continuously predict during the reading of the text as it allows them to develop a deeper understanding of what is being read. Have your child reflect on their predictions throughout the reading.
- At the end of the story, have your child retell to you what the story was about, as well as discussing their favourite part in the story.
  - Ask questions about the book. Who, What, Where, When, Why, How.
  - Search for words that contain their spelling sound for the week or sight words.
- Write words that they found tricky on sticky notes and discuss the meaning. Look for the meaning in a dictionary. Refer back to these tricky words before reading the text.
- Make connections- You and your child can make connections to the text in relation to yourself, something you have seen in the world or read in another story.

### Examples of Comprehension Questions

- I wonder what this word could mean?
- Why do you think that....happened?
- Why do you think the character did this?
  - What clues in the story tell you...?
- What would have happened before/after/between...?
- What does the author want you to think/believe/feel?

