



Welcome to Rivervale Pre Primary – TLC2

Your child's time at Pre Primary establishes the foundation for his/her social adjustment and academic learning. At Rivervale Primary School our mission is to Educate, Nurture and Inspire. Our planned programs help your child grow academically, physically, socially, emotionally, and cognitively by participating in group and individual experiences.

Your Child at Pre Primary

• Attendance

Your child's full time attendance is crucial in their development at Pre Primary, unless your child is unwell. Department of Education regulations require an explanation and or a dated note or medical certificate to cover a child's absence from school. The classroom doors open at 8.30 each morning and the siren sounds at 8.45am. Please head to the office for a late slip if you arrive to school after the siren.

• Birthdays

We love to celebrate birthdays at Pre Primary. Please let us know if you plan to bring along something to help us celebrate with your child.

• Parent Participation

We welcome and encourage parents to come into Pre Primary on parent roster for the morning. The roster will commence in Term 2 once the children have settled in to the term, and will be pinned on the classroom door/window. When on roster, you are encouraged to play and have a good time with your child and their friends. PLEASE NOTE: When you are in the room information gleaned from working with students is confidential.

• Responsible Behaviour Policy

We believe that children learn best in a safe, caring, supportive and friendly environment. Behaviour in and out of the classroom is managed in a positive way. The rules and consequences are discussed and reinforced during the year. The rules at Pre Primary are:

- ◆ Walk inside and on the concrete.
- ◆ Listen to instructions from staff.
- ◆ Be kind and share with each other
- ◆ Speak quietly inside.
- ◆ Put your hand up and wait to have your turn to speak at mat times.
- ◆ Look after the equipment at Pre Primary and help at pack away times

• Toys

Please discourage your child from bringing toys to Pre Primary. Children's toys are precious. Breakage or loss can be heartbreaking.

● **Junk Materials**

We find many materials useful for teaching at school. If you have any of the items listed (that you are not using), could you please send them to school and we will put them to good use. Useful items include: boxes, bottle tops, pine cones, fabric, different containers, plastic bowls, string, ribbons, buttons, shells, newspapers, straws, pipe cleaners, corks, thread spools, ceramic tiles, cord, catalogues, gum nuts. We cannot accept toilet rolls or meat trays.

● **News**

Oral language development is a critical component of the Pre Primary curriculum. A news bag will be sent home for your child to put an item they would like to tell news about to the class. More information will be provided when the news roster commences.

● **Assemblies**

Assemblies are fortnightly (even weeks) and are held in the undercover area. In Terms 1 and 4 the Assembly will commence at 9am. In Terms 2 and 3 they will commence at 2pm. We will notify you if your child will be receiving an Honour Certificate or TOD award.

● **Sight Words/Take home Readers**

We endeavour to begin this program in Term 2 as a lot of the children are ready and eager! More information will be sent out closer to the date.

At Rivervale Primary School, we use a systematic phonics programme called **Letters and Sounds**. Letters and Sounds is a six-phase programme designed to help teach children to read and spell with phonics.

Phase Two – Four

Phase Two is when systematic, high quality phonic work begins. During Phase Two to Four, children learn:

* How to represent each of the 42 sounds by a letter or sequence of letters.

*How to blend sounds together for reading and how to segment (split) words for spelling.

*Letter names e.g. through an alphabet song. There is some debate as to when letter names should be introduced, but it is generally best to leave teaching letter names until children are secure with the alphabet letter sounds, as these are what are important when learning to read with phonics.

*How to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you).

Children will work through the process at their own level and not move on until they have a full understanding of each phase.

(*Adapted from the DFES Letters and Sounds Manual)

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

● **Talk for Writing**

We implement a 'Talk for Writing' programme developed by Pie Corbett. It is a unique process that uses spoken activities to develop writing skills. 'Talk for Writing' starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions. Once a story is learnt the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting. In term 1, our focus text will be *Handas Surprise* by Eileen Browne.

- We are adapting and implementing a 'Walker' approach to learning in Pre Primary.

In the early childhood and primary years (of education) Walker Learning is designed to provide a balance of explicit teaching of literacy and numeracy (and other curriculum areas) with time also for children to actively investigate a range of skills and experiences for life either through planned play or projects depending upon their age and stage of maturity. The belief is that successful education includes two major foci: skills in curriculum and skills for life. (adapted from Early Life Foundations)

Thank you for your ongoing support. We will keep you informed of happenings throughout the year and keep you updated of your child's progress. Keep a look out for notes in bags, notices pinned on the door/window and emails. Reports will be sent out at the end of Semester's 1 and 2.

Classroom Teachers

Holly Bezic, Jeanette Wheatley and Kelly Moeller