



URSULA FRAYNE  
CATHOLIC COLLEGE

# YEAR 1 PARENT HANDBOOK



# CONTENTS

BEFORE SCHOOL ROUTINES	2
• Morning Reading	
LUNCHTIME	2
ASSEMBLIES/LITURGIES	3
COMMUNICATION	3
ASSESSMENT AND REPORTING	3
UNIFORM	3
NEWS	4
LEARNING AREA INFORMATION	4-6
• Religious Education	
• English	
• Phonics	
• Sight Words	
• Home Reading	
• Writing	
• Handwriting/Printing	
• Mathematics	
• Integrated Studies	
• Explicit Instruction	
HOMEWORK	7
SPECIALIST TEACHERS	7-8
• Physical Education	
• Perceptual Motor Program (PMP)	
• History	
• Library	
• Health Education	
• Music	
• Visual Arts	

Welcome to Year One! We look forward to an enjoyable and exciting year ahead. We aim to encourage the children to actively participate in and be motivated by class activities through a variety of learning experiences. We expect the children to develop in confidence, independence and achieve to their fullest potential.

The following information will assist you in helping your child make a smooth transition into Year One.

### **BEFORE SCHOOL ROUTINE**

The classrooms are open at 8.30am. During this preparation time the children are encouraged to organise themselves for the day ahead.

Enter the room with their red folder, fruit and drink bottle.

Set up desk with a chair.

They read to the teacher on their News day.

Once all of these things are completed they are then allowed to engage in an allocated activity at their desk until the bell rings.

### **Morning Reading**

On the first siren at 8.30am, the children must come into the classroom and prepare themselves for morning reading. Reading will commence at 8.35am and conclude at 8.50am. Morning reading will occur as outlined by your child's class teacher. However, Thursday's will be excluded for all classes due to Assemblies occurring in the Hall. We will hear a group of children read on the designated mornings. The remaining children will read to our parent helpers on the verandah outside the classrooms. Your help with reading will be greatly appreciated by the class teachers and the children. A roster will be distributed for you to fill in accordingly.

### **LUNCHTIME (1:00-1:45PM)**

The children are seated and supervised for the first ten minutes of lunchtime to ensure they eat their lunch.

Due to the fact that some children have food allergies, please discuss the importance of not sharing their food/drinks or eating anyone else's food/drinks be it either from home or the canteen.

## ASSEMBLIES/LITURGIES

<b>Liturgies</b>	Year One Grey	Thursday 30 March
	Year One Red	Thursday 15 June
	Year One White	Thursday 10 August
	Year One Combined	Thursday 14 September

### Assemblies

Year One White	Thursday 23 March
Year One Grey	Thursday 25 May
Year One Red	Thursday 17 August

## COMMUNICATION

All communication will be sent home via SEQTA.

Please ensure that your child brings their red UFCC folder to school each day and that you check it as your child's reader and homework is placed in there.

Please inform the office of any change of email address, home address, telephone numbers and emergency contact numbers.

## ASSESSMENT AND REPORTING

Term Two:	Parent Teacher Meetings
Term Two:	Formal Reports and Assessment Folders
Term Three:	Parent Teacher Meetings
Term Four:	Formal Reports and Assessment Folders

Student work samples will be sent home throughout the school year.

## UNIFORM

It is the requirement of the College that all children be in full school uniform at all times. However, if for some reason your child is unable to wear part of their uniform, please supply a written explanation. If there is a continual issue regarding the uniform, a 'Uniform Slip' will be sent home as a reminder of your enrolment agreement.

The children are required to wear a hat for all outdoor activities throughout the year. We have a '**No Hat No Play**' policy. If your child should forget their hat, they will be asked to remain under the cover of the verandah.

To protect your child's uniform during art activities, **please provide an art shirt** which will cover their uniform. A long sleeved plastic art smock is ideal; however, an old shirt from home will do.

It is also helpful if your child has a change of underwear packed in their bag in case of any toileting accidents.

Please clearly label all uniform and school items. For example, your child's clothing, hat, bag, lunch boxes etc. Any items lost outside the classroom will go to the 'lost property table' which is located outside the Front Office (inside the gate).

## NEWS

To encourage confident speaking and active listening, the children are involved in 'News Telling'. Each child will be given a designated News day and will be expected to tell News on this day. To make this time more meaningful and interesting, a focus will be allocated for each fortnight. You will receive a News plan book at the beginning of each term outlining the topics.

Please note the following:

- Only **one** item can be brought in for News
- Fragile and expensive items are discouraged

We have soft animal toys that will be sent home to assist in making a school-home connection. Each week one child from each class will take the travelling bag home. We then invite you and your child to respond to this experience by completing a page in the scrapbook provided. Your child will be asked to share their home experience with the soft toy with the class.

## YEAR ONE EXPECTATIONS

We believe that children and teachers should be partners in setting the scene for a positive working environment. This gives the children a sense of belonging and ownership in the classroom. We will discuss what we all believe is necessary in order for everyone to have their rights respected. We aim to adopt values and attitudes that will foster respect and care for others.

The goal of behaviour management is to reduce the need for teacher intervention and over time help children to learn to monitor their own behaviour.

## LEARNING AREA INFORMATION

### Religious Education

Throughout our Religious Education program, life and faith are integrated. Life experiences are reflected upon so that children become more aware of the spiritual dimension that is part of these experiences. Prayer is an integral part of each day. Prayer will also be an inclusive part of the Religious Education lessons.

The units explored are:

#### **Term 1**

- Church
- Lent/Easter

#### **Term 2**

- Confirmation
- Eucharist

#### **Term 3**

- Prayer
- Reconciliation

#### **Term 4**

- Baptism
- Advent/Christmas

## English

The children will be involved in English based lessons each day. Our English program will cover all aspects of language which the children will need to be effective communicators. These being: Reading and Viewing, Writing and Speaking and Listening. The English curriculum encompasses language, literature and literacy and the delivery of the year level content will vary from whole class to small group instruction.

## Phonics

Phonics is taught specifically because it is very important for children to develop word attack skills and know the letter sounds and blend combinations made. Phonics helps children tackle unfamiliar words through decoding. It also helps children to spell words during writing sessions.

The phonics program will incorporate a variety of strategies. We will concentrate on furthering the children's understanding of the alphabet, segmentation and blending. The children's prior knowledge will be built upon to learn about word families and letter blends.

## Sight Words

50 to 75 percent of all words in text are common words which are repeated. These words are used to hold thoughts together and because of this, must be recognised at a glance (automaticity) before a child can read with confidence. Learning sight words is a memorisation process. The children will be given a list of sight words as part of their homework to practise at home each week.

## Home Reading

Reading is a major focus in Year One. Over the course of the year, your child will be bringing home a variety of reading books that are gauged at their assessed reading level. Other books will be utilised for Guided Reading purposes in the classroom where the children will work in levelled groups.

Pre-reading and supplementary readers are designed to:

- increase the child's self-confidence and enjoyment of reading
- establish a nightly routine
- foster basic reading habits such as left to right directionality and top to bottom orientation
- assist in the development of the children's reading and comprehension skills
- promote a care of books

Each child is expected to read every night. It is a time for parents to share with their child the joy of learning to read. Initially the parent can read the story to their child, discussing the pictures, title, sequence of events and characters. Encourage your child to identify letters or words they may recognise. As time progresses, you will find your child recognising more letters and words. When doing home reading, try and find a quiet place where you can spend one-on-one time with your child. Make the reading process fun, enjoyable and relaxing. Remember, it is not about getting your child to read every word perfectly but giving them strategies to decode unknown words.

Your child will take home a class reading book each week which is appropriate to their level. Your child will change his/her reading book on a weekly basis. Please fill in your child's Home Reader (Reading Record) each night by printing the title of the book, inserting the date and signing your name. In Year One, we recommend that parents spend 10-15 minutes reading with their child each evening.

## Teaching Reading

Methods of teaching reading have come and gone - you may have learnt to read in a different way to other parents in this class. Current research about reading instruction indicates that the ability to sound out words is important. Likewise, so is reading books and stories that extend vocabulary and knowledge about language. We will be teaching the children how to sound out words at the same time as providing a wide range of literature experiences for them to enjoy.

Why decode or sound out? This skill is also vital in becoming a good speller. Children who are able to quickly and accurately sound out words are able to concentrate on understanding what they are reading. Children who cannot sound out words must rely on guessing words based on the first letter of the word, a picture cue or the meaning of the sentence - or even a great memory!

## **Writing**

The children will be exposed to a structured learning framework in order to introduce them to and teach them the format of various genre styles. This process involves modelled, shared, guided and independent writing.

In Year One, the children are provided with many opportunities to write. At this stage many children write by forming words using the letter sounds they know. The children will be encouraged to 'have a go' at spelling new words independently.

### **Writing Procedure**

- 'Have a go' at writing
- Draw a corresponding picture
- Read their written composition to the teacher
- Teacher conferencing

## **Handwriting/Printing**

The printing style we have adopted is the South Australian Beginning Font. The children will participate in formal lessons to practise and learn the letter formations associated with this style which is used in all written pieces of work. A copy of the alphabet in this font will be uploaded to Seesaw. Please encourage further practice at home.

## **Mathematics**

Mathematics in Year One will follow the Oxford Mathematics Program, which is aligned to the West Australian curriculum. We draw on the use of concrete materials to assist students gain a deeper understanding of concepts taught. Emphasis will be placed on the children developing an awareness of the relevance of Mathematics in real life through practical and meaningful activities. All mathematical strands will be covered. These include: Number and Algebra, Measurement and Geometry and Statistics and Probability.

## **Integrated Studies**

Health Education, Science, Digital and Design Technology, History and Geography will be integrated with English, Religious Education and Mathematics, where appropriate.

## **Explicit Instruction**

The Preparatory School incorporates Explicit Instruction as a learning strategy to teach some elements in literacy and numeracy. It is a direct approach to teaching that includes both instructional design and delivery procedures. It is characterised by a series of scaffolds whereby students are guided through the learning process with open statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target and supported practice with feedback until independent mastery has been achieved. The Explicit Instruction framework requires that the learning intentions (WALT - What are we learning today?) and the success criteria (WILF - What am I looking for) are articulated so as to involve students as reflective learners. The lesson format includes checking for understanding which further allows for individualised learning and curriculum differentiation.

## **HOMEWORK**

In Year One, the children are required to complete approximately 10-15 minutes of homework each night. This will involve reading their reading book and practicing their sight and spelling words.

Please remember that during school hours your child will be actively engaged in learning new concepts and skills that need to be reinforced at home. We understand there may be times when tiredness or out of school commitments make it difficult for your child to complete their homework, so please inform us if this is the case. Homework should not exceed 15 minutes per night. If your child is having difficulty with their homework, please let us know as soon as possible.

Try to keep homework sessions short, fun and POSITIVE!

## **SPECIALIST TEACHERS**

### **Physical Education (PE): Mr Son Nguy – Friday**

The children will take part in one 40 minute PE lesson per week. This year the children will need to wear their sports uniform on **Friday** for their PE lesson and **Tuesday** for our PMP circuit session.

### **Perceptual Motor Program (PMP): Monday (Skills) / Tuesday (Circuit)**

PMP aims to teach a child perceptions and understandings of him/herself and his/her world through movement and motor experiences. Without parent helpers this program will not be able to operate. Year One students will engage in one 30 minute Perceptual **M**otor **P**rogram circuit sessions per week as well as a 30 minute skills lesson.

We ask for 5 parent helpers for each session. A form will be sent electronically for you to fill in times that you are available to assist us. The roster will be sent home to you when the schedule is finalised.

### **History: Mrs Armstrong – Wednesday**

The children are timetabled to receive one 40 minute History lesson each week.

### **Library Borrowing: Class Teachers – Tuesday**

A library bag is needed in order for the children to borrow books from our school library. Please ensure that your child's book is returned each week on this day.

### **Health Education: Mr Son Nguy – Monday**

Mr Nguy will take the children for one 40 minute lesson per week. The class teacher will cover Protective Behaviours as outlined in the Keeping Safe: Child Protection Curriculum (30 minutes weekly).

### **Music: Mr Tang – Wednesday**

Our Music specialist will take the children for one 60 minute lesson per week.

### **Visual Arts: Mrs Pithouse – Wednesday**

Our Visual Arts specialist will take the children for one 60 minute lesson per week.

We look forward to being a part of your child's learning journey in Year One during 2023.

*Mrs Liliana D'Angelo*  
*Year One Grey*

*Mrs Kylie Sammels*  
*Year One Red*

*Miss Sally Watkins*  
*Year One White*

*Miss Jo Ann Purdy*  
*Education Assistant*

*Mrs Victoria Gaszczak-Muller*  
*Education Assistant*