**Boroondara Park Primary School** 

**Team Foundation Classroom Open Session 2025**

**Team Foundation Staff**

| **FKJ** | **Miss Kirstin Jones** - **Rooms 1 and 2** |
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**Specialist Teachers**

**PE Carlos Milan (Tuesday, Wednesday, Thursday and Friday)**

**Performing Arts Zoe Tsai (Monday, Tuesday and Friday)**

**Art Maryanne Cozzio (Monday, Tuesday, Wednesday and Thursday till 1.30pm)**

**French Marylou Higgins (Monday, Tuesday, Wednesday)**

**EAL Sujatha Chaturvedi (Monday, Tuesday)**

**Learning Support Teachers**

**Tutor Bridget Grundy (Monday and Tuesday)**

**English**

# At Foundation, learning in English builds on the Victorian Early Years Learning and Development Framework and each student’s prior knowledge and experiences.

# Students make connections between language and context.

# Students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Students participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances.

# Students create short narrative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.

**Reading**

Our reading programs are developmental across the school, with the upper years building upon the skills and concepts established in the lower years. In Foundation, the focus is on learning to read, developing over the seven years of primary school so that ultimately the students are reading to learn.

In Foundation at BPPS the focus is very much on ensuring students are given every opportunity to have a successful start in English. At this level, reading is the process of getting meaning from print. Children are encouraged to make sense of print by:

* Drawing on personal experiences
* Learning letter/sound combinations
* Applying their knowledge of letter sounds to the words they encounter in texts
* Looking at the pictures
* Looking at print eg: known letters or words
* Listening to the ‘flow’ of language to help predict what would sound right

Students explore a variety of texts through: modelled, shared and independent reading. They are introduced to a number of beginning reading strategies, such as: predicting a story based on the pictures, using pictures to help with unfamiliar words and matching spoken words to written text.

A designated reading block is undertaken by all classes. Each child is carefully monitored and provided with explicit teaching so that they can be suitably challenged. Our junior years program includes a structured reading program which involves small focus groups, whole class participation and opportunities for students to work individually as well as collaborate with their peers.

In the classroom our differentiated reading program uses the Gradual Release of Responsibility model – **I Do** (Teacher) / **We Do** (Teacher/Student) and **You Do** (student). During our daily reading lessons the following scaffolds are used to teach comprehension skills, grammar, text structures and how reading should sound:

* Modelled Reading – Teacher reads aloud to students, modelling the reading strategy
* Shared Reading – Teacher reads and students join in
* Guided Reading – Teacher supports a group of students of similar competency to read an appropriate levelled text
* Independent Reading– Students engage with a range of texts, practicing the strategy themselves.

An important component of the junior school reading program is “Guided Reading”. This is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. Teachers select books that students can read with about 90 to 94 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by the teacher’s introduction. They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structures, and understand concepts or ideas they have never before encountered in print. The teacher supports the group of students to read a text independently, guiding or ‘scaffolding’ the students as they read, talking and thinking their way through a text. Guided Reading gives students the chance to apply the strategies they already know to decode new text. The main goal of Guided Reading is to help students use reading strategies whilst reading for meaning independently. Guided Reading sessions are made up of three parts: before reading discussion, independent reading, and after reading discussion.

In order to immerse students in a wide range of texts, each grade has a classroom library which is well stocked with books of a range of genres. The classroom libraries have texts catering to all interests and abilities. There is a range of fiction and non-fiction titles.

Each student has access to many books in the classroom and as part of the books they bring home each day.

Please note that the books children bring home are books that the children should be able to read with good independence (95 - 100% accuracy).

**Writing**

Our writing program includes:

* explicit teaching of form and structure of focus text type
* practice of writing genre, content reflecting aspects of reading program
* group/individual writing conferences
* word study/spelling
* vocabulary study
* grammar

**Spelling program** – Phonics Plus, a structured progression of grapheme-phoneme correspondences using a systematic synthetic phonics approach.

This year BPPS is using the new Phonics Plus Program developed by the Department in Foundation, Grade 1 and 2. This is a program which provides schools with a comprehensive approach to teaching reading and spelling using the evidence-based systematic synthetic phonics approach.

The Phonics Plus resources include a detailed scope and sequence program that sets out how students first learn simple sound-letter relationships before moving on to more complex letter combinations for reading and spelling.

**Speaking &** **Listening**

Students will do a number of oral presentations including formal and informal presentations. Opportunities to develop listening skills are embedded in our programs, as students work with partners and small groups, take part in discussions, reflect and build on the contributions of others and follow teacher instructions.

**Goals**

All students will have a personal reading and writing goal to guide their learning. They are guided to choose achievable goals and to reflect upon their growth as they work towards successful outcomes. These are reviewed regularly by the student and teacher during one-to-one conferences. In Foundation goals will be introduced in: Term 2 - Reading, Term 3 - Writing.

Find out more information using these resources:

* [Victoria's approach to teaching reading F–2 (PDF)](https://content.sdp.education.vic.gov.au/media/victorias-approach-to-teaching-reading-f-2-2817)
* [How to build your child's literacy skills from birth to Grade 2](https://www.vic.gov.au/how-build-your-childs-literacy-skills-birth-grade-2)

**Mathematics**

Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. For information regarding what is being taught in Maths in Foundation please refer to our [Maths Overview](https://www.bpark.vic.edu.au/page/205/Curriculum-Planners) on our website.

For Term 1 our focus is on developing an understanding of concepts of number and numerals with a focus on numbers up to 10. In measurement, students will sort, describe and name familiar 2D shapes (eg.square, triangle, rectangle) and describe familiar time sequences of events (eg. days, weeks, before and after lunch).

All students have a counting goal to guide their learning and this will be introduced in Term 1.

**Integrated Studies**

Our Integrated Studies program enables children to:

* Understand their world through big ideas
* Work cooperatively with others to develop skills of listening, teamwork, empathy and collaboration
* Continuously reflect on themselves as learners
* Develop a social conscience that enables them to take responsibility for their actions
* Develop critical and creative thinking skills

**Term 1 unit – Me and my Community: Identity -** Students will use puppets and role-plays to respond to different situations they face in their community. They will improve their ability to ask for help, listen to one another and resolve conflict. Students will explore their identity through their emotions and connections to others. They will create a puppet of themselves and use this to create a puppet show about caring for others in their classroom community. The essential question guiding our learning is: How can we take care of ourselves and others in our community?

For more information about what concepts your child is learning at school refer to our **Integrated Studies,** **Maths and Literacy planners** on the BPPS website under curriculum. <https://www.bpark.vic.edu.au/page/205/Curriculum-Planners>

# **Home Learning**

Students in Foundation are expected to read their home Reader and fill out their Reading Journal.

Children are also encouraged to prepare and practise their Share Time each week to support their Speaking and Listening development.

**Terms 1 & 2** - Echi Echidna Adventures - Students take home a soft toy echidna for one week to have an adventure. They write about this adventure and at the end of the week they share this special week with their class.

**Terms 3 & 4** - Foundation Stars - Students are the Foundation Star for one week. Throughout the week they present 3 special presentations to their class: Personal Timeline, Personal Showbag and Personal Skill. On Friday all the Foundation students and teachers come together. The Foundation Star will choose one presentation that they shared and will present it again to the whole cohort.

As the name suggests, we see your child's education as a partnership. We believe that home learning complements and reinforces classroom practice and is in line with DET recommendations.

Children are expected to read every weeknight. This means not just silently but also out loud on a regular basis, no matter what year level they are in. We also encourage you to read to them.

Students will also bring home a set of the most frequently used words (M100W words) to practise.

Additional home learning tasks may occasionally be sent home by all year levels, such as a Maths warm up game or an Integrated Studies activity. Specialist subjects may also send home a home learning task especially regarding practicing skills for school events and/or in preparation for classes.

If there are any concerns please discuss these with your child’s teacher.

**Assessment and Reporting**

* Mid year and end of year written reports available in the Compass Parent Portal
* Parent Teacher Interviews
* Student Expos at the end of each term.

In addition to the above, teachers are available at any time during the year to meet and discuss student progress.

**Sport**

Children participate in a 50 minute sport session and physical education session each week.

P.M.P. (Perceptual Motor Program) 50 minutes a week in Terms 2 and 3.

**Communication**

A notification is required if your child has been absent with a reason given for the absence.

Please arrange an interview if there is something in particular you wish to discuss (we are likely to have relevant information at hand if you let us know what the issue is beforehand).

We can be contacted by email at any time. We may not respond immediately as we may be teaching but will respond as soon as possible.

**What you can do to help**

Encourage your child to…

* talk about the books they are reading. Reading material does not need to be limited to books taken home from school. Visit libraries, read factual books, read a serial to your child. Newspapers and magazines are also suitable. Children enjoy being read to and modeling reading to them is an important part of the process.
* have a regular home learning time, when they are relaxed and feel ready to complete tasks comfortably.
* play card and board games; participate in shopping; and write lists, letters and stories.
* Literacy and Numeracy Tips to help your child every day

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf>

Please feel welcome to visit our classroom, observe your child’s work and share in all their school experiences and activities have to offer.

**Programs and Events**

* Life Ed - Term 2 - Harold’s Friendship
* Whole School Cross Country - Tuesday 29th April at Leigh Park
* Junior School Athletics – TBA
* Whole School Production - Monday 10th November