Literacy
This week we have introduced ‘B b ’. Children use b in written work, but need to be aware of ‘b’ as it is presented in books or on the computer. Children are encouraged to think about the position of their tongue and lips when sounding out words. Although we focus on a particular letter each week we also encourage children to hear sounds in a variety of words eg. Does your name begin with ‘l’, ‘c’, ‘w’ sound etc., or does your name end with …….? You can assist your child at home when playing ‘I Spy’ games and asking the first sound of family member’s names. We encourage children to hear sounds in words. At this stage they aren’t expected to match all sounds and letters. Hearing sounds in words is a skill children need to develop to assist them in written work. Learning is a continual process and is shared between school and home.

It is important at this stage for children to understand what print is. We often tell them that it is ‘talk that can be seen’. Reading is about the enjoyment of print and to gain meaning. At this stage children ‘read’ text relying on memory and known sight words. They need to develop other strategies to assist them to read more complex text. Continue to encourage children to track with a finger when they read or when they have books read to them. Encourage them to word match when they read. The following questions could be asked during the home sessions.

- Which page do I read?
- Where do I start?
- Which way do I go?
- Locate a word?
- Locate a small/short word?
- How many words on this page?
- How do you know where a word finishes?
- Find a word with s, m, b, f at the beginning/end/middle
- If children locate a word eg. fish, ask. “How do you know that was fish?” They should be able to word match or recognise that it begins with ‘f’.

This questioning can be used on both simple text and text that needs to be read to children.

Children are being encouraged to take two books home on Tuesdays and Fridays to use on Wednesday and the weekend. They can also “read” their picture storybooks that they borrow from the library.

We encourage parents to purchase inexpensive magnetic letters and numbers. These can be placed on a fridge etc and children can manipulate them to initially make names. As the year progresses they can construct simple 2 and 3 letter words. At this stage children can sort them into long, short, tailed, round etc letters. They can also locate the s, m, f, b letters that we have
focused on or locate letters that they may be aware of. Eg – Some letters in their names or the M for McDonalds or C for Coca Cola etc. Children could sort numbers, put them in the correct order etc. Whiteboards and markers are also great materials for children to play with as they assist fine motor development.

Numeracy
This week we will continue to practise counting and one-to-one correspondence. It is important that children are actually saying the number and touching each object at the same time to ensure a correct count.

We will also continue to play dice games to develop the children’s quick recognition of the dot patterns on a dice without needing to count them. This skill is called subitising and is a very important skill to acquire in Early Years Numeracy. Subitising contributes to early forms of grouping by seeing parts of a whole or that numbers are made up of other numbers. Interpreting number in terms of a part-whole relationship makes it possible for children to think about a number as being made up of other numbers. Eg. 6 can be made up of (3 and 3), (2 and 4), (1 and 5) or (0 and 6).

We will be graphing the eye colours of children in the class and talking about why and how we make graphs. Our focus will be on graphs being a visual representation of data i.e. *it is easy to see how many of something there are.*

Parent/Teacher Interviews
On Thursday 6th March we will be running a “Getting to know you” Parent/Teacher interviews for children in Prep to year 6. The interview will help to formulate understandings of both the needs of your child and also the routines of your child’s classroom. This interview provides an opportunity for you to discuss your child’s social/academic needs and any queries you may have about how you can support your child’s learning. Ten minutes will be allowed for each interview. If necessary, a longer interview can be organised for another time. Interviews times will be sent to you in the next few days.

Swimming
Swimming will finish this week. Many thanks to all those parents and grandparents who have assisted at the pool. Your help has been greatly appreciated and has ensured a successful swimming program for the Prep children. We are very pleased at the progress the children have made with their swimming and their independence.

Home time
Most children are independently making their way to the buses; therefore we don’t need to leave the classroom until 3.25pm. If you are picking your child up could you please collect them from ‘the dots’ at about this time. Please make sure your child’s teacher knows they are with you, so all children are accounted for at the end of the day.

Linda Ludeman and Mandi Poustie
/b/ as in ball. Voiced bi-labial plosive.

The picture depicts the starting point of the pronunciation of the phoneme /b/.
As the lips separate to release the air the fingers separate from the thumb.