



TEACHING AND LEARNING NEWS

What does teaching and learning of reading look like at Elizabeth South?

Our teachers provide learning opportunities for students that **engage**, **challenge** and **support** them to take risks with their learning and broaden their understandings. All students have **individual goals** in reading, which are the next step for them in their learning development. When teaching students to read, there are some fundamental elements that **all** teachers cover to ensure students receive the learning they require. These elements are called the **Big 6 of Reading**, which are:



Oral Language: All spoken language including receptive (hearing and understanding language) and expressive (making and using their language knowledge).

Phonological Awareness: Focuses on the sounds of speech, including rhythm, rhyme and segmenting sounds. Phonemic awareness is the most important phonological element for the development

of reading. This is the ability to focus on the separate, individual sounds in words (phonemes), for example 'm' is the first sound in 'map'.

Phonics: Phonics is the understanding that there is a predictable relationship between the individual sounds (phonemes) of spoken language and the letters (graphemes) that represent those sounds in written language.

Vocabulary: Vocabulary knowledge refers to knowing and understanding a wide range of words and then using them in context.

Fluency: Fluency is the ability to read text accurately, quickly and with expression. Fluent readers can focus on the meaning of a text (comprehension).

Comprehension: Comprehension is an active process whereby the reader creates a version of the text in their mind. The reader can only develop a deep understanding of the text when all elements of the Big 6 have been mastered.

How do we teach reading?

At Elizabeth South, teachers use **shared reading**, **guided reading** and **conferencing** to explicitly teach the elements of the Big 6. The visual (right) shows how teachers use **literacy rotations** to facilitate the teaching and learning of reading.

	Group 1	Group 2	Group 3	Group 4
ROUND 1	GUIDED READING	WORD WORK	WRITING	READING COMPREHENSION
ROUND 2	FLUENCY	GUIDED READING	INDEPENDENT READING	WORD WORK
ROUND 3	INDEPENDENT READING	WRITING	WORD WORK	GUIDED READING

Australian Reading Hour - Thursday 19th September

On Thursday September 19 2019, stop what you're doing for one hour and pick up a book. This hour is designed to help us rediscover the benefits of reading. Take the time to learn, escape and relax. In children, reading has been shown to help with identity formation, setting them up for success in the future. In adults, reading has been shown to reduce stress by 68% more than listening to music, going for a walk, or having a cup of tea.

Australian Reading Hour

THURSDAY 19 SEPTEMBER

REMINDERS

END OF TERM
FRIDAY 27TH
SEPTEMBER

EARLY DISMISSAL
2:00PM

TERM 4
COMMENCES
MONDAY 14th
OCTOBER

DIARY DATES

Tuesday 24th September
D7 & D8 - Drumbeat Performance
9:15 - 9:40am

Friday 27th September
Assembly 9am

Tuesday 22nd October
C5 Excursion - Fresh Food Discovery Tour

Thursday 24th October
1st Kindy Transition Visit

BIRTHDAYS

Lulu	Lily M
Jaiden	Kayden
Krillin	Taniesha
Deklan	Casey Ran
Levi	Montannah
Noah	Balicia
Jordan N	Nikita
Mikki	Lana
Justice	Maddilyn P
Emily	Bailey W



ELIZABETH SOUTH PRIMARY SCHOOL NEWSLETTER

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D8 NEWS

On Tuesday the 17th of September, D7 and D8 attended an excursion to Hahndorf Farm Barn. We were super excited to learn about living on a farm and experience feeding different farm animals. During our visit to the Farm Barn children were creating their own books about their experiences and new learnings about life on the farm. We all had a fantastic day and have a deeper understanding of what it's like in a day in the life of a farmer.



ASSEMBLY AWARDS & THANKYOUS

