

What is my child learning?

All learning at Chelsea is underpinned by the inquiry cycle. This is a constant process where teachers and leaders analyse what they know about your child (from assessments, observations, group sessions etc.) to plan their next steps for learning. Learning is definitely needs-based and carefully planned. Collaboration is recognised as a key factor for learner progress and as a result, much of our curriculum delivery happens in groups.

Understanding Literacy

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- Making meaning of ideas or information they receive (Listening, Reading and Viewing);
- Creating meaning for themselves or others (Speaking, Writing and Presenting).

Reading

There are two distinct parts of reading.

1. How well a learner reads or decodes words.
2. How well a learner understands and thinks critically about what they are reading.



Decoding

'Cracking the Code' is all about to read the words on a page accurately.

Fix-up strategies

Stopping when what we are reading no longer makes sense is the first part of fixing our mistakes. We need to choose a strategy to help us fix out mistake so that what we are reading makes sense.

These strategies include:

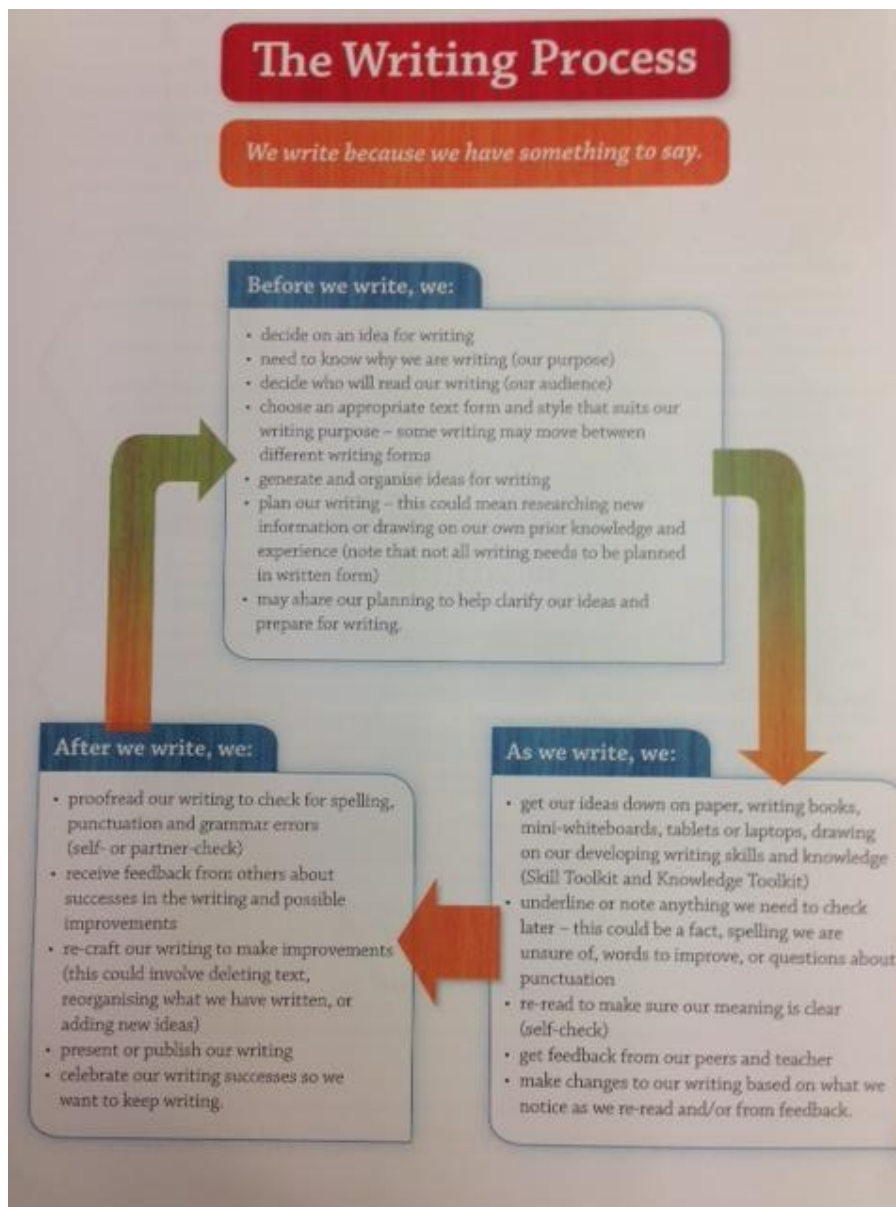
- Looking at the beginning, middle and end of words we don't know.
- Looking for little words inside of big words that we don't know.
- Re-reading. When we are stuck on a word, it helps to read the sentence again to check whether or not what we have read makes sense and sounds right.
- Reading on. This is when we read the sentence and miss the word we don't know. When we get to the next full stop we stop and think about what would make sense. We also use the initial letter of the word to help us.
- Using context clues. This is where we use the information within the sentence that sits around the word we don't know, to help us figure out what the word could mean.

Comprehension

Comprehension is understanding what we read. Without understanding, learners are not reading.

- Retelling is when the reader talks about the text and retells the events in order. You can prompt them by saying "what happened at the start?" etc.
- Justifying is where we have to provide evidence/proof for our thinking. e.g. How do you know? Show me where it says that.
- Inferring – using clues that the author gives to fully understand. The author will imply, but will not explicitly state. e.g. The little boy stomped his feet. His cheeks were wet with tears. How is the boy feeling? Inference: He is feeling upset, I know this because he is crying, stomping his feet and having a tantrum.
- Identifying the author's message - This is when we think about what the author has written and try to understand why s/he wrote what they did. What was their purpose? How did s/he want us to feel?
- Evaluating - Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading. Teachers can create evaluative questions that will lead the student to make generalisations about and critically evaluate a text.
- Synthesising – this is when learners combine their own prior knowledge with new ideas or information to create new thoughts, ideas, opinions or perspectives.
- Questioning – this is when learners pose questions before, during and after reading a text. Questioning plays an important part in the process of self-monitoring as students ask themselves, "Does this make sense?" Encouraging students to become aware of and value the questions they ask naturally is a way of helping them to engage with texts.

Writing



Our learners write every day in some form. Every writer has something to say! Whether they are writing a recount of an experience they have had, or writing an argument to persuade. As learners progress through the school, we aim for them to choose text types, structures and language to meet the purpose for their chosen writing. Writing is split into the following areas:

- Purpose and Audience
- Ideas
- Language Features
- Structure

You can check out examples of writing at each level by visiting the website below:

<http://literacyonline.tki.org.nz/Literacy-Online/Student-needs/National-Standards-Reading-and-Writing/National-Standards-illustrations>

Mathematics at Chelsea is based on a problem-solving approach. As our learners are introduced to new concepts and strategies, they follow a process that helps to scaffold their learning. This process begins with using materials or equipment to represent the problem and progresses through to the students being able to work their way through a written problem independently.

Within the New Zealand Mathematics Curriculum, there are three distinct areas: Number & Algebra, Geometry & Measurement and Statistics. The percentages of learning time spent on each area change as children progress through school. Initially, the focus is very much on the basics and children learn to identify numbers, count and solve simple addition and subtraction problems. As they progress, children do increasing amounts of their Mathematics learning through problems based within Geometry, Measurement and Statistics. This gives them perfect opportunities to authentically use the skills and strategies that they have developed within Number.

The links below are very helpful in explaining and illustrating the Maths learning that is typical at each Year level. They also provide supporting activities and advice about how to help your child.

<http://nzcurriculum.tki.org.nz/National-Standards/Mathematics-standards/The-standards>

<http://www.nzmaths.co.nz/families>

<https://e-ako.nzmaths.co.nz/>