

## Learning at Blair Athol North B-7 (BANB7)

BANB7 educators encourage **all children** to be **lifelong learners** who are curious about the world around them. Our curriculum and daily learning support the belief that all children are **competent and capable** to develop the skills necessary to successfully engage with an ever-changing global environment.

We are guided by the **Australian Curriculum** framework. This framework supports educators deliver high quality teaching including purposeful and engaging learning that develops learners' literacy, numeracy, information and communication technologies skills Birth to Year 7.

<https://www.australiancurriculum.edu.au>

<https://www.australiancurriculum.edu.au/parent-information/>



### Rich and Diverse Cultural Backgrounds

Many of our families at BANB7 come from a variety of cultural backgrounds, making our school an exceptional place to learn and work.

Many of our children speak an additional language other than Standard Australian English and have parents/caregivers who identify with another culture.

Our educators have extensive experience in teaching literacy and individualise learning for children who require extra support. The ongoing collection of assessment assists educators plan for differentiation and identify learners who need timely intervention.

## LITERACY

Our approach to literacy at BANB7 is based on the **Big 6 of Reading**. Learning to read is very complex. It involves both learning to read words (decoding) and learning to make meaning from texts. World-wide research agrees there are essential skills people need to become effective readers. These skills are integrated into the **Big 6** components that make up our daily literacy program at BANB and are planned for throughout the school day.

### Oral language

Oral language develops naturally from when children are born and continues throughout their lives. It involves both listening and speaking for reasons such as: conversing with people, understanding instructions or information and engaging in questions.

Oral language is also important for writing. Talking about their experiences helps children organise their thinking which they can then transfer into writing.

### Phonological awareness

Phonological Awareness develops as children focus on the sounds of speech. When children play with the sound of speech, rhythm, rhyme, sounds and syllables they demonstrate an awareness of the phonological element of rhyme. Phonemic awareness is a subset of Phonological awareness where children learn to map out sounds that match letters (reading

and spelling). For example, if children can sound out each individual sound (phoneme) in a word (c/a/t) then they will be more successful at blending to make new words or breaking words up (segmenting) to spell them.

### Phonics

Phonics involves recognising the correspondence between sounds and letters. At BANB children are taught to read and spell using the 44 phonemes and the 72 graphemes of Standard Australian English.

### Beyond Phonics (Spelling)

Word study, including phonics, spelling and vocabulary, is provided through a sequenced and individualised program called Words Their Way.

Once learners have developed phonological and phonetic skills, they begin Words Their Way and systematically continue this program throughout primary school. This well scaffolded program allows for a consistent approach to spelling instruction across the school. High frequency (Sight Words) words are taught and revisited continuously during daily Writing.

### Vocabulary development

Vocabulary is key to reading for meaning. If children know the meaning of a word, they are more likely to be able to read and make sense of it. Vocabulary can be learned through repeated exposure to new words in conversations, listening to stories, reading and through the media. When children are being read to regularly, their vocabulary increases.

### Fluency

Fluent readers understand and make meaning of the text as they read. If children are using too much energy on decoding unfamiliar words, then their fluency and comprehension will suffer.

### Comprehension

The end goal of reading is comprehension. After all this is why people read! Good readers understand the purpose of their reading and adjust their reading strategies accordingly.

## NUMERACY

Maths is learnt sequentially just like children learn to crawl before they walk. At BANB LAs plan for learning using the Big Ideas in Number. The order of the **Big 6** ensures learning is mapped so children master concepts and skills before moving on.

**Trusting the count** means that learners can use and represent the numbers 1-10 flexibly. With **place value**, learners see 10 ones as 1 ten and are able to work fluently with counts of tens and counts of ones independently. When learners use **multiplicative thinking**, they are able to move beyond an understanding of multiplication and division as repeated addition and they are able to access different efficient strategies for multiplication and division. **Partitioning** is another aspect of multiplicative thinking where learners make connections to fractions, decimals and percent. When learners understand **proportional reasoning**, they can represent numerical quantities in a variety of ways (e.g. graphs) and can solve problems.

