

## New Spelling Program

At the start of this term we identified spelling as an area for improvement across the school; and so a whole school approach to teaching spelling is being used this term.

Across all classes key spelling strategies are being taught and used to assist children to learn their spelling words. The whole school is using the latest research in spelling to draw upon the most frequently used words as high frequency words to learn.

The program consists of daily teaching of spelling strategies, weekly testing of set spelling lists. All of this is supported through the work set for home as revision of these words.

### What makes a good speller?

- Look for patterns in words and the way the sounds they contain are represented by letters of the alphabet.
- Like to read books
- Have a conscience about spelling. They don't like to be wrong and they automatically check doubtful words
- Do not avoid using a word, simply because they can't spell it.
- Learn spelling words using a system (Look, Say, Cover, Write, Check!)

How can you help?

### Learning at Home...

Helping your child to learn their list words is one very important way you can improve your child's ability to spell. An effective strategy for learning spelling is:

- ∞ Look at the Word
- ∞ Say the Word
- ∞ Cover the Word
- ∞ Write the word
- ∞ Check the word

- Remember that not all English words can be spelt correctly by "sounding out", e.g. the words *you* and *said*.
- Talk about how you spell, and what you do when you don't know how to spell a word.
- Have your child write at home, e.g. filling in forms, writing notes to family members, writing phone messages and reminder notes, replying to letters, sending cards.
- Provide a dictionary and use it together. Remember that dictionaries are more useful if your child has a knowledge of the alphabet and how a dictionary works.
- Encourage your child to try spelling words, then praise the parts that are correct, and suggest what else is needed. For example, if your child has written *litle* for *little*, you might say, "You have five of the six letters right. One of the letters should be doubled. Can you tell which one it should be?"
- Encourage your child to look at new words, say them, write them from memory, then check them.



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## Vision, Values & Principles

### INSIDE THIS ISSUE:

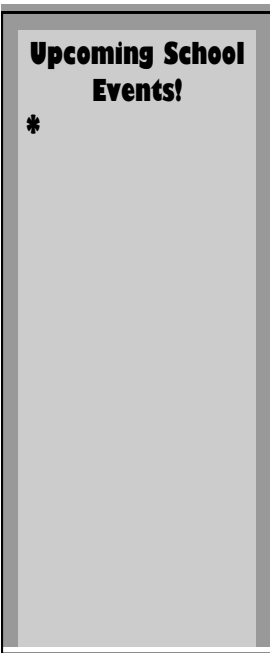
<b>Vision, Values and Principles in the NZC</b>
<b>Our School Vision &amp; Values</b>
<b>Learning Areas</b>
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<b>Learning at Home!</b>

What children learn at school is not just about knowledge. There are important links between what happens in schools and what communities, society and employers need. The New Zealand Curriculum speaks of Vision, Principles, and Values that schools need to focus on as part of their specific teaching and learning outcomes.

**Vision:** The curriculum talks about "what we want for our young people". Our vision is for young people who are: **confident, connected, actively involved, lifelong learners.**

**Principles:** Schools need to include these ideas when they plan teaching and learning; **Students know they can do well, Students understand how they learn, Families/whānau, and communities are involved, The Treaty of Waitangi is recognised, All cultures are important, All students are included, Learning is linked together, Learning looks to the future.**

**Values:** Values are what people believe is important to live in society. People show their values in how they think and what they do. Students learn about their own values, and other people's values, through their learning experiences. Students should value; **excellence (aiming high and sticking at it), innovation, enquiry, and curiosity (thinking, exploring, creating), diversity (our different cultures, languages, and backgrounds), respect (for themselves, for others, for human rights), equity (fairness and justice), community and participation (taking part), ecological sustainability (caring for the environment), integrity (being honest and responsible).**



## Our School Values...

Early in 2008 as a staff and Board we worked through the values that we thought were particularly important for our students at Waikouaiti School. We identified...

- ∞ Excellence
- ∞ Respect
- ∞ Integrity
- ∞ Curiosity
- ∞ Community & Participation

These school values are also supported by the values as expressed in the NZC.

### What do you think?

We are very keen to hear what your thoughts are on our school vision and values...Please watch out for the insert in next week's newsletter that will ask for your thoughts on the vision and values as proposed by Waikouaiti School

### TERM FOUR REPORTING

**Reports for Term Four will be sent home on Monday 1st December, with parent Interviews scheduled for Wednesday 3rd December from 1pm.**

To ensure that you are fully informed about your child's progress we are using a new standard one page report format that links your child's individual achievements with the expected level of achievement for their year as outlined in the New Zealand Curriculum.

The report will outline all aspects of English, Maths, Social Science, Technology, Science, The Arts, and Health and Physical Education; along with general comments. The Portfolio Style Report will no longer be the only source of information provided and will be used by the teachers, during the interviews, as a sample of student work to support the achievements as shown on the report page.

**Please refer to the attached "SAMPLE" of our new Waikouaiti School Progress Report for further details**

## Our School Vision...

**Waikouaiti School students will have the skills and knowledge to confidently embrace their futures.**

**This vision will be achieved through quality teaching and learning activities that focus on the foundations of both numeracy and literacy; and integrated curriculum experiences that highlight the key competencies.**

## Achievement Levels

The curriculum is organised in 8 levels (stages of learning). When your child can show most of the skills, knowledge and understanding for a level, they move to the next level. At Waikouaiti School, these levels of achievement are used to report on your child's achievement across the learning areas throughout the year. School Years go from Year 1 (previously Primer 1 or J1) to Year 13 (previously Form 7). But many children don't fit this pattern, for example, if they: have special learning needs, are gifted, come from language backgrounds other than English, are learning another language. Any child may also be working at different levels in different learning areas or parts of learning areas. Ask your child's teacher if you'd like more information about this.

**This diagram shows how curriculum levels roughly match school years.**

