



# Supporting your child with Literacy & Numeracy

Be Ready to Learn Be Respectful Be Safe Be Kind

# Flemington Primary School Acknowledgement of Country



Flemington Primary School would like to acknowledge, and say thank you to the traditional owners, the Wurundjeri, Woi Wurrung people because they took care of and share the land that we live, learn, make friends and play on. We promise that we will also take care of the trees, animals and waterways and protect this land.

We pay our respects to elders past and present and say sorry for the wrongs of the past.





Reading



Writing

Literacy



Listening



Speaking

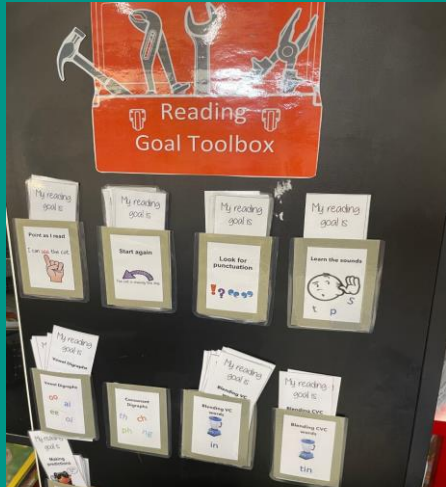


# Reading

Book boxes for every child



Levelled readers and decodable texts



Classroom library and whole school library

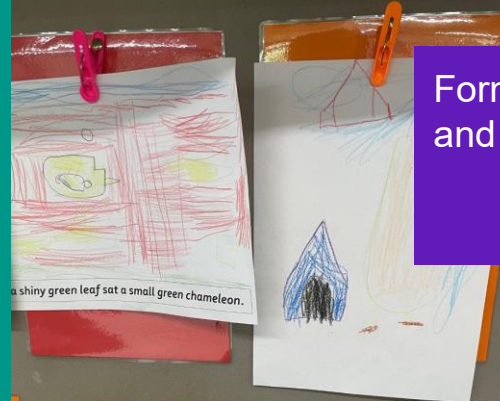
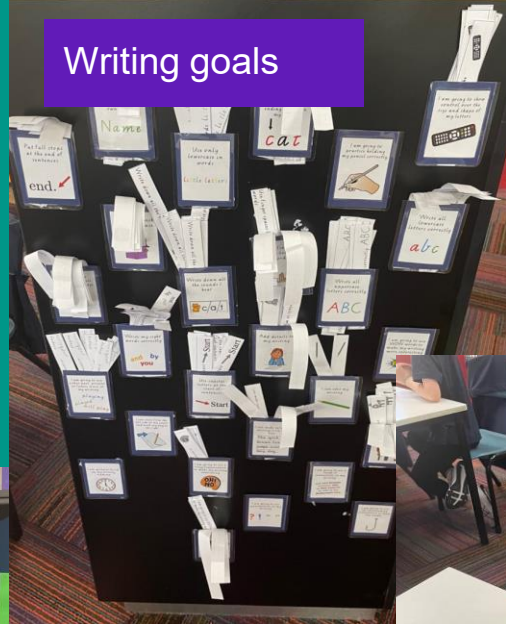
Phonics program- "Sounds Write"  
- everyday phonics teaching



Writing

WRITING GOALS

Writing goals



Formalising our ideas and speech into writing



Writer's Notebook

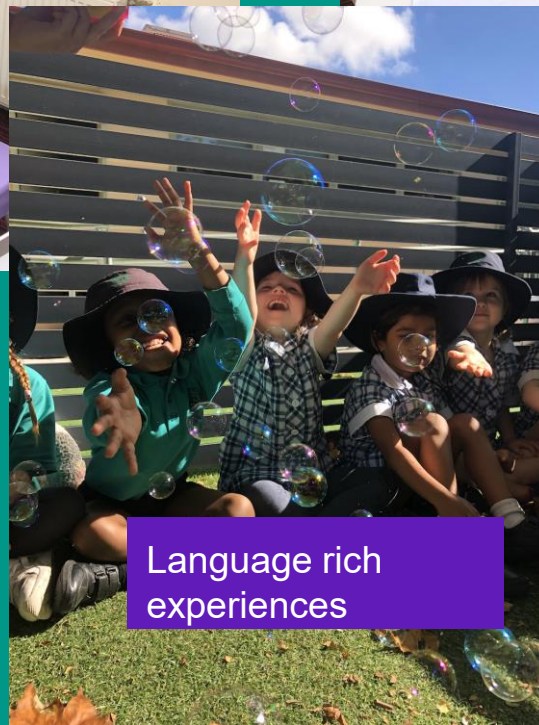


Writing process

Developmental Play



Activating student voice



Language rich experiences

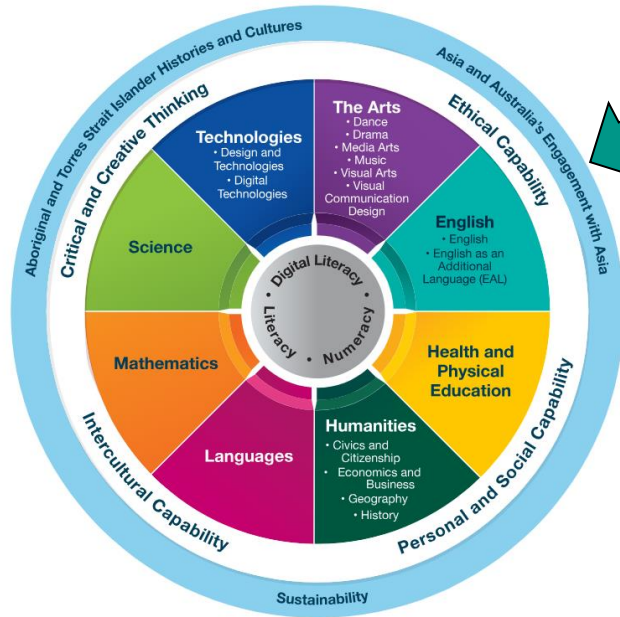


Guest speakers



Speaking & Listening

# English in the Victorian Curriculum



In 2026  
Flemington PS  
will be  
implementing the  
new English 2.0  
curriculum.

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# Supporting your child with **reading**



Start thinking about  
how reading looks  
in your home  
environment...

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# Model positive reading habits

- Do your children see you reading?
- Do both parents read? Other family members?
- Do you share reading experiences?
- Do you enjoy reading?



# Access to texts

- Easy access to a wide range of texts
- Picture story books, informative books, kindles and eBooks, websites, recipes, emails, postcards, newspapers, shopping lists, games.
- Local library!



# Phonics Instruction at FPS

- Sounds Write
- Guided reading (Decodable Readers)
- Small group instruction
- Home Reading

All students from Prep to Grade 2 will be taught using a systematic synthetic phonics approach as part of their reading programs, with a minimum of 25 minutes daily explicit teaching of phonics and phonemic awareness.

This week we have been learning <ck>  
for /k/  
Read the words, say the sounds and write the words  
Please return on/ for new words

Word	W	Th	F	M	T	W	Th	F	M	T
back										
duck										
sock										
snack										
clock										
black										
lick										
stuck										

\*Please add a dot if your child is still practising a word and a tick once they read it fluently.



# Sounds Write

These concepts underpin the Sounds Write Program.

1. Letters are symbols (spellings) that represent sounds from left to right across the page.

2. A sound may be spelled by 1, 2, 3, or 4 letters.

dog	street	night	dough
-----	--------	-------	-------

3. The same sound can be spelled in more than one way.

One sound – different spellings			
rain	break	gate	stay

4. Many spellings can represent more than one sound.

One spelling – different sounds		
head	seat	break



# Sounds Write

These 3 skills are key to decoding success.

1. Blending: the ability to push sounds together to build words.

Example: /m/ /a/ /t/ → mat

2. Segmenting: the ability to pull apart the individual sounds in words.

Example: pet → /p/ /e/ /t/

3. Phoneme manipulation: the ability to insert sounds into and delete sounds out of words.

This skill is necessary to test out alternatives for spellings that represent more than one sound.

Example: spelling < o >:

Is it /o/ as in **hot**, /oe/ as in **no**, /u/ as in **son** or /oo/ as in **do**?

Note: In Sounds-Write, spellings are always represented inside chevron brackets: < o >.  
Sounds are always represented inside forward slashes /o/.



# Sounds Write

Sounds Write follows a clear scope & Sequence that begins with initial CO

## Initial Code Timeline



Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Consolidation & Bridging Unit
a	n	b	d	k	j	x	vcc	ccvc	ccvcc	< sh >	/k/: < c >, < k >, < ck >
i	o	c	e	l	w	y	cvcc		cvccc	< ch >	/ch/: < ch >, < tch >
m	p	g	f	r	z	ff				< th >	/w/: < w >, < wh >
s		h	v	u		ss				< ck >	/v/: < v >, < ve >
t						ll				< ng >	
						zz				< wh >	
										< q > < u >	
										< ve >	
										< tch >	

**Key:**

- // indicates a sound
- <> indicates a spelling
- Yellow bar indicates an Initial Code unit
- Orange bar indicates the Consolidation & Bridging unit



# WHERE and WHEN to read

- As much as possible! Every day!
- Create a routine
- Establish a quiet, comfortable area for reading
- Sit together - child can see the words and pictures
- Minimise distractions  
i.e. TV and phone off
- Read when your child is alert  
- before/after school



# Fostering a love of reading!



- Read with expression! Use voices.
- Look for rhyme, flow, repetition.
- Read books many times!
- Share the book choice.
- Encourage your child to join in or take over.
- Run your finger across the page to help connect words and sounds with the letters.
- Application of phonics knowledge to decode words.
- Understanding what we read is MORE

# Supporting your child with writing

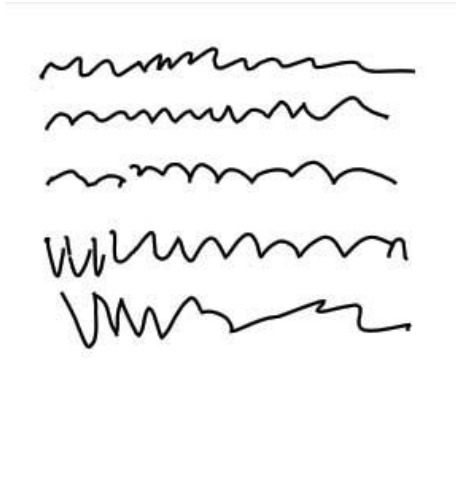


Start thinking about  
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# But this doesn't say anything!

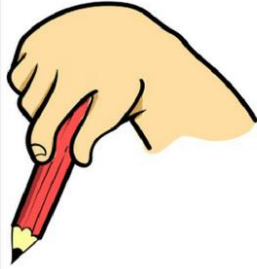
- Teachers view any mark on the paper as emergent writing
- Marks → drawings/letter-like scribbles → selecting letters → forming sounds and words on the page
- Does it have meaning? Do they know what they wrote?



# Pencil grip



[1-1½ years]  
Cylindrical  
Grasp



[2-3 years]  
Digital  
Grasp



[3½ - 4 years]  
Modified  
Tripod Grasp

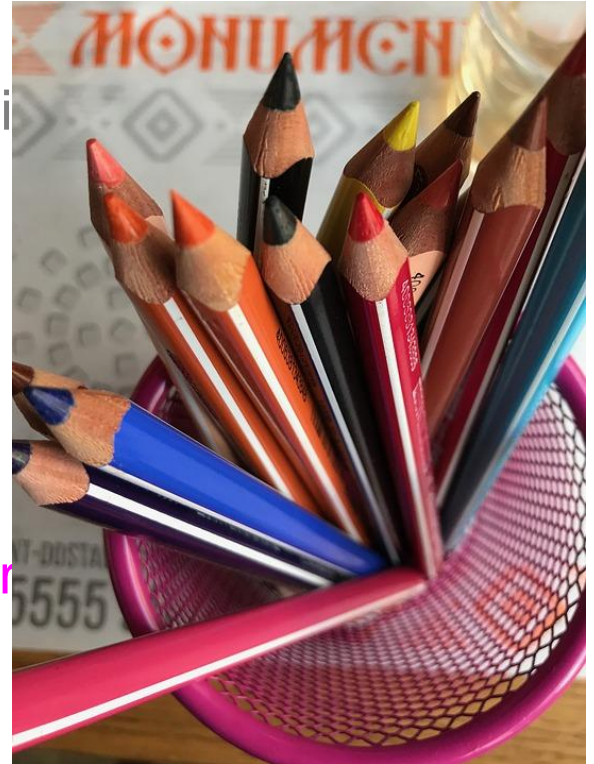


[4½ - 7 years]  
Tripod  
Grasp



# Writing at home

- Model it! Why and when do you write?
- **Provide access to materials** - textas, pencils, chalk, old notebooks (unlined is best), whiteboards, blackboards, stamps etc
- What writing can they do at home?
  - Writing about the story they just read
  - Shopping lists
  - Labelling items e.g. toy box, sock drawer
  - Letters to grandma
  - Anything!



# Writing is about PURPOSE

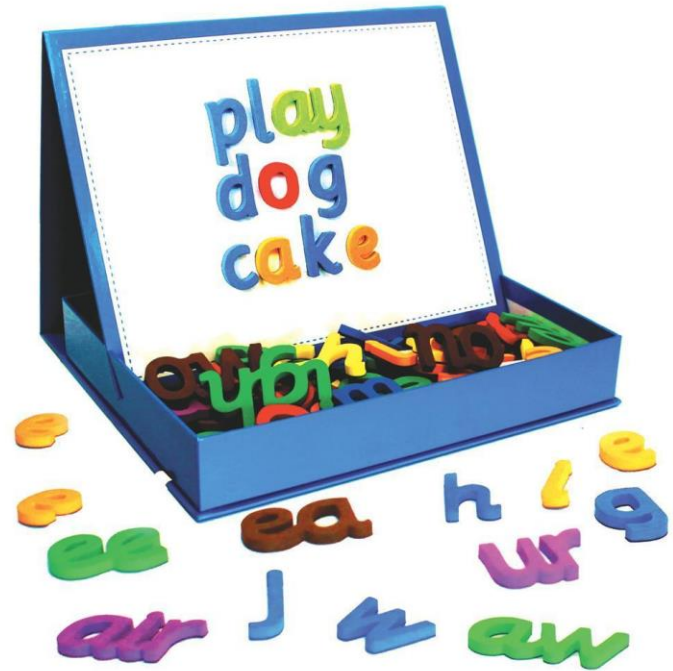


## IDEAS ARE IMPORTANT

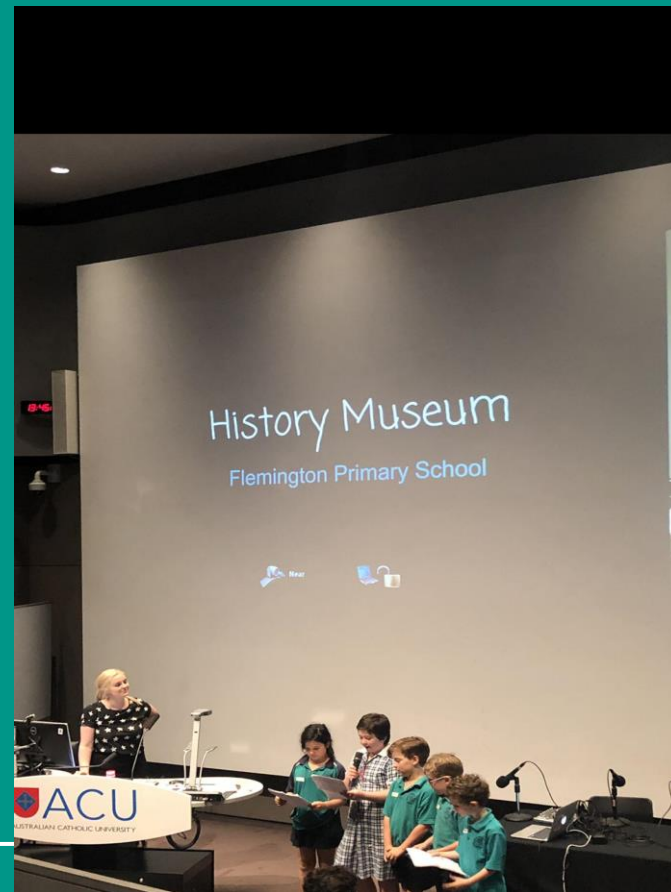
- Write about an experience you had e.g. a day out
- Write the recipe you made for lunch
- Write creative ideas from conversations or play
- Write about favourite things

# Phonics and word work *supports letter-sound knowledge*

- Developed through exposure to nursery rhymes and other literature
- Clapping/humming syllables
- “What sounds can you hear in the word?”
- Explicit teaching of letter-sound relationships
- Slow articulation when writing
- Playing with letters



# Supporting your child with speaking and listening





**You are their  
biggest role  
model in how to  
speak and listen  
to others.**

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Have rich conversations with your child!

Ask them questions that demand a deeper answer than yes or no. “What did you work on in Maths today?”

Play!

Correct by reframing... “I go toilet.”  
“Do you mean... I need to go to the toilet?”



Talk, talk, talk about LOTS of topics.

Share in familiar language activities like singing, rhymes, acting, retelling stories.

Introduce new words often.

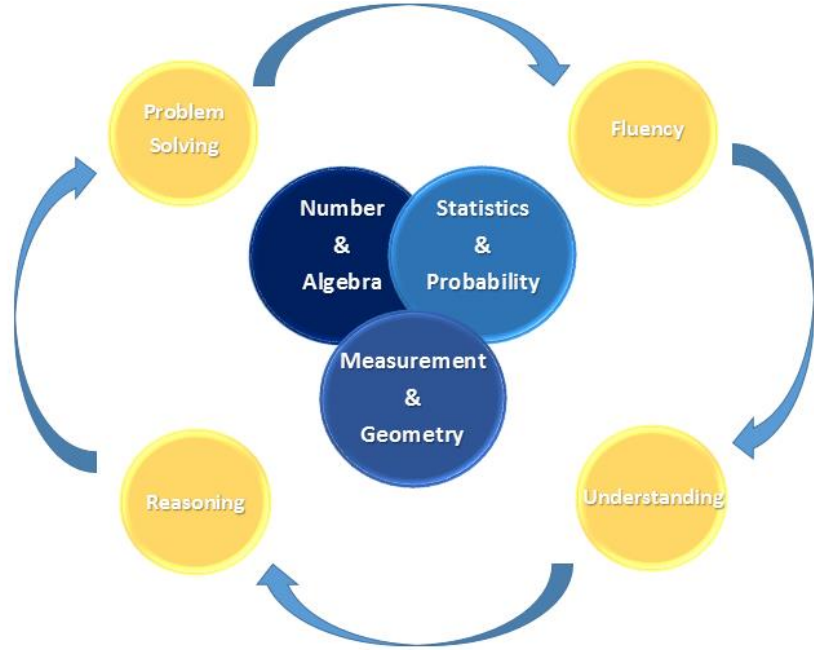
# Supporting your child with **Numeracy**



Start thinking  
about how  
numeracy  
looks in your  
home  
environment...

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# Mathematics in the Victorian Curriculum



In 2025  
Flemington PS  
introduced the  
NEW Maths  
curriculum

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Hands on materials

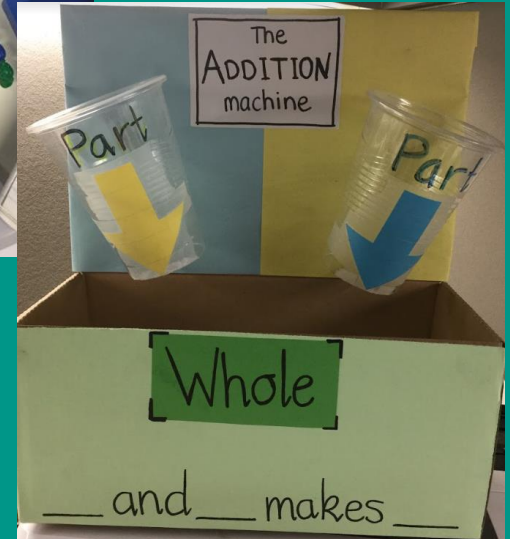
Numeracy



Trusting the count- 1:1  
correspondence



Number talks- using  
the language of maths



\_\_\_ and \_\_\_ makes \_\_\_

# Growth Mindset

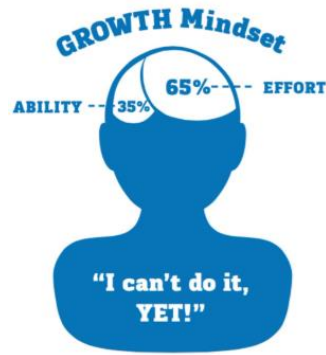
Families are the first and most enduring influence on a child's development and play an important role in a child's learning.

Developing strong skills in numeracy is critical in making sure your child's success in early learning and beyond.

You can make a HUGE difference by supporting what your child learns at school and helping them to learn at home.

**The first step is modelling a positive attitude to numeracy learning!**

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## Do - Praise!



- Great job working that out.
- I like how you tried again.
- Ask questions to extend thinking (What if there was one more?, What if one flew away?)
- Have them help
- Ask questions that don't have a simple answer (or even an answer at all)
- Let them use calculators
- Ask for predictions

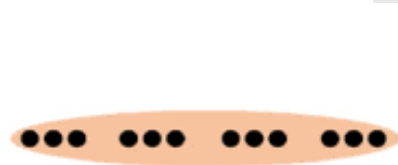
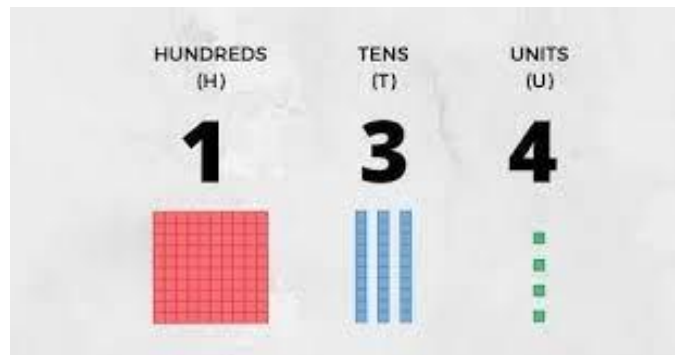
## Don't



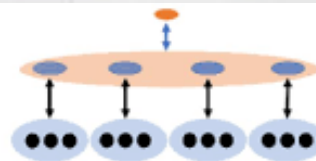
- Give answers straight away
- Fixate on the answer
- **Say you hated Maths**

# The Big Ideas in Number

- Trust the Count
- Place Value
- Multiplicative Thinking



Additive thinking:  $3+3+3+3$



Multiplicative thinking:  $3 \times 4$



# Trusting the Count

What it is?	It is evident when a student demonstrates:
<p>'Knowing' numbers (part part whole) Subitising numbers to 5 The link between counting and totals of collections</p>	<p>Accurate counting One count for every one object (one to one correspondence) Everything being counted once but knowing the order doesn't matter Being able to work out a few more or less without recounting Trust that the last number counted represents the total Knowledge that a collection is unchanged even when objects move Ability to explain all numbers to 10 in terms of their parts Mental representations of all 1 digit numbers</p>

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# What you can do at home

## Home Activities

- Playing sports game i.e. counting points, calculating distance
- Counting savings 'piggy bank'
- Making a family birthday calendar
- Creating a weekly timetable
- Chalk Drawing shapes
- Analysing the footy tipping table!
- Checking the chance of rain in the weather forecast
- Make a walk a scavenger hunt i.e. how many times can you find the number 3 or how many times can you see a sphere
- Cooking
- Gardening
- Puzzles / Board Games

## Items to use at home

- Dice
- Deck of cards
- Building blocks i.e. Lego
- Dominoes
- Coins / Notes
- Rulers / Measuring tapes
- Clock / Watch
- Scales
- Measuring cups / Containers
- Shopping Catalogues

**Anything can be used -  
be creative!**



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**Questions?**

