IMPORTANT DATES FOR YOUR DIARY

Monday 13th June
Tuesday 14th June
Wednesday 15th June
Friday 17th June
Wednesday 22nd June

QUEEN’S BIRTHDAY PUBLIC HOLIDAY
UNSW Writing Competition
UNSW Spelling Competition; District Winter RR; School Council Meeting 6.30pm
Mr Aspinall’s Retirement Celebration 4-7pm, Semester 1 reports to be distributed.
3 Way Conferencing (Parent, Teachers, Students)

NEWSLETTER
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Email: upwey.ps@edumail.vic.gov.au  Website: www.upweyps.vic.edu.au

Soup Day
Today we enjoyed a delicious ‘Hot Soup Lunch’ thanks to our lovely Parent Association helpers. Word from our children was that the vegetable and chicken ‘n’ corn flavours were amazing! Thanks to Kelly W, Danielle G, Michelle M, Kristy B and George C for organising this Winter Warmer!

Division Cross Country
On Tuesday 7th June Araya G, James F and Laura G travelled to Yarra Valley Racecourse to participate in the our Division Cross Country. All three students achieved excellent results and are to be congratulated on their efforts.

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura G</td>
<td>11 Y.O girls race</td>
<td>16th place</td>
</tr>
<tr>
<td>Araya G</td>
<td>12/13 Y.O girls race</td>
<td>26th place</td>
</tr>
<tr>
<td>James F</td>
<td>12/13 Y.O boys race</td>
<td>17th place</td>
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Thank you to the parents of these students for transporting them to the venue and supervising them on the day.
P/1C Mikayla
For enthusiastically participating in all learning activities for the week!

P/1C Maddi
For achieving 100% on her Maths Diagnostic Review 2. Well done!

3E Zach
For supporting another student when they experienced difficulty with their work.

3E Caitlin
For enthusiasm and commitment to learning how to play a Marimba and sing the songs for a performance.

4L Ash
For outstanding results with his Ondemand and Pat Maths tests.

4L Angelina
For outstanding results with her Ondemand and Pat Maths tests.

5/6W Lila
For a fabulous improvement in your spelling! Well done!

5/6W Lydia
For a fabulous improvement in your spelling! Well done!

TRIBES AWARD CEDAR
Congratulations, you have been nominated by a school community member for: Showing mutual respect and appreciation.

TRIBES AWARD CHARLOTTE
Congratulations, you have been nominated by a school community member for: Going out of her way to look after our school.

TRIBES AWARD ELLA
Congratulations, you have been nominated by a school community member for: Going out of her way to look after our school.

TRIBES AWARD KYLIE
Congratulations, you have been nominated by a school community member for: 100% Accuracy Maths work completed at home.

TRIBES AWARD RIPLEY
Congratulations, you have been nominated by a school community member for: Doing her personal best in all her testing this term.

TRIBES AWARD JORDYN
Congratulations, you have been nominated by a school community member for: Always doing her personal best.

PLEASE FOLLOW THIS LINK TO SEE OUR UPDATED CALENDAR EVENTS ON OUR SCHOOL WEBSITE

SENTRAL IS HERE

IN TERM 3, OUR NEW SENTRAL PROGRAM WILL BE UP AND RUNNING. PARENTS WILL RECEIVE THEIR INVITATIONS WITH YOUR CHILD’S SEMESTER 1 REPORT. YOU WILL NEED TO SIGN UP TO GAIN YOUR LOGIN DETAILS. MISS CADDY WILL RUN INFORMATION SESSIONS FOR PARENTS WHO ARE INTERESTED.
Semester One Report Distribution

Semester One reports will be distributed to families on Friday 17th June. Given that we have this year began to use a new program to produce the student reports and have changed the format, we are very interested in receiving verbal and written feedback on parent’s perspective of them. A written survey will be provided within the report for parents to complete. I would greatly appreciate it if you could take the time to fill it out and return it to school.

Three Way Conferences – Wednesday 22nd June

Signup sheets are now displayed in the office foyer area for parents to sign up a suitable time for Three Way Conferences. Ideally we would’ve liked to move this process online but are unable to do so until parents have access to our Sentral Parent Portal. Please be patient with us while we put this process in place. In the meantime, I ask parents to please either come in to the foyer to sign up to an appropriate time, or call the school and either myself or Cindy will assist you in finding a suitable time.

Volunteers required for Spelling Program in Semester Two

We were very lucky in Term Two to have some fantastic student teachers who assisted us greatly with the running of our Spelling Mastery Intervention Program. Thus far the program has been highly successful with some students making over 12 months progress in one term. Consequently we are adamant the program must continue.

In Term Three we will require additional helpers on Monday, Wednesday and Friday to assist with our Level B and C groups. If you are free on these days for 30 minutes between 12:30 and 1:00pm, please just let me know and I will provide you with the training required to help out.

Enrolments for 2017 – Transition Program to begin in Term Three

It’s that time of year when we ask families to begin putting in place planning for 2017. If you intend to enrol your child at Upwey Primary School in Prep in 2017 or know of a family currently outside our school community who intends to enrol their child, please encourage them to come and see us for enrolment forms or to download them from our school website. This will allow us to put in place a Transition Program in Term Three and Four this year which suits the needs of the children who have enrolled.

Our Parents Association to run Ferntree Gully Motor Group Raffle

Thank you so much to our Parents Association who are supervising the running of the Ferntree Gully Motor Group raffle at our school. Each Family would have received some raffle tickets from us that we are hoping you will be able to sell to friends, extended families, work mates or other people you know. The tickets cost $2 each and I’m extremely happy to report that the whole $2 from each ticket is given to our school. This will go a long way towards us achieving our 2016 fundraising project of rejuvenating our hall/courtyard. Yay! So come on guys, let’s get on board and sell a heap of those tickets. We have plenty of extra raffle tickets. Please pop into the office to collect more.

Mr Aspinall’s Retirement Celebration

Most of our community would have received an email invitation to Mr A’s Retirement Celebration which is to be held on Friday 17th June at 4:00pm. There is a small $5.00 charge for adults and children, to cover catering costs. We hope that everyone will come along to join in the festivities and wish Malcolm well. Please RSVP by Tuesday 14th June as we need the final numbers for catering purposes.

Teaching methods: Phonics FAQs

Having taken a number of potential parents on tours lately I have been asked many questions about the teaching of phonics. I found this great article this week in “Teacher’ Magazine and wanted to share it with our school community.

Earlier this month Teacher brought you news of a large-scale study into the benefits of a synthetic phonics program. Here, Dr Jennifer Buckingham addresses seven frequently asked questions about the teaching method.

Why phonics?

Three major reviews of the research on effective literacy teaching methods found there are five essential elements to high quality, comprehensive initial reading instruction. They are phonemic awareness, phonics, fluency, vocabulary and comprehension.

The most contested of these is phonics – the relationship between sounds in speech and letters in writing. There is an ongoing debate about the need for explicit phonics instruction, with arguments against phonics often based on misinformation and misconceptions. Many teachers say they teach phonics, but reading specialists argue it is often not taught in the most effective way – with dire consequences for later reading development.

Why is explicit phonics instruction so important?

Phonics instruction is one of the most researched aspects of education, in terms of both the volume of studies over the last few decades and the consistency of the evidence. Numerous studies show that reading programs with a well-developed systematic and explicit phonics component routinely and consistently have greater effectiveness for children learning to read than programs without a good phonics component.
Is English a phonetic language?

English is less phonetically regular than other languages; it is more accurately described as a morphophonemic language. This is arguably why a good phonics program is so important for teaching reading – if the relationship between written and spoken words is complex; it requires more explicit and careful teaching.

Research cited by Louisa Cook Moats in Speech to Print says approximately 50 per cent of English words are easily decodable, another 34 per cent have one exception to the rules of simple letter sound correspondences, and another 10 per cent or so can be read accurately if morphology is taken into account. That leaves only a small proportion of words that have to be learned as whole words.

Although the rules required in order to decode English words are more numerous than in other more ‘transparent’ languages like Finnish, it’s certainly much easier to remember the rules than it is to memorise what every single word in the English language looks like.

Another reason we know English is a phonetically decodable language is because good readers can read words they have never seen before. For example, when science fiction and fantasy authors make up names of characters and places, they usually make them phonetically decodable. If you are reading Game of Thrones for the first time and you come across the name Targaryen, you can decode it. You don’t need to have watched the show, you don’t need someone to tell you – you can work it out using the basic rules of written language.

How do parents know whether their child’s school is providing good phonics instruction?

Parents will know if their child is getting good phonics instruction if, at the end of their first ‘foundation’ year of school, they know all the single letter sounds. They will know how to put them together to make simple words that use regular straightforward letter-sound correspondences, and they will be starting to be able to read bigger unknown words using digraphs (combinations of two letters that makes a single sound). If their children can’t do these things after a year of good initial reading instruction, they may need some extra support with a reading intervention.

Is phonics all there is to reading?

While decoding is important, so is comprehension. The ‘simple view’ of reading is that it is made up of two elements – decoding/word recognition and comprehension. Reading for meaning requires both those things. People who have difficulty with reading will have trouble in one or both those domains. Some people are good decoders but poor on comprehension, some vice versa, and some students who really struggle can have problems in both areas.

What is a good phonics program?

Programs developed by people with specialist knowledge of the way that the English language is constructed are likely to be more effective than others. It is also important that phonics programs be evidence-based; that is: to have been proven to be effective using rigorous scientific research methods.

At present the model known as systematic synthetic phonics has the strongest research support. In synthetic phonics, teachers build up phonic skills from their smallest unit (graphemes). The processes of blending and segmenting are also taught.

Three of the key elements of a good phonics program are: the sequence in which letters and sounds are taught; early introduction of blending and segmenting; and use of decodable text.

For children who are learning the alphabet for the first time, the method and order of introducing letters and letter combinations (graphemes) and sounds (phonemes) need to be carefully planned. In explicit and systematic phonics programs, a small number of letters and sounds are introduced at a time and children learn those before moving on to the next ones. Letters that look similar are not introduced at the same time, for example, ‘b’ and ‘d’. The aim is to minimise confusion and maximise success for children.

In a good phonics program, blending is taught shortly after sounds are introduced. Students do not learn all the letter sounds and then learn how to put them together into words; each group of letters selected can be made into simple words. If the letters ‘s’, ‘m’, ‘a’, ‘t’, and ‘i’ are taught as a group, children can learn to blend them into words like ‘sit’ and ‘am’. Children learn that if they take the ‘i’ out of the middle of ‘sit’ and put an ‘a’ in its place, it makes the word ‘sat’.

By this process, children begin to understand that written words are a code, and it’s a code they can break. And when they do understand that – some children will pick this up much more quickly than others, of course – the rest comes much more easily. After a period of time, once they’ve learned grapheme-phoneme correspondences and are able to blend them, they can read almost any word they come across.

The third element is practising reading using decodable text. As children learn how to put letters and sounds into blends, and start to be able to read whole words, they should also be taught some common sight words that don’t follow the simple rules – like ‘was’ and ‘of’, for example. Sentences or short stories composed of decodable words and common simple sight words give students the opportunity to use the phonics skills they have acquired and learn about print conventions and punctuation.

Of course, a comprehensive reading program will also use real children’s books to develop vocabulary and comprehension, but novice readers benefit from reading material that allows them to successfully read independently as early as possible.

I wasn’t taught phonics but I learned to read – doesn’t that show it’s not needed?

Skilled reading is unconscious and automatic – most people are not aware of the complex cognitive processes taking place. Few people remember how they learned to read. That’s why research and evidence are so important: so assumptions are not made that what might have worked for one person will probably work for everyone else.

The question research seeks to answer is ‘what is the most effective strategy for the largest number of students’? There is a lot of research showing what that strategy is – a well-developed, comprehensive reading instruction program that includes an evidence-based, explicit phonics component.
**App of the Week**

I have featured this app again as it is excellent and connects with the previous article about phonics instruction.

_Easily teach children the links between the letters of the alphabet and speech sounds for reading and spelling with phonics._

Letter Sounds $24.99 *(Pricey but excellent for new Preps or children who are struggling with letters/sounds)*

**Laura Caddy**  
Principal

Monday Assembly’s will now start at 2.45pm

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**Get to know an Upwey-ian**

Introduce yourself: I am Ben Mosely.  
Tell us about your family.  
I have one older sister and one younger brother. My dad is a scientist and I have a mum.  
Do you have any pets?  
I have one dog, one cat, six ducks and a yabbie named ‘Sapphire’.  
What is your favourite subject at school and why?  
My favourite is subject is Art because it is really fun.  
How would you spend $1000000?  
I would get a mansion.  
What do you like about Upwey PS?  
It is a fun school.
People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

WORD SCRAMBLE ANSWERS

ALVO SYMRYTE  OVAL MYSTERY  X RSKMA ETH OTSP  X MARKS THE SPOT
SJTU ORF NFU  JUST FOR FUN  NADEC OTRIENSU  DANCE ROUTINES
NEJU OTLCSENS  JUNE SOLSTICE  EW EBONGL  WE BELONG
NDGINAC  DANCING  LTABSKLEBA  BASKETBALL
BYCBU UESOH  CUBBY HOUSE  AOEEKRA  KARAOKE

For any that had a go—the ‘missing’ letters are in bold!
PA News

Upwey Primary School
In conjunction with F.T. GULLY Motor Group & Rotary Club of Emerald & District Inc. Community Raffle
Raffle drawn Monday 15th August 2016

Please support this fundraiser as ALL PROCEEDS go the School. MORE TICKETS ARE AVAILABLE FROM THE OFFICE. PLEASE CALL CINDY TO ARRANGE ANOTHER BOOK.
ALL UNSOLD TICKETS AND MONEY NEED TO BE RETURNED TO THE SCHOOL NO LATER THAN THURSDAY 21st JULY

Upwey Primary School Trivia Night

TRIVIA NIGHT FUNDRAISER AUCTION ITEMS
Sponsor letters have been posted and dropped off to businesses for Auction items (a few have returned which is exciting!) – if you have an affiliation with a company local or otherwise that you know would contribute and support our event please call or email me the details at cartwrightfamily6@bigpond.com or 0415680842 and I can arrange to contact them. We look forward to a great night in July and appreciate your support. Any businesses donating to our event will have a high profile of advertising to our target audience. Families that wish to donate please feel free to leave these items at the office (with your name on them somewhere so we know who to thank!) Thank you in advance George
FOSTER CARERS NEEDED

If you have thought about foster care, please get in touch and ask the questions you have always wanted to.
Ring Key Assets 1800 932 237 or 1800 WE CARE
Email: info@keyassets.com.au
www.keyassets.com.au
Like us on Facebook: keyassets