



EMMANUEL  
ANGLICAN  
COLLEGE

*Learning ~ Living ~ Leading*



Year 3, 2024

## Parent Information Evening

### **Our Purpose**

*We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through care, creativity, compassion and citizenship, strives to create a better world.*

# Teaching Staff

**3A** Mr James Pearson

**3B** Mrs Kate Sculley

**Japanese** Ms Jen Buddee

**Music** Mr Wayne Cross & Shandell Crozier

**PE** Mr Paul Pryor

**Sport** Mr Tony Lancashire

**RaVE** Mrs Roxanne Kent

# Key Learning Areas

- English
- Mathematics
- Integrated Studies  
*(History, Geography,  
Science & Technology,  
Personal  
Development, Health  
and Physical  
Education (PDHPE),  
Creative and  
Performing Arts*
- Religious and Values  
Education (RaVE)
- Creative and Performing  
Arts
- Specialist subjects: Music,  
PE, Sport and Japanese



# Coastal College

In 2024, Year 3 will begin the Coastal College experience. This program will incorporate 'learning from the land', where students will be offsite from the EAC campus one day a week during Term 3.

The program will begin in Week 1 of Term 3 and run for eight weeks.



# College Routines

## Class timetables

College commences 8:48am

First Break 10:38 -11:18am

Second Break 12:58 - 1:28pm

College concludes at 3.00pm

## Canteen

The canteen is open everyday and orders can be placed using the School Stream app or via the traditional paper bag system. Lunch orders can only be made for First Break.

## Fruit in the Morning

Students are encouraged to bring in a piece of fruit to eat as the morning roll is taken.

## Chapel and Assembly

Students attend a Primary Assembly or Chapel Service each Wednesday. These alternate on a weekly basis. Each year level has an opportunity to lead these events throughout the year.



## Homework

Homework is handed out each Friday and is due back the following Thursday.

Students in Year 3 will have a Homework Grid to complete each fortnight. The grid will comprise of a variety of tasks including Spelling and Writing activities. Students will also be expected to read twenty (20) minutes per night and record their reading in their Student Planner each evening. This will be accompanied by a weekly Mathematical sheet, concentrating on learning their timetables.

## Lunchtime Clubs

Clubs are led by Year 5 & 6 students with teacher supervision. Each term the timetable will be shared with students and also published in the College newsletter.

# Student Planners

## **Student Planner & Upcoming Events**

Planners are used to convey written notes between parents and the classroom teacher. Please initial any communication in the planner so that both parties are aware the note has been sighted. The teacher checks the diary on a weekly basis. It is the student's responsibility to bring any parental messages to the teacher's attention. The planner is also used to relay information about special events and changes to routine. Please encourage your child to consult their planner each Sunday evening, so that they are prepared for the week ahead.

# College Uniform

Uniforms are available from 'The School Locker' or the Second Hand Uniform Shop at the College.





# A Team Approach

A partnership: Communication between the College and home.

- Notes in student planners from teachers to parents and vice versa
- Email to class teacher. 3A- [jpearson@eac.nsw.edu.au](mailto:jpearson@eac.nsw.edu.au)  
3B- [ksculley@eac.nsw.edu.au](mailto:ksculley@eac.nsw.edu.au)
- Seesaw
- Formal reporting and assessment – Written reports Term 2 & 4
- Parent Teacher Interviews – Term 1 & 3
- Touching base
- Parental involvement in College community

# Parental Concern Protocols

- Classroom Teacher
- Leader of Wellbeing - Mrs Merilyn Mule'
- Leader of Foundational Learning - Mrs Roxanne Kent
- Director of Primary – Mr Wayne Cross
- Deputy - Mr Francis McGuigan
- Principal - Mr Rob Tobias

Questions 😊

Thank you for joining us this evening.

## Supporting all learners

We develop syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.



Teachers should make decisions about learning goals and curriculum options for your child together with you, their caregiver. Find out more by scanning the QR code or visiting [curriculum.nsw.edu.au/about-the-curriculum/diversity-of-learners](https://curriculum.nsw.edu.au/about-the-curriculum/diversity-of-learners)

### Aboriginal students

For success at school, teachers should support students to maintain and further develop their Cultural identities by building on their understanding of students' Cultural and Community needs, and respect for Aboriginal Cultural Knowledges.

Parents and carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.

### EAL/D students\*

Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English and to learn subject content.

### Gifted and talented students

Gifted students and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.

### Students with disability

Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including drawing from outcomes from previous stages of schooling or using content specifically developed to support students with significant intellectual disability who are working towards Early Stage 1 outcomes.

\*Students learning English as an additional language or dialect



NSW Education Standards Authority  
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W: [educationstandards.nsw.edu.au](https://educationstandards.nsw.edu.au)

## NSW Education Standards Authority

A parent and carer guide to supporting your child in

# English 3-6



## English 3–6

You have an important role in supporting your child at home in their learning.

Scan the QR code to find out more about the English K–10 syllabus or visit [curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview)



### What will my child learn?

Through speaking, listening and interacting with others, your child will have the opportunity to learn to express their ideas and communicate effectively. They will be able to build on the foundational skills to read and write with increasing fluency.

Your child will engage with a wide range of quality literature, including: stories, poetry, plays and multimedia, for enjoyment and to learn about themselves, their community and the world.

Your child will learn to appreciate, reflect on and build knowledge about how language works. This will help them learn to make meaning when reading and viewing texts, and to create texts in ways that are imaginative, creative, interpretative, critical and powerful.

### How will my child benefit?

The study of English can benefit your child by helping them to:

- communicate clearly and confidently by interacting and presenting in different social and learning situations
- deepen their knowledge and use of vocabulary to support oral language, reading and writing skills
- choose the most appropriate words for different learning contexts
- use a range of strategies to spell, read and write words that may be increasingly unfamiliar
- use grammar and punctuation to express themselves effectively
- read with accuracy and with expression appropriate for the type of text
- write longer and more complex texts for different purposes
- use quality literature to learn more about the world and their place within it.

### What can I do to help?

You can help your child at home by:

- engaging in deep conversation about topics they are interested in
- encouraging them to speak clearly and in full sentences
- closely monitoring the amount of time they spend on screens and the suitability of content
- creating an interest for learning new vocabulary, introducing and exploring new words during conversations or reading books
- explaining what new words mean and making connections to words in your home language, if relevant
- frequently using new words and encouraging your child to use these new words when speaking or communicating
- providing many different types of books and stories that may be of interest to your child for independent reading, such as fiction, informative texts and comics, including books in your home language, if relevant
- sharing the reading of more complex texts – both younger and older children enjoy being read to
- critically discussing favourite characters, settings and plot lines in stories
- discussing the creators of books, films and songs; how they present their ideas and the different purposes for them
- encouraging your child to keep a journal to record their thoughts and ideas for reflection.

# How to support your child with spelling

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Dear Parent/Carer,

This year, your child will be using a spelling program called SpellEx, developed by MultiLit, a leading literacy provider. English spelling can be confusing at times and it is impossible to remember every word letter by letter. This is why a program like SpellEx is so helpful. It will show your child how our spelling system works. This goes beyond just memorising a list of words each week for a test on Friday that might be forgotten by Monday!

As your child moves through SpellEx, they will be taught to notice spelling patterns, apply useful strategies, and learn rules and handy hints that guide our spelling choices. Don't be surprised if your child comes home and tells you things about spelling that you didn't know!

The homework activities that your child will bring home will support this approach.

## How to help at home

1. If possible, sit with your child as they complete their spelling homework to provide support if needed.
2. If you need to correct spelling errors, do it in a positive way.
3. If your child finds spelling hard, break the homework up into more manageable chunks.
4. Some words just need a lot of practice before they are remembered easily. Choose just a couple of these 'problem' words to practise daily in a fun way until they are learned, then move on to new words.
5. Put the 'problem' words in short sentences to dictate to your child.
6. Explain the meaning of the words that your child is spelling.

If there are spelling terms that you are not familiar with, use the glossary overleaf to help you.

Please let us know if you have any concerns or questions about the homework.

Kind regards,

  

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# Spelling glossary

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## Phonemes

These are the small **sounds** we hear in a word. For example, there are three phonemes in 'cat': /c/ /a/ /t/ and there are four phonemes in 'child': /ch/ /ɪ/ /l/ /d/.

**Note:** If a letter is in forward slashes (/c/) we are referring to the sound that the letter makes, **not** the name of the letter.

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## Graphemes

These are the **letters** we use to write down the sounds (phonemes) in words (e.g., the letters 'c' 'a' 't' are the graphemes in 'cat'). The letters 'ch' 'i' 'm' 'p' are the graphemes for 'chimp'. A grapheme can be one, two, three or even four letters (e.g., 's', 'sh', 'igh', 'ough').

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## Digraph and trigraph

A digraph is a type of grapheme that has two letters, e.g., 'ch' (as in 'chat'), and 'ee' (as in 'tree'). **Two** letters are making **one** sound.

A trigraph is a type of grapheme that has three letters, e.g., 'igh' (as in bright). **Three** letters are making **one** sound.

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## Vowels

All words *must* have a **vowel** sound spelled with a vowel letter or letters. The vowel letters are 'a', 'e', 'i', 'o', 'u' and sometimes 'y' (e.g., gym, deny).

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## Consonants

These are all the other letters of the alphabet that are **not** vowels.

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## Syllables

These are the beats in a word. When we spell, every syllable must have one or more vowel letters to represent the vowel sounds. For example, there are two syllables in 'dentist': den/ tɪst. There are three syllables in 'fantastic': fan/ təs/ tɪc.

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## Base

This is the main part of a word. For example, 'lock' is the base in the word 'locked'.

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## Prefix

This is a letter or letters added to the beginning of a base. For example, 'un' is the prefix in 'unlock'.

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## Suffix

This is a letter or letters added to the end of a base. For example, 'ed' is the suffix in 'unlocked'.

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## Homophones

These are words that have different meanings but sound the same and have a different spelling (e.g., 'write' and 'right'; 'sun' and 'son').

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## NSW Education Standards Authority

# A parent and carer guide to supporting your child in Mathematics 3–6





## Mathematics 3–6

You have an important role in supporting your child at home in their learning.

Scan the QR code to find out more about the Mathematics K–10 syllabus or visit [curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview)



### What will my child learn?

By studying mathematics, students develop essential numeracy knowledge and skills and develop an understanding of concepts in Number and Algebra, Measurement and Space, Statistics and Probability.

Students develop understanding of and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems to communicate their thinking, and reasoning both coherently and clearly.

### How will my child benefit?

The study of Mathematics can benefit your child by helping them to:

- become a confident user and communicator of mathematics
- develop an increasingly sophisticated understanding of mathematical concepts and processes
- interpret and solve problems
- make connections within mathematics and the world around them.

### What can I do to help?

You can help your child at home by:

- expressing a positive attitude towards learning by using phrases like *let's work it out together* and avoiding phrases like *I was bad at maths*
- playing games that involve counting or addition, subtraction, multiplication and division, like card games, bingo or dominoes
- playing games that involve strategy or looking for patterns such as boxes, noughts and crosses, guessing games
- estimating how long it takes to get to locations such as the shops, a friend's house or school
- reading the time on digital displays and analog clocks
- discussing how you use mathematics every day such as estimating time, adding amounts of money, reading the temperature, reading speed signs
- discussing how you use benchmark amounts, such as half, one-quarter, three-quarters in different ways, such as knowing 50% is half
- noticing and discussing how to read large numbers such as game scores
- sharing your strategies for working out everyday mathematics problems such as finding the 'best buy' in the supermarket, how to calculate if you have been charged the correct amount
- using and discussing different units of measurement when cooking such as grams, millilitres, litres, fractions ( $\frac{1}{4}$  of a cup,  $\frac{1}{2}$  a cup,  $\frac{1}{2}$  a tablespoon)
- naming days of the week and months of the year, contextualising times of the year using special celebrations such as birthdays or cultural events
- collecting data together about something you both find interesting, such as the kinds of pets people have.