



Adelaide Miethke Preschool

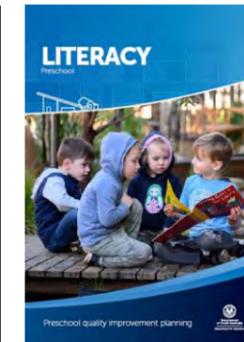
QIP Goal - To support children to use stories and symbols to express ideas and make meaning.

2020 Context

- Staff committed to further develop skills in Pedagogical Documentation.
- Build on 2019 LITERACY focus – oral language, storytelling & book making.
- Teacher participation in Coaching Conversations – site funding.
- New staff members (2 teachers and 2 ECW staff) across Term 1 & 2.
- Need to revisit documentation processes & agreements – fortnightly planning, ILP, Pedagogical Documentation, Snapshots of Learning and SOL.
- Preschool children motivated by painting & box construction early in Term 1.

Key Actions

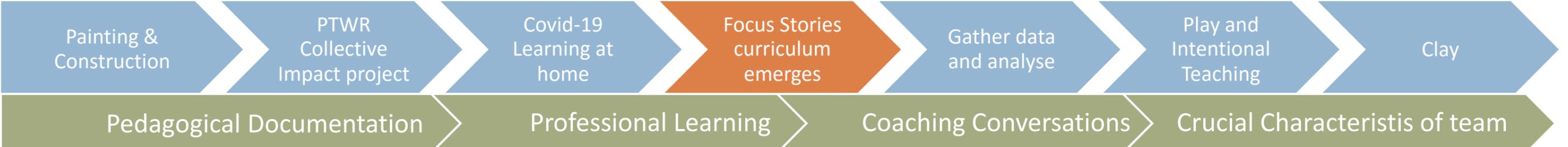
- Features of the literacy curriculum will include storytelling, author studies, bookmaking, drawing and writing.
- Collect base line data on children's descriptive language and storytelling.
- Develop agreements about collection & collation of Pedagogical Documentation.
- Undertake professional learning with a focus on Pedagogical Documentation.
- Develop SNAPSHOT OF LEARNING template.
- Extend our practice to provide opportunities for children to explore storytelling and mark-making in both the indoor and outdoor learning environments.



Focus areas for Literacy Learning

- 2.2 Developing speaking and listening skills
- 2.3 Engage children in meaningful reading experiences.
- 2.6 Fostering partnerships with parents.

Preschool Literacy Guidebook pp 10.



LEARNING AT HOME PROGRAM

Adelaide Miethke Preschool		Term 2 - Week 2 Learning at home program				
	Day 1	Day 2	Day 3	Day 4	Day 5	
Family & Community Independence	Can you help to make a teddy's picnic for lunch today? Talk about what snacks the family might have taken with them when they went on the bear hunt in the story.	Can you make your bed this morning?	Can you help take the rubbish out to the bins?	Can you help fold the washing today/this week?	Can you help set the table for dinner tonight?	
Everyday	Write your name in your 'Learning at home' book. Practice counting like we do in an accurate count. Choose something to count ie caps, sticks, pencils and make sure to touch-count each object.	Write your name in your 'Learning at home' book. Practice counting like we do in an accurate count. Choose something at home to count.	Write your name in your 'Learning at home' book. Practice counting like we do in an accurate count. Choose something at home to count.	Write your name in your 'Learning at home' book. Practice counting like we do in an accurate count. Choose something at home to count.	Write your name in your 'Learning at home' book. Practice counting like we do in an accurate count. Choose something at home to count.	
Literacy - Storytelling and expressing ideas	Read/watch 'We're going on a bear hunt' again. Can you draw a picture of your favourite part of the story? Follow your picture in your 'learning at home' book & take a photo and upload it to our class dojo page.	Use the story provided to retell the story. You can use the story stones you choose to use for your story and have a family member write your words in your 'working at home' book.	Can you make/draw your favourite character from the story? (upload a photo or video of your drawing/making to our class dojo page)		Use your soft toys, family/friends or make your own puppets and make a puppet show for your family to retell the story of 'We're going on a bear hunt'	

FOCUS STORIES

CHOSEN FOR CAPACITY TO DEVELOP PLAY CURRICULUM

Term 2
Wombat Stew & We're Going on a Bear Hunt
The Three Billy Goats Gruff and Rosie's Walk

Term 3
Gingerbread Man and Mrs Honey's Hat
Tiddalick and The Very Cranky Bear

Term 4
Grug stories and The Doorbell Rang

ARTICULATING PROFESSIONAL PRACTICE – INFORMATION FOR FAMILIES

Extract from Term 3 Program

STORY TELLING - Why are we focusing on this?

We are aiming to build confident reading identities. Building children's capacity to story-tell is the first step in them becoming strong readers, writers and book makers.

Using 2 focus texts over the 5 week teaching program allows us to go deeper with our intentional teaching. We are able to immerse children in these books allowing them to feel confident with the stories and allowing us to target a range of teaching points, for example vocabulary, story structure and story elements. It also allows us to make cross-curricular links with both the indoor and outdoor learning spaces and find individual children's motivations within the books. Revisiting the 2 focus stories helps children consolidate new learning and the repetition provides increased opportunities for individual children access to the program.

The two focus texts have been chosen purposefully due to the rhythm and repetition of both stories and the obvious storyline (beginning, middle, end). Using familiar stories and props that support storytelling enables children to approach these learning opportunities with confidence and provides a scaffold to support oral storytelling.

