

# Home Learning Support for Parents

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## A guide to understanding teacher talk...

As educators, we understand that we can sometimes speak in what might appear to parents and carers to be a different language. Teachers are continuing to respond to your feedback to simplify home learning instructions and make them as clear as possible for students to follow. However, there are terms that will be familiar to students but not necessarily to parents and carers. In this week's article, we have put together a glossary of some terms that are regularly referred to in grade level home learning.

**Learning Intention (LI):** This articulates WHAT the children are learning. It is shared with students because it helps students to understand what they are working towards, which gives the task meaning and allows them to develop a deeper level of understanding.

*Example LI: To understand the structure of a written procedural text.*

**Success Criteria (SC):** The success criteria allows teachers and students to assess whether a learning intention has been achieved. When students know the criteria they are being assessed against, they are clearer about what they are doing and empowered to show exactly what they know and can do..

*Example SC: I can structure a procedural text with a heading, an introduction, a list of materials and numbered steps.*

**Pre-Assessment:** This can occur at the start of a lesson, the beginning of a unit, or the introduction of a new idea, concept or skill. It allows students to display their prior knowledge and skills so that teachers can plan targeted learning. This is a form of formative assessment. **Formative assessment** also includes informal observations of anything the students say, make, write or do while they are completing a task. This information is also used by teachers to inform the next steps for students.

**Summative Assessment:** This is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a period of learning or unit of work.

## Write to Read

This year, teachers from Grades Prep-6 have started training in an approach to reading and spelling called "Write to Read". This approach follows the Spalding Method of explicit systematic phonics and aims to provide students with the "tools" to read and write through a multi-sensory approach. Having the correct "tools" available to problem solve, empowers students to become successful readers and writers. [National inquiries](#) in Australia, the US and the UK recommended the need for explicit systematic phonics to be taught in schools. Below are some terms that you might have noticed being used in your child's daily schedule:

**Codes:** The English language is a coded language. All words are made up of sounds which have a written code. Codes can be 1 (s), 2 (qu), 3 (igh) or 4 (ough) letters. There are 70 main codes.

**Rules:** These are tools to help read or spell words not yet in "automatic file". There are 30 rules. They are not something to try and "remember". They are taught to mastery so they can be recalled automatically when needed.

**Bootcamps:** Teachers "bootcamp" a rule with their students. These short, sharp lessons over two weeks help students to build synapses in their brains until the rule becomes "automatic". During this time, students apply and explain the thinking steps used to problem solve so they are not reliant on guessing

**Word study:** A BPS term referring to lessons based around Write to Read. The focus may be reading, spelling or both.