



Room 4

Miss Moore

About me

My name is Liz Moore and I am excited to be teaching your child this year. I am looking forward to working with you to provide your child with a positive and happy experience in their first few years of school.

I have a Bachelor of Education (birth to twelve). I have taught in Australia and England before moving to New Zealand.

Daily Routine

8:30-8:50: Students are allowed into the classroom when the 8:30 bell rings but before this time they must wait outside. Upon entering the class, Room 4 students are expected to take their home reading books out of their book bags and put in the box with their book bag. Students may find a quiet activity to occupy them or play outside.

10:30-11:50: Morning tea

During this time we encourage your child to eat a healthy snack and have a drink.

12:30-1:30 Lunch

3:00pm School finishes but before this time the students will work together to tidy and clean the classroom.

Please wait outside in the junior courtyard. If you are running late please phone the office and a message will be sent to me. If you arrive after 3:15pm your child will be waiting in the school office.



Library

We have our library lesson every Friday from 11:45-12:30

Communication

If you have any questions or concerns you can contact me via my school email: elizabethm@kts.school.nz

Lost Property

There is a lost property box just outside Room 1 any unclaimed items will be placed.

Home learning

Children are encouraged to take a book home to read every night.

Children will also have between 6-10 spelling words to learn each week.

Writing

Our writing program initially aims to develop children's ability to draw a picture, think of a sentence and record some of the sounds they can hear in words. Once they are able to do this independently, we begin to develop specific elements of their writing depending on their needs. These include writing in a range of genres. We also have a daily handwriting programme as it is such an advantage when children learn correct letter formation early on and start with good habits.

We also do:

- phonics/spelling everyday e.g. learning the sounds that go with each letter and blend
- writing on white boards
- independent writing activities
- making frequently used words out of magnetic
- high frequency word cards – to develop an awareness of word recognition



Maths

Our maths program begins with a whole class number warm up, such as counting forwards and backwards. Then I work with a small group of similar ability children, whilst the other children work on independent group activities that support their maths learning, such as:

- flash cards – to develop number identification and basic fact knowledge
- number handwriting cards – to develop number formation and identification
- games – to develop number confidence and problem solving
- computer activity – ipad number games
- Maths Whizz – a computer game designed at students ability to reinforce skills they have learnt in the classroom

Reading

Our reading program starts with a shared reading where the students learn about reading strategies and build on their comprehension skills. During guided reading time I work with small groups of similar ability student. We read every day and develop reading and comprehension strategies. While I work intensely with each group the other groups are learning to work independently on a variety of tasks, either with their reading group or alone.

Some of the reading activities are:

- listening post – to encourage listening skills
- book box – to encourage the children to choose and read independently
- big books – again to encourage the children to choose and read independently
- follow up activities – follows the teaching time with a worksheet or activity which reflects prior learning
- buddy reading – reading with a friend to encourage a love of shared reading
- computer activity – integrated use of reading programmes to aid in motor skills, hand eye co-ordination and computer language

Behaviour

We work on praising positive behaviour and good choices on a daily basis. If any behaviours are causing concern or affecting a child's learning, I will contact you to arrange a time to meet. Please concerned or worried about any Please refer to the KTS further information on the

let me know if you are change in behaviour. Behaviour Policy for guidelines.



