

Ngunnawal Primary School

Kindergarten English

Learning Matrix

Fine Motor: Cutting	Fine Motor: Make your name	Fine Motor: Snowflakes	Fine Motor: Directed Drawing
Learning Intention: I can draw and cut out a square, triangle, rhombus, circle. Success Criteria: I can draw a square, a triangle, a rhombus and a circle. I can safely use scissors and hold them correctly. Learning Task: -draw the shapes on paper. -cut the shapes out.	Learning Intention: I can use materials to form the letters in my name. Success Criteria: I can use my pincher grip to pick up materials and form letters in my name correctly. Learning Task: -use rocks, sticks, playdough, pompoms any items you can find in your household to form the letters.	Learning Intention: I can fold and cut paper to create a snowflake. Success Criteria: I can safely use scissors and hold them correctly. Learning Task: -fold paper into halves, quarters etc. -using scissors cut out shapes and unfold.	Learning Intention: I can complete a directive drawing. Success Criteria: I can listen and follow instructions. I can hold my pencil correctly. Learning Task: -read a story (don't show the picture) and draw a picture e.g. draw the Gruffalo (students will listen to the story and draw what they hear). - go onto YouTube- art hub for kids.
Reading: Read, Write, Make	Read: Sight Word Snap	Read: Cover and Decode	Read: Retell
Learning Intention: I can read, write and make the following high frequency words. Success Criteria: I can read, write and make at least three of my high frequency words. Learning Task: -talk about the following words and show them to your child. -choose a book and together look for the words. -then allow your child to have a go independently to find the words. -read, write, make the following words a, I, and, the, at, am, to (use rocks, sticks, playdough, pompoms any items you can find in your household to form the letters).	Learning Intention: I can read, write and make the following high frequency words. Success Criteria: I can write and identify at least three high frequency words. Learning Task: -write the words from previous lesson on paper (you need two copies). -cut them out. -play snap, memory, go fish, word hunt ('Can you go and find the word the').	Learning Intention: I can use the pictures to help me read the words and retell the story. Success Criteria: I can talk about the pictures. I can use picture prompts to read words. I can say the first sound of a word. Learning Task: -cover up key words that link to picture on the page you are reading e.g. green sheep – T____ -Say- can you use the picture to help your read the word? - look at the picture and then read the word. -Notice all the letters and sound them out. -Get your child to record the word they have read e.g. tall. -ask your child to retell the story.	Learning Intention: I can use the pictures to help me read the words and retell the story. Success Criteria: I can retell the beginning, middle, and end of the book. Learning Task: - Choose a book and read the story with your child. - Provide opportunities for your child to read sight word/words they know. They can use the pictures to help read the words. - Have your child retell the story to you. They can draw (or write – if they are able to) what happened.
Writing: Name writing	Writing: Name Writing	Writing: Writing high frequency words	Writing: Writing a simple sentence

Learning Intention: I can write my name using correct letter formation. Success Criteria: -I can form capital and lower-case letters in my name correctly -I can name all the letters in my name Learning Task: -practice writing the letters in my name using correct letter formation. -name the letters in my name. - count the letters in my name. -How many syllables does your name have? How many vowels in your name? (a,e,i,o,u) -write name correctly.	Learning Intention: I can write a name that starts with the same letter or sound. Success Criteria: -I can form capital and lower-case letters in my name correctly. -I can identify and write other names starting with the same letter Learning Task: -read a book and talk about the letter of your child's name. -talk about names that start with same sound or letter e.g. Tomas, Tina, Teagan. -have your child say the sounds they can hear and record the letters e.g. Natalie might write N_n_ for Nina. -practice writing your name correctly.	Learning Intention: I can write high frequency words correctly. Success Criteria: -I can read at least three high. frequency words. -I can write three of the high frequency words correctly. Learning Task: -write your name correctly at the top of the page. -read a book and notice the high frequency words (three only-a, l, and, the, at, am. to). -have your child write these words every time they see them. -at the end of the book ask your child to read the word they have written back to you.	Learning Intention: I can write a simple sentence with a family member e.g. I am at the shops. Success Criteria: -I can write a simple sentence with support. -I can illustrate my sentence. Learning Task: This task is collaborative so please work with your child. -ask your child to verbally put the high frequency words they know into a sentence. -then with your child have them record the sounds they can hear in the words. You will need to write the sound they don't know. -go back and check if your child has used a capital letter, finger spaces and full stops. -ask your child to draw a picture to illustrate the sentence.
Spelling	Spelling	Spelling	Spelling
Learning Intention: I can talk about the letters in my name and other names and the sounds they represent. Success Criteria: I can write the letters and talk about the sounds in my name and other words. Learning Task: -Choose a letter from your class KNI, KCG: Pp, Qq, Yy, Uu, Ii, Gg KST, KRG: Ee, Ii, Kk, Qq, Ss, Ww KEP: Bb, Mm, Nn, Cc, Uu, Oo -read a book and notice words that start with your focus letter. -practice forming the capital and lower-case letter and saying the sound. -discuss other names and words that start with the same sound or letter. -create a poster with these words and draw pictures. -make the letter with playdough.	Learning Intention: I can talk about the letters in my name and other names and the sounds they represent. Success Criteria: I can write the letters and talk about the sounds in my name and other words. Learning Task: -Choose a letter from your class KNI, KCG: Pp, Qq, Yy, Uu, Ii, Gg KST, KRG: Ee, Ii, Kk, Qq, Ss, Ww KEP: Bb, Mm, Nn, Cc, Uu, Oo -read a book and notice words that start with your focus letter. -practice forming the capital and lower-case letter and saying the sound. -discuss other names and words that start with the same sound or letter. -create a poster with these words and draw pictures. -write the letter in sand, salt, dirt.	Learning Intention: I can talk about the letters in my name and other names and the sounds they represent. Success Criteria: I can write the letters and talk about the sounds in my name and other words. Learning Task: -Choose a letter from your class KNI, KCG: Pp, Qq, Yy, Uu, Ii, Gg KST, KRG: Ee, Ii, Kk, Qq, Ss, Ww KEP: Bb, Mm, Nn, Cc, Uu, Oo -read a book and notice words that start with your focus letter. -practice forming the capital and lower-case letter and saying the sound. -discuss other names and words that start with the same sound or letter. -create a poster with these words and draw pictures. -write the letter and trace over it using multiple colours (rainbow writing).	Learning Intention: I can talk about the letters in my name and other names and the sounds they represent. Success Criteria: I can write the letters and talk about the sounds in my name and other words. Learning Task: -Choose a letter from your class KNI, KCG: Pp, Qq, Yy, Uu, Ii, Gg KST, KRG: Ee, Ii, Kk, Qq, Ss, Ww KEP: Bb, Mm, Nn, Cc, Uu, Oo -read a book and notice words that start with your focus letter. -practice forming the capital and lower-case letter and saying the sound. -discuss other names and words that start with the same sound or letter. -create a poster with these words and draw pictures. -go for a walk inside or outside and find the letter/word and write them down.

