



The weather is fine, so we can look forward to some lunchtimes outside

IMPORTANT DATES

Paid Union Meeting

- Wednesday 23rd June**

Because of this meeting, teachers will NOT be available for learning until 11.00am. Therefore, we ask that on this day, children come to school at 11.00am.

Children who come to school will be supervised in the hall by a skeleton staff.

Student Led Conferences

- Wednesday 30th June - 3.30pm - 7.30pm
- Thursday 1st July - 3.30pm - 5.30pm

TERM 2 ENDS THURSDAY 8TH JULY

- Friday 9th July - NO SCHOOL Employee Only Day

**Health Consultation will be coming home to you all soon.
Please check your child / childrens' bags**

You will receive one piece of paper with questions on both sides that we would like you to answer. This will help us plan the health curriculum that we teach our tamariki

EXAMPLE QUESTION: Personal and Interpersonal skills and attitudes

| | Very Important | Important | Not Important |
|--|----------------|-----------|---------------|
| Beliefs, values and attitudes | | | |
| Rights & responsibilities | | | |
| Respect for themselves and other people | | | |
| Effective communication skills | | | |
| Problem solving and decision making | | | |
| Building resilience and learning about empathy | | | |

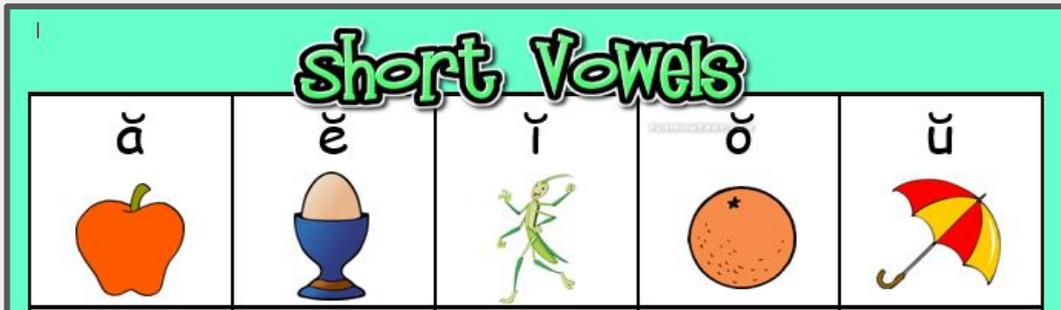
Please tick or make a mark for each section whether you feel it is very important, important or not important to you.

Structured Literacy

How we Learn to Read and Write

Thank you to all of our families who attended our Structured Literacy workshops this term.

Each whānau was given a literacy games pack to support their child's learning at home. There was lots of robust discussion around saying the letter sounds clearly and the pronunciation of the short vowels.



| 6 Syllable Types | | | |
|------------------|---------------------------|--|---|
| 1 | closed | short sound cvc vc/cv | Vowel closed-in cat nap/bin rab/bit |
| 2 | open | long sound v/c | Vowel open ti/ger fo/cus |
| 3 | r-controlled | bossy R 1 vowel followed by a R. The Vowel and R appear in the same syllable. | ar-er-ir-or-ur tur/nip car/rot |
| 4 | vowel team | ai, ay, ee, ea, ie, ue oa, oo, oi, oy, ow, ou | They appear in the same syllable bea/ten goo/gle boy/ish |
| 5 | vowel silent e | long sound vce | cake flute |
| 6 | consonant - le | le appears at the end with a consonant | bub/ble cir/cle cas/tle |

© 2013 6 Syllable Types - Teacher's Take-Out

Did you know at Deanwell School we not only teach strong letter sound skills but we also teach our tamariki how words work. We learn about the different types of syllables. The syllable types are useful because they help us to analyse words and spot common spelling patterns.

We also use pictures to help remember spelling rules.

FLOSS Rule

When /f/ /l/ /s/ (or /z/) is heard after a short vowel at the end of a one-syllable word, it is spelled with a double ff, ll, ss or zz.

| | | | |
|-------|-------|-------|------|
| -ff | -ll | -ss | -zz |
| puff | hill | miss | buzz |
| fluff | doll | boss | jazz |
| cliff | sell | less | fuzz |
| sniff | drill | guess | |

Make, Take & Teach