

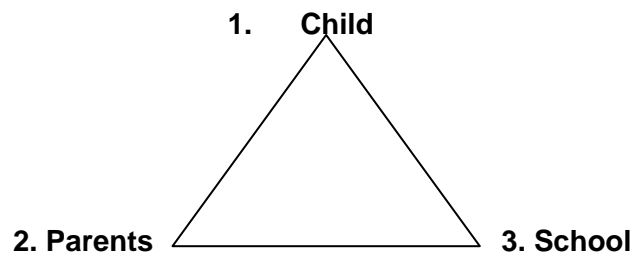


JUNIOR SCHOOL PARENTS INFORMATION



WELCOME TO YOU AND YOUR CHILD AS YOUR CHILD COMMENCES HIS/HER SCHOOLING AT BLOCKHOUSE BAY PRIMARY SCHOOL.

A child's happiness and success depends upon a threefold working group.



In effect a triangle. The points of this triangle are child, parents, and school. Three lines connect the points. If you think of these lines as the vital lines of communication in a child's schooling you have the full picture. At school we want to keep these lines really active so that your child does receive the best possible start to his/her learning.

TIMETABLE

We aim to have a balance of active and passive learning experiences during the day for your child

READING

Each night your child will have *homework*. It may be a poem, a book, a piece of written news or a song to read/sing. **Please** make this time pleasurable. Listen to your child read. Please sign their card or notebook if they bring home a book. Please read to your child. Even for good able readers there is nothing like the magic of a bedtime story.

HELPING WITH READING

Children beginning reading are **expected** to look at the pictures for clues. Please **don't cover the picture**. Instead, before the child reads, go through the book quite quickly looking only at the pictures and ask the child what they think each picture is about. This encourages the child to predict and to meet success. Then it is the time for the child to read the book.

If the child reads a word wrongly don't say "No its -----". Wait until the book is finished and then show the child the wrong word saying "You said -----, look hard at the word and see if you can get your mouth ready and make the sound for how the word starts. What else could that word be that would make sense?" After a while pointing under the words actually slows up good reading, so we only establish this behaviour for a short time.

Another skill we are working on is retelling. You can do this too, by helping your child to retell the story via the pictures, encouraging expressive language and all sorts of skills in language. **The most important thing is for your child to want to read.**

Tapes of 'Sing your way to Reading'

Each teacher has a tape available which you can take home to make a copy.

POETRY AND MUSIC

Children will either have a song or a poem to learn each week. Sometimes, this will follow our topic study themes.

PHONICS

Phonics is one part of our reading programme. Children will learn little signs and sound rhymes to help with their reading.

WRITING

Our writing is similar to reading in that we teach the child to say the words slowly and to write down what they hear. We do not use any rubbers in the child's draft book as it is just that, a draft. Your child will bring home published writing regularly. Again in writing it is of prime importance to us that your child wants to tell others **SOMETHING**. The child must have ownership of the writing, not teacher or parent. It doesn't matter what we think they should write, or at this stage, what is grammatically correct.

WRITING AND SCRIPT

Please try to see that when your child writes their name they use a capital only for the first letter. Watch how they are holding their pencil. Although it is our job to teach writing it is very difficult when they have formed very solid habits. They can practise writing with a paintbrush and water, dough writing, writing small, writing big, etc..

INFORMATION TECHNOLOGY

We are fortunate to have computers in each class, have a look at what your child can do.

MATHS

We look at Maths as the language of -

- | | |
|---|---|
| A | Number |
| B | Algebra (patterning) |
| C | Measurement (time, length, volume, mass, money) |
| D | Statistics |
| E | Geometry |

Numeracy is a most important part of Maths. The children are taught to manipulate numbers in flexible ways. They learn to explain what they did with numbers to arrive at an answer. The children are taught to be problem solvers and how to consider things in differing ways. At home it is a huge help if you are using Maths vocabulary constantly:

under; over; in; out; next to; beside; even; between; above; below; same; after; before; more than; less than; front; behind; colour and shape names.

ILLNESS/LATENESS/COMMUNICATION

Either a quick call to the School Office or a note/verbal explanation from you is sufficient. Please be punctual at school – say 8.35am is ideal. Please watch for classroom news on notice boards outside classrooms or on classroom doors.

I hope these notes will be of help to you.

Regards

Dorothy Howard-Smith
ASSOCIATE PRINCIPAL

